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FAKULTAS SASTRA
UNIVERSITAS ISLAM SUMATERA UTARA
MEDAN

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FIGURATIVE LANGUAGE USED IN SAUDI NEWS HEADLINES RELATED TO CORONAVIRUS (COVID-19)

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Abstract

Figurative language is a part of Stylistics and there was much research on how figurative language was used in different contexts. The present research aimed at analyzing the figurative language used in Saudi news headlines related to Coronavirus (COVID-19). A descriptive qualitative research design was used in this study. The data source of this study was the Saudi Press Agency (SPA), and the data were headlines related to Coronavirus (COVID-19) published from the period from February 15 to March 31, 2020. The obtained data from this study were organized, classified, and coded. The findings of this study revealed that there were seven speech figures used in this study (personification, hyperbole, understatement, paradox, synecdoche, apostrophe, and metonymy). The most used speech figure was personification and the least used one was metonymy. Each type of these speech figures had its own function such as to expand meaning, create intense emotions, and express a lot in a limited space. The researcher provides some recommendations for future research work in order to get more insights and contributions to this topic.

Keywords: figurative language, coronavirus, news headlines, Saudi Press Agency

1. Introduction

A language is a group of symbols that are used by people to communicate with one another. These symbols could take a written or a spoken form. Language plays a significant role in communication, interaction, and obtains messages and information from other people. Language is also important for people to establish and maintain relationships with each other. According to Kuolie (2010), language is existent for exchanging ideas and information between people. Figurative language is one type of language style that focuses on connotative meaning rather than denotative meaning. In other words, figurative language uses words and expressions that go beyond the literal meaning of sentences (Nurfiyanti, 2016). Figurative language is a persuasive language style that tends to add further dimensions to language style. This type of language would draw the attention of readers and make the reading process to be more exciting (Perrine, 1969). Users of figurative language convey messages and ideas in an unusual way and it is used in both linguistics and literature (Widyanti, 2013). When words or expressions cannot be understood literally or cannot be literally actual, people will definitely understand figuratively (Furniss, 1996).

News agencies offer a wide range of linguistic varieties that are distinctive in order to draw readers' attention. To achieve that particular purpose, reporters employ various

techniques in writing news headlines. These headlines are written in a featured sense that is totally different from the unusually used language (Moe, 2014). For achieving that special style of written headlines, special grammar rules are applied in which the interests and attitudes of readers are appealed. The purpose of paying more attention to news headlines is because headlines are the whole news report refinement. Readers of news decide on reading the whole news report based on the headline it contains. Consequently, news reporters would employ attractive news headlines in order to spread the reading of news (Chen, 2018).

At the end of 2019, the world experienced the emergence of a novel virus called Coronavirus (Covid-19). This virus has first appeared in one of the most significant business hubs in China (Wuhan). This virus killed more than 1.800 and more than 70.000 people have been infected from this virus (Shereen, Khan, Kazmi, Bashir, & Siddique, 2020). Since then, the virus kept its spread all over the world and it killed 46.063 individuals and infected 872.066 people (www.worldmeters.com, April 1st, 2020). Until these days, the international news agencies are still full of daily news headlines concern with the latest developments of Coronavirus (Covid-19). Therefore, the researcher found it very much interesting to explore the types and functions of figurative language used in the Saudi Press Agency (SPA), that are related to Coronavirus news headlines. The results of this study could be beneficial to readers in different ways. First, the present study will add to the body of literature concerning the use of figurative language, especially the figurative language used in news headlines pertaining to pandemic cases. It will also benefit the academicians on how figurative language is used in these particular circumstances we all experience these days. In addition, academicians would be aware of the creative approaches of writing news headlines, which could be implemented in teaching stylistics for English major students. The results of the present study can be used as a source of future studies conducted in the Stylistics domain since it focuses on the use of figurative language in news headlines related to a novel case (Coronavirus).

The findings obtained from this study could contribute to the academic field both theoretically and practically. In addition, the findings of this study could enrich the body of literature deal with this topic. It can provide additional information for researchers who are interested in this topic. In addition, researchers interested in stylistics and/or pragmatics could use this study as a reference for their future research. Practically, the findings of this study give more insights about the different types of speech figures used in general, and in news headlines in particular. Readers will get more awareness with regard to the different functions of using speech figures in different contexts. Furthermore, this study is one of the rare studies that deal with using figurative language in non-literary contexts. It focuses on a novel pandemic (COVID-19) which has recently spread all over the world. Hence, readers will have the opportunity to see how online news agencies dealt with this virus. News editor would be in a good position to figure out the figurative language used in news headlines related to this pandemic. According to this, they might attempt to be more creative and flexible in using such types of figures.

2. Literature Review

2.1 Stylistics

Verdonk (2002) defined stylistics as linguistic distinguished expressions and descriptions of their function and impact. Simpson (2004) views stylistics as an approach of textual interpretation in which the priority is given to language. Stylistics is more common in literary

texts, but it could also be used in other areas of language studies such as applied linguistics. Stylistics shows writers' proficiency in all aspects of language use such as journalism, advertising, casual conversation, and music. These forms of discourse give writers the opportunity to show their proficiency in language use (Simpson, 2004). In stylistics analysis, much attention is given to objectivity instead of subjectivity. The objective of stylistics is not influenced by the point of view or personality of the evaluator (Kuolie, 2010). Moreover, stylistics is meant to identify the linguistic features of certain works, and these features could be sounds, speech patterns, sentence structure, lexical analysis, frequency of language parts of speech, or the types of speech figures (Kuolie, 2010). The main objective of stylistics analysis is to examine how language resources are employed to produce genuine messages (Widdowson, 2003). The produced messages consider social traditions and conventions in order to understand the actual meaning of that message (Widyanti, 2013). The field of stylistics also focuses on the types of messages and linguistic units of communication, and how conventions are revealed in various types of texts (Widdowson, 2003).

2.2 Types of Figurative Language

As mentioned earlier, figurative language is used to indicate non-literal meaning. According to Leech and Short (2007), figurative language contains tropes and schemes. Tropes are defined as the deviation or anomaly of the content, while schemes are defined as prominent recurrence of certain expressions. Schemes include some categories such as schemes of grammar, schemes of phonology, and schemes of a lexeme. Each one of these schemes has its own patterns. Furthermore, tropes contain certain figures of speech and their particular functions. Perrine (1969) classifies figurative language into three different classes: figures of comparison, figures of association, and figures of contrast. An introduction of each type of these figures will be explained in the following section.

2.2.1 Figures of Comparison

Perrine (1969) classifies the figurative language of comparison into four categories: metaphor, simile, personification, and apostrophe. A metaphor is defined as the implied comparison between two things which are not alike (Simpson, 2004). In this figure of speech, the writer or speakers compare something with something else to assist in understanding the idea that he/she tries to convey. For example, the following metaphor *the test was a breeze* implies that the test was very easy, and the metaphor *my father is boiling mad* implies that my father is so angry now. A simile is defined as the explicit comparison between two different things. This is to create an interesting connection between both objects (Kennedy & Gioia, 2007). For instance, thin people might be compared to a rake *as thin as a rake* or comparing clear explanation to mud *as clear as mud*. The difference between metaphor and simile is that simile uses comparative words such as *like* and *as.....as*. The third type of comparison figure of speech is personification. This category is defined as assigning a people's quality to an inanimate object. This figure is widely used in literature in general and in poetry in particular. For example, *the opportunity is knocking my door*; in this statement, the power of knocking is given to the opportunity which, of course, is non-human and thus cannot knock. The personification in this statement implies that there a good luck approaching me and I should exploit it. The last type of this category is apostrophe which is viewed as addressing a dead, absent, or even non-human object. This type of language figure often ends with an exclamation mark (Kennedy & Gioia, 2007). This type of figurative language is also used in literature. One example of this figure is *Oh death*,

who are you going to take from me next? Apostrophe and personification have many similarities; the only difference is that apostrophe does not give a people's quality or characteristic to the object of the sentence.

2.2.2 Figures of Association

In respect of the figurative language of association, Perrine (1969) classifies this category into four types: metonymy, symbol, synecdoche, and allegory. Metonymy is defined as a speech figure where the name of a thing is replaced with another name which is closely related to the meant object. One of the most famous metonymies that are widely used in our daily life is *the pen is mightier than the sword*. In this metonymy, the pen refers to written words and the sword refers to military troops. The second type of this category is 'symbol' which is defined as an object which represents another. This type of figurative language is used to provide a more significant and deeper meaning (Kennedy & Gioia, 2007). For instance, *the dove* is a symbol of *peace*, *red color* is a symbol of *love and romance*, and *black color* is a symbol of *death and sadness*. Synecdoche is defined as a figure of speech in which a part of something is used to represent a whole. For example, the word *glasses* refer to *spectacles* and *sails* refers to *the whole ship*. The last type of this category is an allegory which is defined as a type of figurative language which encompasses a picture or story with a hidden meaning (Kennedy & Gioia, 2007). This type of speech figure is widely used in literature which tends to show some symbolic ideas. The story of George Orwell 'Animal Farm' is one good example of allegory. In this story, the author shows communist people as animals during the Russian revolution led by Leon Trotsky.

2.2.3 Figures of Contrast

Figurative language of contrast involves four types which are paradox, hyperbole, understatement, and irony. According to Kennedy & Gioia (2007), a paradox is viewed as a statement that seems contradictory, but in fact, it conveys deep meaning. For example, the paradox *your enemy's friend is your enemy* and *truth is honey, which is bitter* are two apparent statements that seem contradictory but they reflect deep meanings. Hyperbole involves using exaggerated statements that are not meant to be taken literally. Examples of this type of speech figures are *I got a headache*, *I feel my head as big as this room* and *I am starving, I could eat a cow*. Understatement is defined as viewing an object as smaller, worse, or even less significant than it really is Kennedy & Gioia (2007). For instance, *there is a rainy storm, we cannot go out, but at least trees will get watered*. In this understatement, people might try to reduce the fear of the damage that the rainy storm might cause. The last type of this category is irony which is defined as using different words to represent the actual meaning the speakers want to say. For example, *my friend is as intelligent as donkeys*; in this statement, the speaker is making fun of his friend's mental ability. All of the aforementioned types of figurative language seek to achieve some functions such as raising readers' imagination, expanding meaning, creating intense emotions, and expressing a lot in a limited space. Each one of these functions plays an important role in decorating the message that the headline intends to convey (Perrine, 1969).

2.4 News Headlines

News headlines are always seen in many online and written news agencies. A headline is a communication means used at the top of editor letters, news articles, and advertisements. These headlines are often written in bold big letters to show the main topic of the content it

contains (Saxena, 2006). A headline often contains a statement or a few statements to show the main points of the article news (Al-Qudsy, 2016). The demonstration style of news headlines aims at drawing the attention of readers; this could also be ensured through employing some motivating words for reading. The selection of headline words should go through a strict process in order to create the wanted headline (Saxena, 2006).

2.5 Saudi Press Agency

The establishment of the Saudi Press Agency (SPA) was in (1971) and it was the first news agency in Saudi Arabia. The agency aims at disseminating and collecting news locally and internationally. The agency is considered important to convoy with the progress, advancement, and development in Saudi Arabia. It also reflects and transfers various kinds of news and information to local and international people. Since its foundation, the agency proceeds with big paces to achieve its main goal to be an effective and modern news agency. The agency became the first choice of Saudi people to get news and they consider it as the main source of reliable and credible news. The trustworthiness that the agency gained was because of its authentic and objective style of work and professional outlook. The modern means of communication in Saudi Arabia enables the agency to rapidly distribute and spread of its news services. Hence, the services of this agency become accessible to the various types of government departments, media, and agencies. Since its foundation, the SPA tends to improve mutual relationships with the Arab world and international developing countries. It also aims at building close ties with other media bodies around the world to exchange news and information. SPA is co-founder of the Arab News Agencies (ANA), the Agency of Gulf News (AGN), and the International Islamic News Agency (IINA). The agency holds periodic meetings and conferences to revise the items of joint cooperation between regional and international news agencies. It is also an active participant in the international conferences held by various news agencies (www.spa.gov.sa). The following is an example of the interface of the Saudi Press Agency website.

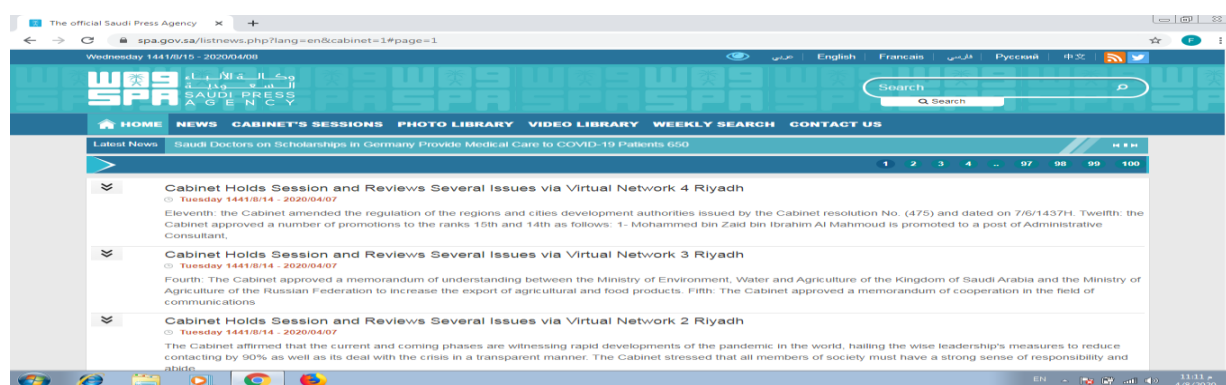


Figure 1: The Interface of Saudi Press Agency Website

2.6 Previous Studies

Much research (Al-Qudsy, 2016; Chen, 2018; Chuang, 2012; Lamichhane, 2017; Molek-Kozalowska, 2014). Al-Qudsy (2016) studied the speech figures employed in *Jakarta Post Newspaper* headlines under two local issues in Indonesia. The results of this study showed that there are six types of figurative language used in the headlines of those two issues. These types include simile, synecdoche, metaphor, hyperbole, irony, and apostrophe. Each one of the used speech figures has its own function in the headlines. Chen (2018) analyzed the use of metaphors in news headlines of *The New York Times* newspaper. The researcher

followed Lakoff & Johnson's classification of metaphors to analyze the expressions of metaphors in those English news headlines. The classification of metaphors as stated by Lakoff & Johnson (1980) includes orientation metaphors, structural metaphors, and ontological metaphors. The findings of this study showed that English news headlines of *The New York Times newspaper* contained the three types of metaphors and the researcher provided one example for each type.

Chuang (2012) studied the use of metaphors and metonymy in the headlines of different genres in the *Apple Daily* newspaper. The findings revealed that both metaphors and metonymies were used more frequently in sports and entertainment headlines; the fighting idea was the base of using metaphors in those headlines. Lammichhane (2017) investigated the rhetorical features of English news headlines in two Nepalese newspapers. The researcher selected some news headlines from two newspapers (i.e. *The Himalayan Times* and *The Kathmandu Post*). The results of this study showed that the most rhetorical features used in both newspapers were alliteration and metaphor. In a similar vein, Molek-Kozalowska (2014) analyzed the coercive metaphor application in news headlines from a corpus of 400 most-read headlines of the British news agency *The Daily Mail*. The findings of this study revealed that the coercive metaphor applications used in those headlines were imaging, animalization, simplification, dramatization and confrontation.

The previous review of the literature illustrated that each of the above studies has studied figurative language from different angles. Al-Qudsy (2016) studied the figurative language used in news headline of two local issues. Chen (2018) investigated the use of one figurative feature in news headlines which is a metaphor, while Chuang (2012) studied the use of only two figurative features of news headlines that are metaphors and metonymy. Lammichhane (2017) explored the use of the figurative language of randomly chosen headlines of two Nepalese newspapers, while Molek-Kozalowska (2014) studied the use of a specific type of metaphor (i.e. coercive metaphor) in headlines of one of the British newspapers.

It is apparent from the previously mentioned studies that additional research is necessary to explore the figurative language used in English headlines in general and the figurative language used in the English headlines related to Coronavirus (COVID-19) in particular. The researcher strongly believes the need for this study as no studies have been conducted to investigate this issue due to the recent outbreak (COVID-19). Therefore, the present study aims to bridge the gap by giving answers to the research question: - What types of figurative language used in Saudi news headlines related to Coronavirus?

3. Methodology

The present study employs the descriptive qualitative design since it focuses on a certain linguistic phenomenon and its contextual interpretation. This design provides an in-depth understanding of the figurative language used in the news headlines of the recent pandemic disease (COVID-19). This could contribute to understanding how press agencies have dealt with this disease and how they described it.

3.1 Data Source

The researcher focused on the written headlines about Coronavirus (COVID-19) selected from the online website of the Saudi Press Agency (SPA) during the period from February 15,

2020, to March 31, 2020. This period was the beginning of disease propagation around the world. The researcher chose the Saudi Press Agency (SPA) as it is the first official news agency in Saudi Arabia providing news in the English language.

3.2 Data collection

The present study used document analysis as a method of data collection. The researcher collected the data from the website of the SPA with a sole focus on the news headlines related to Coronavirus (COVID-19). The process of data collection involves a comprehensive selection of news headlines to find suitable data that serve the objectives of this study. The next step was to analyzing the selected headlines to understand the context of the used speech figures. Then, the researcher checked the conformity of selected headlines with the types of figurative language mentioned in the literature review. Finally, the researcher categorized the selected headlines into their figurative classes in preparation to analyze it.

3.3 Data Analysis

In this qualitative research, the researcher used the inductive frequency method of analysis which involves going from specific to general analysis. The researcher observed and interpreted the types of figurative language used in English headlines. The researcher has followed certain steps in order to analyze the data collected from the present study. First, the data has been collected and organized before moving to the next step. Second, the headlines have been classified according to their type of figurative language. Third, the types of speech figures have been coded based on the type of speech figures it belongs to. Fourth, the speech figures have been interpreted and the function of each figure has also been explained.

4. Findings and Discussion

As mentioned earlier, this study aimed at exploring the figurative language used by the Saudi Press Agency (SPA) pertaining to Coronavirus (COVID-19). This section provides the findings obtained from this study (see Table 1).

Number	Speech Figure	Occurrences	Percentage
1.	Personification	37	36.7%
2.	Hyperbole	27	26.8%
3.	Understatement	21	20.9%
4.	Paradox	07	6.9%
5.	Synecdoche	06	5.9%
6.	Apostrophe	02	1.9%
7.	Metonymy	01	0.9%
8.	Total	101	100%

Table 1. The Figurative Language Used in SPA's Headlines Pertaining Coronavirus

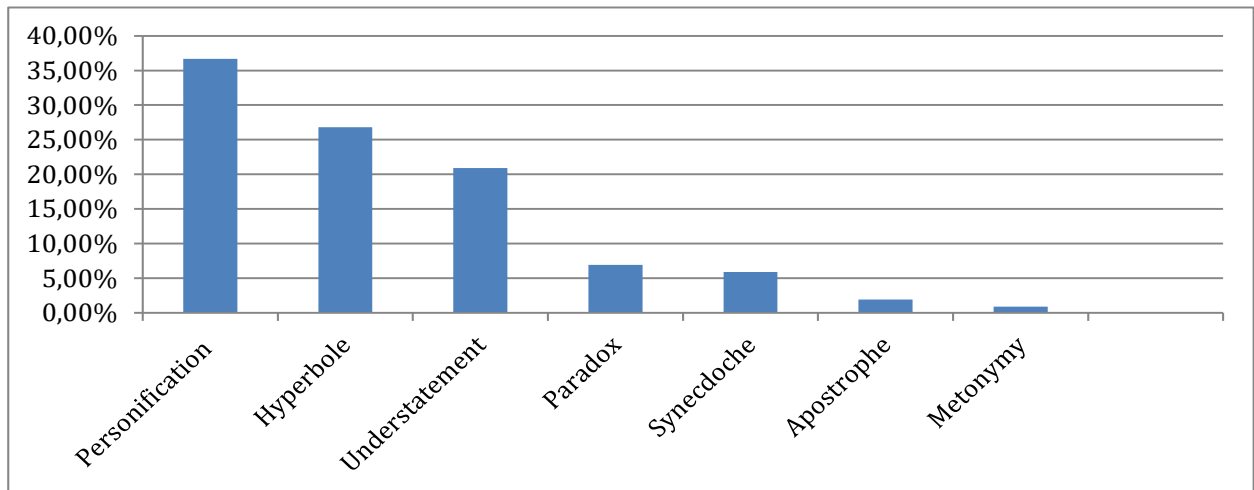


Figure 2: The Figurative Language Used in SPA's Headlines Pertaining Coronavirus

The findings of the study showed that there are seven types of speech figures used by SPA headlines pertaining to Coronavirus (COVID-19). These figures involve personification, hyperbole, understatement, paradox, synecdoche, apostrophe, and metonymy.

4.1.1 Personification

Personification involves giving one of the human characteristics to inanimate objects. In this study, personification has been used 37 times, and this contributes to (36.7%) from the overall occurrences of speech figures. One example of personification is viewed in the following headline.

"COVID-19 cases in Jordan jump to 33"
Tuesday, March 17, 2020

This headline resembles a clear example of personification. The writer of this headline used the verb *jump* to indicate the increase of Coronavirus cases in Jordan. It is obvious that *jumping* is a human attribute, but it is used in this context to expand the meaning he wants to convey. Another example of personification is shown in the following example.

"Coronavirus victims exceeds 2.000 in Hubei province"
Tuesday, March 3rd, 2020

In this case of personification, the writer represents Coronavirus as a killer that has already killed 2.000 people. In fact, the bulk majority of the personification occurrences represented the virus as an enemy which should be combated. The main function of this resemblance is to raising readers' imagination through considering the battle we all face with the virus.

Another example of personification as appeared in one of the headlines related to Coronavirus is as follows:

"Coronavirus brought much fears of the people's daily life"
Thursday, April 2nd, 2020

In the above example, the writer resembles the virus as a man who could bring things. The writer pretends the virus to be a ghost who brings fears to other people.

4.1.2 Hyperbole

Hyperbole involves using extravagant statements in headlines. The number of hyperbole cases mentioned in this study was 27 cases, and this contributes to (26.8%) from the overall use of speech figures in headlines. The following headline shows an example of the used hyperbole.

“WHO Calls for Urgent and Aggressive Measures to Combat COVID-19 in South-East Asia”
Tuesday, March 17, 2020

The writer uses the word *aggressive* to show serious and strict procedures and measures that need to be taken in order to face and avert the negative consequences of Coronavirus. The main function of this headline is to express a lot in a limited space. Actually, the word *aggressive* carries a lot of messages concerning the procedures of facing COVID-19.

4.1.3 Understatement

Understatement means to represent something less important than it really is. This study reported using this type of figurative language in 21 cases, which contributes to (20.9%) from the overall occurrences of speech figures. The following statement shows an example of the understatement used in the selected headlines.

“G20 to Face Novel Coronavirus (COVID-19) Pandemic, with Swift, Decisive Action”
Friday, March 13, 2020

This headline seeks to lessen the serious impact of Coronavirus spread around the world. The function of this headline was to create intense emotions for readers. It also tends to provide relaxation for readers through representing this virus as under control virus and could be avoided.

4.1.4 Paradox

A paradox is defined as a statement that seems contradictory but could have a meaningful idea. In the present study, this type of speech figure has been used 7 times which contributes to (6.9%) of the overall use of figurative language. One interesting example of this type could be found in the following statement.

“The Jordanian Authority Claims: This is the Beginning of End of the Pandemic”
Tuesday, March 31, 2020

The above-mentioned example seeks to create an intense emotion for the readers of this headline. People around the world are waiting for some solutions to cease the spread of the virus. This headline will, for sure, convey a sense of happiness and pleasure for readers.

4.1.5 Synecdoche

Synecdoche takes place when a part of something is used to show the whole thing. This type of speech figure has occurred 6 times and this contributes to (5.9%) of the overall speech figures used in this study. The following statement is an example of this type of figurative language.

“Novel Coronavirus COVID-19 Follow-up Holds Its 9th Meeting”
Friday, February 28, 2020

In this example, the follow-up of COVID-19 is actually referred to a special committee that is assigned to follow-up on the development of the virus spread. The use of word *meeting* is evidence that there is a committee concerning this issue, since the virus itself could not, definitely, holds a meeting.

4.1.6 Apostrophe

Apostrophe involves addressing absent, dead, or inanimate object. This type of speech figure occurred two times and that contributes to (1.9%) of the total used speech figures. One of the instances of this type is shown in the following statement.

“WHO message to Youth on Coronavirus: You are not Invincible”
Friday, March 20, 2020

As seen in the above-mentioned example, the World Health Organization (WHO) addresses absent people who are actually the youth around the world. The pronoun *you* in this context refers to youth all over the world. The readers of this headline would definitely know that the addressee would not respond to the speaker in this context.

4.1.7 Metonymy

Metonymy has previously been mentioned as replacing the object of the sentence with another name which related in meaning. There was only one instance of metonymy and this contributes to (0.9%) of the total used speech figures in this study. The following statement reveals the only case of metonymy in this study.

“Saudi Press: Staying at Home Is Our Strongest Weapon to Face Coronavirus”
Monday, March 23, 2020

In this case of metonymy, the writer represents staying at home as the strongest weapon to avert Coronavirus. The function of using this phrase was to emphasize the importance of adherence to domestic quarantine. The function of this headline was also to expand the imagination of readers, as they could imagine the battle we are having with this virus and to stay at home is the most effective weapon to avoid it.

The findings of this study revealed that the figurative language mostly used in news headlines related to Coronavirus was *personification*, *hyperbole*, and *understatement*. These results contradict the findings obtained from Al-Qudsy (2016) and Lammichhane's (2017) studies. In Al-Qudsy's (2016) study, the most used figurative speech was *simile*, *synecdoche*, and *metaphor*, while in Lammichhane's (2017) study, the most frequently used speech figures were alliteration and metaphor. The different results between the present study and the previous studies could be attributed to the context under investigation. The context of Al-Qudsy's (2016) study was the use of speech figures in news headlines of two local issues, while the context of Lammichhane's (2017) study was to investigate the use of the figurative language of selected news headlines in two Nepalese newspapers. The context of the present study is to investigate the use of figurative language in news headlines related to Coronavirus.

5. Conclusion

The main purpose of this study was to explore the types of figurative language used in online news related to the novel Coronavirus (COVID-19). The findings of this study showed that there were seven types of figurative language used in Saudi news headlines. These

types were Personification, Hyperbole, Understatement, Paradox, Synecdoche, Apostrophe, and Metonymy. The most used speech figure used in this study was Personification with 37 instances, while the least used type was Metonymy with only one instance. The function of using those speech figures varies; one function was to expand meaning, increase readers' imagination, add emotional intensity, and to express a lot in a limited space. On the other hand, the use of figurative language could be perilous since not all readers can interpret the actual meaning that speech figures intend to convey. People who could appropriately interpret the actual meaning of speech figures, they could find the use of figurative language more interesting, attractive, and encourage them to read the whole news.

The present study explored the types and functions of figurative language used in Saudi news headlines related to Coronavirus (COVID-19). However, there are many other areas of speech figures that could be analyzed such as movies, comics, and novels. This study explored the use of figurative language following Perrine's (1969) theory of speech figures. Future research is advised to explore the use of speech figures following other theories such as Verdonks and Rozaki's theories. Finally, the researcher hopes that the findings of this study have contributed to the body of literature regarding this topic. In fact, the present study focused on figurative language use related to a novel pandemic, which we all hope from the almighty Allah to avoid this sorrow as soon as possible.

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SHE, ROBOT: MALE CHARACTERS' MECHANISATION OF OPHELIA IN SHAKESPEARE'S *HAMLET*

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Abstract

This paper entitled "She, Robot: Male Characters' Mechanisation of Ophelia in Shakespeare's *Hamlet*" is an attempt to explain how Ophelia is deprived of her subjectivity and objectified into a machine-like being that cannot think, speak, and act independently. The agents of this mechanisation are three male characters, namely, Laertes, Polonius and Hamlet respectively. The paper traces the mechanisation process by expounding how each one of the male characters, thinking himself superior, commanding and abusing Ophelia until she turns into a broken machine. This may be considered as one of the major reasons behind her mental breakdown and, ultimately, her supposed suicide. The organisation of the text is based on the successive roles of each of the above-mentioned male characters in the process of turning Ophelia into a machine, i.e., a robotic character. The paper delineates the situation of renaissance women under a male-dominated society and highlights the danger of exerting too much pressure on people to a degree that may lead to untoward consequences.

Keywords: Laertes, Machine, Mechanisation, Objectification, Ophelia, Polonius, Robot, Shakespeare's *Hamlet*

1. Introduction

The depiction of female characters in Shakespeare's plays is an interesting and informative topic to study. One such widely debated female character is Ophelia. Ophelia becomes a victim of the major male characters in *Hamlet* who objectified into a machine-like human being that gradually fails to independently operate without being directed from outside. The agents of her mechanisation, which is a specific type of objectification, are three male characters: her brother, Laertes; her father, Polonius; and her assumed lover, Hamlet. Little by little, this mechanisation process changes her into a being that is unable to think, decide, speak and/or behave independently. This may be considered as one of the major reasons behind her mental breakdown and, ultimately, her supposed suicide. In the body of the paper, this topic will be argued with reference to relevant quotations from the play, expert opinions, and facts.

The organisation of the paper is based on the successive roles of each of the above-mentioned male characters in the process of turning Ophelia into a machine, i.e., a robotic character. It illustrates how each male character exercises his authority over her and, as a result, participates in destroying her subjectivity. Being individuals in a male-dominated

society, they think that they are entitled to protect her and, therefore, have to direct and control her thinking, speech and action lest she should incur some harm upon herself.

The paper asserts that Ophelia's male-dominated environment denies her the freedom of thinking, speaking and acting. This gradually aggravates her situation to the extent that she would be at a loss for what to do when Laertes is in France, Polonius is dead, and Hamlet is being sent to England. In this manner, she, like a machine, breaks down and becomes dysfunctional, namely, she dies. Ophelia's tragic end could be an awakening call that exercising too much pressure would most probably wreak havoc on individual and social and levels.

2. Literature Review

William Shakespeare's oeuvre, being in the centre of the English literature canon and perhaps of world literature canon, is one of the most hotly debated literary productions. Hence, there is much scholarly literature, especially about his plays. In *Hamlet*, Ophelia is depicted as a renaissance archetypal woman who is expected to think, say, and do what the males order (Foss et al, 1999; Khan and Bughio, 2012; Karapanze, 2014; Olivas, 2015). This leaves her with no space for free self-expression because of which she loses her subjectivity and intellectual independence (Assiter, 1996; Foss et al, 1999; Kuhlman, 2002; Boobani, 2006; Rials, 2008; Karapndza, 2014; Günenç, 2015; Olivas, 2015;). Being unable to act independently, she always needs external directions from the male characters (Chen, 2011; Olivas, 2015). Thus, she breaks down mentally when she does not find the male characters around her to tell her what to think, say, and do (Bostrom; 1996; Boobani, 2006; Olivas, 2015). Finally, she becomes mad and supposedly commits suicide (Rials, 2008; Smith, 2008; Chen, 2011). Although the above-mentioned scholars provide useful and interesting information relevant to the theme of the present paper, none of them has referred to the process of Ophelia's mechanisation by the male characters in a systematic way and in modern technological terms. Therefore, this paper is an attempt to fill in this scholarly gap.

3. Research Method

The paper adopts a qualitative method of collecting and analysing data. Data have been collected from the primary source, *Hamlet*, and secondary sources including scholarly endeavors and historical information related to the play and the research theme of this paper. Then, these have been analysed and interpreted to support the claim of the paper. The paper claims that Laertes, Polonius and Hamlet turn Ophelia into a machine-like person who cannot act independently and that, in their absence, she breaks down mentally and eventually commits suicide. Accordingly, the argumentation traces the successive role of each of the above-mentioned male characters in the process of turning Ophelia into a robotic character. It illustrates how each male character partakes in destroying Ophelia's subjectivity and causes her final mental breakdown and suicide.

4. Results and Discussion

4.1 Laertes: "Think it no more"

It is worth noting that Laertes, Polonius and Hamlet believe that they are responsible to guide and protect Ophelia against dangers and pitfalls. Emily Rials asserts that they "feel compelled and entitled to advise her [Ophelia] on every aspect of her behavior". This shows the type of society Ophelia lives in; the males believe that they are physically and mentally

superior and hence act as guardians and sages towards the females whom they consider inferior, inexperienced, ignorant, and preys to their own passions.

As aforementioned, one of the agents of the mechanisation process is Ophelia's brother, Laertes. As a male character, Laertes exercises his authority upon his sister, who is viewed as experientially and intellectually inferior. This is evident in his authoritative voice that is stylistically characterised by the employment of assertions and imperatives. Before travelling back to France, he gives Ophelia a long-winded lecture about the perils of the supposed love affair between her and Prince Hamlet:

LAERTES. For Hamlet, and the trifling of his favour,
Hold it a fashion, and a toy in blood,
A violet in the youth of primy nature,
Forward, not permanent, sweet, not lasting,
The perfume and suppliance of a minute,
No more.
OPHELIA. No more but so?
(Shakespeare, 2003: 1.3.5-9)

Part of Ophelia's subservience and inferiority to the male characters can be ascribed to the socially accepted female roles designated by the renaissance male-dominated society. Mesut Günenç states in this regard that "... her [Ophelia's] actions, attitudes, emotions and thoughts [are restricted] because of women's roles shaped by the patriarchal society in her time". Such a society has made her lose her self-confidence and finally develop a weak personality. In the conversation above, it is obvious that Laertes is the authoritative one since it is he who knows right from wrong and hence has the right to direct her. In contrast, Ophelia asks a question, which suggests that she is doubtful and hesitant because questions usually emanate from lack of knowledge and doubt. Without resorting to any circumlocutions, Laertes talks about Hamlet explicitly; such behaviour demonstrates his self-confidence and dauntless disposition. He acts as an experienced sage teaching her about life, appearance and reality while she, like an inexperienced pupil, asks questions to discover the world through him. He instructs that Hamlet's affection is a trivial game played by passion (blood), not reason; and that it is whimsical, reckless and transient, although it appears to have a nice scent and a beautiful visage. Thus, he tries to persuade her that Hamlet thinks of her as an object of pleasure, which, once consumed, will be dumped. Ophelia wonders if Hamlet's affection toward her is no more than her brother has claimed. Laertes firmly replies "Think it no more" (1.3.10) and follows it with a lengthy instructional speech that is characterised by the use of many imperative verbs such "*think, weigh, fear, keep, and be wary*" (1.3.11-44). The use of such verbs specifies the nature of the relationship between the interlocutors, i.e., he is like a remote control and she the machine operated with it. So, the only thing that she can think of is only what her brother thinks of; accordingly Ophelia's free thinking is substituted by Laertes's beliefs. Although Laertes may seem a caring brother, he, willing or not, turns her into a container of his own ideas while emptying her of any independent ideas whatsoever (Stokes, 1992, p. 85). Undeniably, there is a tone of sincerity in Laertes's speech towards his sister's honour and future. However, himself being a victim of a cultural mindset that empowers men and deprives women of their rights and freedom, he, perhaps inadvertently, acts as one of those who will cause Ophelia's mental breakdown and eventual death.

In the excerpt below, Ophelia responds to Laertes's long lecture obediently. However, being at the beginning of the process of her mechanisation, she still enjoys some mental independence as she gently ("good my brother") entreats him not to be like some falsely pious men who fail to practise what they preach while he is showing her the ragged road to Heaven:

OPHELIA. I shall th' effect of this good lesson keep
As watchman to my heart. But good my brother,
Do not as some ungracious pastors do,
Show me the steep and thorny way to heaven,
Whiles like a puffed and reckless libertine
Himself the primrose path of dalliance treads,
And recks not his own rede.

Laertes answers his sister with another order assuring her not to be worried about him; again when taking leave, he charges her to remember his teachings well:

LAERTES. Oh *fear* me not. . . .

(Shakespeare, 2003: 1.3.45-54)

.....

Farewell Ophelia, and remember well

What I have said to you. (1.3.84)

Essential to the claim of this paper is that fact that Ophelia does not resist or even argue further. She rather submissively succumbs to Laertes's commands. Tynelle Ann Olivas confirms that "[s]he [Ophelia] is the epitome of the Renaissance female conduct: she is obedient, chaste, and silent". Her choice of words in these quotations is crucial to the argument herein. Firstly, she refers to her mind (memory) that contains Laertes's instructions. Secondly, she confirms that her memory is locked; that is, in modern technological terminology, her memory is password-protected. Significantly, the one (watchman) who has the password (the key) to access this memory and manage its content is Laertes. In this fashion, the mechanisation process has begun to take effect as Ophelia herself verifies her objectification in the form of a machine:

OPHELIA. 'Tis in my memory locked,
And you yourself shall keep the *key* of it. (1.3.85-86)

Thus, Ophelia has started the process of losing her individual subjectivity and metamorphosing into an externally controlled machine. From now on, she has no freedom and all her actions would be under the close surveillance of the "watchman", i.e., observations and directions of Laertes. Laertes is about to leave when another mechanising agent, Polonius, arrives and hears his children's last exchange.

4.2 Polonius: "Think yourself a baby"

As Laertes is about to depart, their father, Polonius, joins them and hears his son asking Ophelia to remember his advice. When Polonius knows that Laertes has been warning Ophelia about Hamlet, he hails it as a good idea and declares that he, too, has heard about Hamlet's tendency towards his daughter, Ophelia:

POLONIUS. Marry, well bethought.
'Tis told me he [Hamlet] hath very oft of late

Given private time to you, and you yourself
Have of your audience been most free and bounteous.
If it be so, as so 'tis put on me,
And that in way of caution, I must tell you
You do not understand yourself so clearly
As it behooves my daughter, and your honour.
What is between you? Give me up the truth. (1.3.90-99)

It is worth mentioning that there is a striking resemblance between Laertes's rationale for warning Ophelia and that of his father. This proves that both are products of the same culture. In the extract above, Polonius treats his daughter as if she were a child who does not know and understand her social position and hence she does not know proper conduct. In this regard, Günenç affirms that her father "... treat[s] her as a child who does not have self-awareness, understanding and nervousness about the ways of the world". Just like his son, Polonius straightforwardly orders Ophelia to tell him the truth about her affair with Hamlet. She dutifully and honestly answers that Hamlet has demonstrated his affection for her. Deeming her ignorant of the risks of such relationships and foolish to trust Hamlet's love offers, he belittles her:

POLONIUS. Affection? Puh! You speak like a green girl,
Unsifted in such perilous circumstances.
Do you believe his tenders as you call them? (1.3.101-104)

Ophelia's response to Polonius's question above corroborates the claim about objectifying her into a robot-like character. She naively utters, "I do not know my lord what I should think" (1.3. 105). Such a remark reinforces the notion that she is gradually losing her faculty of independent thinking because she has been treated by the male characters as a credulous and ignorant person who needs external guidance. Being trapped among male characters, Ophelia has lost her subjectivity as Alison Assiter clarifies that being an objectified "[w]oman [Ophelia] cannot express her own self, her needs and her pleasures". Likewise, Günenç maintains that "... she [Ophelia] does not know how to think, what to think and how to use her language". Significantly her father's reaction supports this claim, "Marry I'll teach you. Think yourself a baby ..." (1.3.106). This illustrates the type of relationship between these two interlocutors: it is the relationship of a teacher, Polonius, and his pupil, Ophelia. Polonius, like Laertes, is as a remote control and she a machine operated with it. Accordingly, he starts to educate her about life and she must compliantly accept his lessons. To do this, he compels her to think of herself as a baby, i.e., as a tabula rasa that has no knowledge and experience. Polonius's speeches show that he views his daughter as a guileless and gullible person.

Although Ophelia certifies that Hamlet has offered her his love in an honourable manner and has sworn to her that his love is true, her father ridicules her speech by portraying her as a stupid naïve girl. Then after giving her a somewhat long lecture about Hamlet, he enjoins her to be careful and to behave well, "Look to't I charge you. Come your ways." (1.3.135). This speech foregrounds Polonius's authoritative voice, characterised by the use of imperative verbs such as 'look, charge, come'. Unable to discuss the matter more, Ophelia is obliged to obey her father, "I shall obey, my lord." (1.3.136). In the way, the second agent behind Ophelia's mechanisation has played its damaging role in divesting her of her subjectivity. She eventually becomes the epitome of the archetypal male-created image of a

woman who "doesn't know how to think or how to behave unless she is told to" (Chen, 2011, p. 4).

In a thematically marked line in the play, it is shown how Polonius, a representative of the male mentality, thinks of his daughter. After knowing about Hamlet's weird behaviour in Ophelia's chamber and interpreting it as a sign of love, he rushes to King Claudius and Queen Gertrude to break the news to them. Although he has previously warned Ophelia not to allow Hamlet approach her, he unashamedly plans a meeting between his own daughter and Hamlet to prove his claim (Colin Wilcockson, 1991, p. 137). While Hamlet would be walking in the lobby of the castle, Polonius arranges, he would "loose [his] daughter [Ophelia] to him [Hamlet]." "Loose" is, perhaps, a connotatively suggestive verb that unmasks the male's view of the female. The verb "loose" can be figuratively associated with tethered animals. Ophelia is then pictured as an animal whose tether is in Polonius's hands to control her action. Moreover, as an adjective, "loose" was used in Shakespeare's times to refer to an ill-disciplined, immoral woman who were exploited for different purposes (Blake, 2004, pp. 12, 16). Rials's observations validate this interpretation: "Indeed, Ophelia's function within the hierarchy of the Danish court is not as an individual, ..., but rather as a pawn. ... Polonius uses Ophelia as a bait to watch Hamlet's behavior ...".

This is at the heart of the mechanisation process. She is treated as an object (pawn; an animal) of a male-designed and male-directed game while she is denied the right to voice her own opinion or to refuse to partake in the game. To the male characters, she is nothing but a handy tool utilized for their own vested interests (Chen, 2011, p. 2; Grimmett, 2005, pp. 34-25). Ophelia participates in the plan because that is what is culturally expected from her as a modest girl and because she always tries to please others, especially her father, brother and Hamlet (Khan and Bughio, 2012, p. 31). After receiving the effects of the second mechanising agent, Ophelia is left alone to solely encounter Hamlet's complex mind and language, the third agent behind her loss of subjective individuality and consequential mental breakdown and possible suicide.

4.3 Hamlet: "I loved you not"

The ghost of Old Hamlet tells his son, Hamlet, that has been murdered by his brother Claudius and requires Hamlet to remember and avenge his death. Hamlet vows to delete the entire content of his memory, which he considers trivial compared to the gravity of his father's command, and to save only his father's request therein. Lamentably for Ophelia, this erasure includes her as well. Wearing untidy clothes and a pantomime-like visit, subsequently, Hamlet appears in her chamber and ends his affair with her in a very weird way. Without uttering a word, he expresses his inner status via some ambiguous gestures that leave her baffled. Ophelia recounts this to her father and also informs him that she has rejected Hamlet's letters and prevented him from approaching her as her father has decreed. Equipped with such information, Polonius infers that Hamlet's mysterious behaviour must be a sign of unrequited love. Significantly, when Polonius asks her if she thinks Hamlet has become mad for her love, Ophelia adds, "My lord I do not know, ..." (2.1.83). Her lack of free thinking and judgment underscores the claim that the male characters gradually turn her into a robotic character that needs to be told what to think, say and do. However, she operates well only when she is externally guided.

Ophelia and Hamlet meet as has been arranged by Polonius. Hamlet does not explicitly turn Ophelia into a machine, but his behaviour and speech indirectly reinforce Laertes and Polonius's process of mechanising her. In this meeting, she returns some letters and

souvenirs to Hamlet as a token of the end of their affair. Surprisingly, the latter denies that he has ever given her anything and he also questions her honesty. As is seen in the excerpt below, he confuses her by averring that once he loved her and then within seconds denying that. This act perplexes her to an extent that she cannot think logically and discern truth from falsity of his statements. Having a superficial understanding of Hamlet's equivocal speeches, she ruefully laments being deceived by him. Hamlet, inadvertently, ascertains to Ophelia that her brother and father's warnings were true. Thus, her mechanisation process is developed yet more because of Hamlet:

HAMLET. . . . I did love you once.

OPHELIA. Indeed my lord you made me believe so.

HAMLET. You should not have believed me I loved you not.

OPHELIA. I was the more deceived. (3.1.114-118)

Melissa Bostrom argues that the "conflicting messages from Hamlet ... seem a plausible explanation for Ophelia's madness" (1996, p. 39). Bostrom verifies that Hamlet's "I did love you" and "I loved you not" messages can be considered two detrimentally confusing factors to Ophelia's already weakened mental potential.

Then Hamlet shocks Ophelia much more as he announces that he is capable of committing all the vices in the world, "I am very proud, revengeful, ambitious, with more offences at my beck than I have thoughts to put them in, imagination to give them shape, or time to act them in" (3.1.122-124). She becomes astounded by her contrasted images of Hamlet: the previous Hamlet whom she thought the paragon of purity and goodness, and this current diabolical Hamlet. Hamlet's confession makes her brother and father's caveats much more plausible; hence, she thinks that she should observe their advice and shun Hamlet. As a result, she exclaims, "And I of ladies most deject and wretched, ... / Oh woe is me / T'have seen what I have seen, see what I see" (3.1.149, 155). She woefully bemoans entrusting Hamlet with herself and discovering that he does not deserve that trust. She, therefore, regards herself as the most dejected woman. Olivas and Farzad Boobani concur that, being deprived of independent thinking and judgment, Ophelia is left bewildered and hence unable to comprehend Hamlet's enigmatic speeches and actions (2015, p. 30; 2006, p. 91). This exemplifies how, although most probably unintentionally, Hamlet plays an active role in Ophelia's mechanisation process.

Lifton explains how the process of brainwashing is conducted. According to him, the victims are first convinced to reject their past life and admit that it was evil and second they undergo a process of re-education (1989, p. 5). This is exactly what happens to Ophelia when she admits that her past life with Hamlet was an illusion and thus she rejects it now. Her admission strengthens Laertes and Polonius's allegations regarding Hamlet's false affection. Thus the male characters deprive her of any independent critical and evaluative reasoning ability and thus pave the way for her complete mental breakdown.

There could be different interpretations for Hamlet's unusual behaviour. Perhaps, because he loves Ophelia truly, he wants to save her from the upcoming dangers (Stokes, 1992, p. 86; Olivas, 2015, pp. 43, 46). Perhaps, he knows that he is being watched by Polonius and the King and wants them to believe that he gone mad, as he has informed his close friend, Horatio, that he will act as a mad person (1.5.175-176). Perhaps, he is outraged by Ophelia, who has returned his letters and gifts. Perhaps, he thinks that Ophelia, like other women, is also a unfaithful (Walizer, 1987, p. 42). Whatever the reasons behind his odd behaviour, he underpins, even if unintentionally, Laertes and Polonius's speeches and,

hence, develops the process of Ophelia's mechanisation. This is because she is unable to comprehend Hamlet's cryptic messages because they are too complex for her simple mind to decode.

In the exchanges between Ophelia and Hamlet, the latter always dominates the conversations qualitatively and quantitatively. She is certainly unable to understand his intellectually loaded language. Bughio believes this is because of "Hamlet's familial and educational background where he excels in comparison with Ophelia" (28). Alternatively, perhaps, it is because of her archetypal characterization that denies her enough space, linguistic competence and intellectual capacity to express herself and engage in argumentations (Karapandza, 2014, p. 12; Foss et al, 1996, p. 153). Moreover, as Showalter states, it could be because Hamlet "thinks too much" while Ophelia "feels too much" (qtd. by Bostrom, 1996, p. 40); in other words, Hamlet is presented as a rational human being capable of independent, complex thinking and Ophelia as an emotional one whose feelings cloud her judgment.

During *The Mouse Trap*, the play within the play, there is a notable dialogue between Hamlet and Ophelia. Again, he behaves in an abnormal and attention-seeking way. He asks her if he could lie in her lap (3.2.99). She tersely refuses without giving any explanation. Obviously, she does not want to be embarrassed in front of the King, Queen and her own father. He then asks her mischievously if she has interpreted his request as an immoral one (3.2.103). Because she is not consciously independent and her mind is no match for his complex thinking, she mechanically responds, "I think nothing my lord." (3.2.104). Her robotic answer could possibly be more noticeable if the line is scanned into three iambic feet each uttered with a slight pause after it as follows: "I think / nothing / my lord". After her brother and father's warnings and Hamlet's previously unexpected and violent behaviour, she is unable to analyse Hamlet's requests and interpret them in any way whatsoever, moral or otherwise. Her laconically robotic reply proves that her mechanisation process has eventually taken effect. Accordingly, she cannot operate in the absence of her external controllers who would tell her what to think, say, and do. Rials attests, in this regard, that her inability to think anything is a definite sign of her lack of "self-determination" (2008, p. 153), which heralds her complete self-loss.

Another crucial point to illuminate in the short exchanges between Hamlet and Ophelia is the latter's mechanic way of reacting to Hamlet's questions. She usually responds to his questions with "ay" and "no" (Bienias, 2011, p. 31). Her too short and structurally parallel responses depict her more as an automaton. Moreover, her overly simple linguistic choices reveal her lack of intellectual complexity. Such truths significantly signal her fast deteriorating towards utter mental breakdown. Furthermore, Ophelia is denied the talking and acting space given to the male characters. Relatedly, Olivas expounds that "[f]or most of the play, Ophelia only speaks when spoken to, acts only when dictated to do so, and always obediently acquiesces to the demands of her male sovereigns" (2015, p. 11). Such passivity is the product of a male-dominated society that eventually causes her premature death.

As foreshowed, when Ophelia reappears near the end of the play, she is totally mad. There are several collaborating reasons behind her mental breakdown and her eventually supposed suicide. Firstly, the unbearable pressure exercised upon her by her brother, father and the court life has left her no room for free individual thinking and choice (Kuhlman, 2002, p. 167). Secondly, Hamlet's weird behaviour and equivocations regarding their affair forced her to believe much more in her brother and father's warnings. Thirdly, the strongest blow to her as a machine is the absence of her brother (travelling to France) and of her

father (killed by Hamlet) and of Hamlet (sent to England). It is worth noting as well that Hamlet's killing of Polonius renders her completely desperate of any reunion with Hamlet; it also proves, to her, her brother and father's fears of Hamlets. The impact of this murdering act is much greater than her simple mind's capacity to comprehend and absorb the shock. Likewise, Barbara Smith maintains that:

The issues of perceptual and emotional dissonances, lover's rejection, paternal loss, and the deprivation of knowledge with which Ophelia struggles throughout the play, combine explosively, engendering—pitifully but not surprisingly—madness and suicide.” (2008, p. 98)

Ophelia's madness turns her into an uncontrollable broken machine. That is why she/it talks incessantly and hysterically about her unconscious thoughts, which have been kept in check and denied manifestation by the external controlling agents. She finally manages to outpour her long-repressed true personality through madness (i.e., broken machine). However, even this seemingly positive act is not taken into serious consideration because it is regarded as raving as Yi-Chi Chen elucidates that “... the transformation [from sanity to madness] reveals her [Ophelia's] struggle between the exploited sanity and the awakened yet incomprehensible femininity” (2011, p. 3).

Bradley confirms that fact that Ophelia's existence is surrounded by Laertes, Polonius, and Hamlet (1992, p. 136). The negative effect of these male characters on her has proved devastating as each has manipulated her and ordered her to think and behave as he has desired. This paper has followed her journey of transformation or deformation “... from a young woman confident in her love for and from Hamlet into a selfless wraith into a madwoman” (Rials, 2008, p. 152).

5. Conclusion

The paper has argued and proved that the major male characters in the play have objectified Ophelia into a machine-like human being, who cannot act independently. This has been done by destroying her subjectivity and implanting therein a male-created mentality. Although *Hamlet* presents an imaginary story and Ophelia's deterioration into madness and committing suicide are part of it and thus fictitious, it significantly reflects on what happened to women in the renaissance male-dominated society. In addition, it makes readers aware of the risks of exerting too much pressure upon people because it would finally cause behavioural outbursts and subsequent devastation.

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THE ONTOLOGICAL FEATURES OF VERB PHRASES IN NATIONAL GEOGRAPHIC'S *VISIONS OF MARS*

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Abstract

Verb Phrase (VP) is one of the most important types of phrase for its function. It provides information about the subject of the sentence. Verb Phrase itself has more than one type. It also has ontological aspect, an aspect by which a certain situation is represented. This aspect is made up by features. This study aims at finding out and analyzing the types of VP and their ontological features in National Geographic's *Visions of Mars*. By analyzing and understanding the types of VP and their ontological features, readers understand the discourse more. They gain more perspective syntactically. This study employs syntactic approach and is qualitative in nature. The results yield three different types of VP, i.e. *action*, *process*, and *state* where *action* VP places the highest position. There are four ontological features found in *Visions of Mars*, i.e. dynamic, agentive, non-evolving, and evolving. The findings imply how *Visions of Mars* is structured. The deeds are mostly conducted or done by an agent and show prompt situations.

Keywords: Verb Phrase, ontological feature, Syntax, National Geographic

1. Introduction

The notion of grammar has existed since the study of language made into existence by scholars and known to people in general. In Traditional Grammar, the earliest grammar of English, there are terms as word, phrase, and clause. In Traditional Grammar itself, the "word" is basically rarely given any definition. This is caused by an assumption that people already know what a "word" is. Phrase, however, has received more attention due to its complexity. A phrase is a group of words forming a syntactic unit which is not a complete sentence, i.e. it does not have a subject or predicate (Hartmann & Stork, 1976: 175). Further, Finch states that a phrase is formed out of the main lexical word classes. Therefore, there are noun, verb, adjective, adverb, and prepositional phrases (Finch, 2000: 112). Individual words come and cohere to form a syntactic entity in a phrase. They are able to be moved around and be substituted by another word. In the following sentences, for example, the italicized words are capable of both of these:

The climber went down Mt. Merapi.

Down Mt. Merapi went the climber (movement)

The climber went there (substitution)

The two tests being applied here are described by Fabb as follows:

- (a) if a sequence of words can be moved as a group, they may form a phrase (the movement test);
- (b) if a sequence of words can be replaced by a single word, they may form a phrase (the replacement test) (2005: 3-4).

The tests above work better for some types of phrase than for others. Verb phrases, for example, are not very amenable to movement although they can be substituted for, even in a limited manner:

Jack went down the hill and the cat *did* too.

In this example, *did* is substituting for the string *went down the hill*, and as a consequence, it is clear for identifying it as a phrase. Each phrase has a head word, taken from the word class which forms its foundation. Quirk et al. state that among the phrases, verb phrase and noun phrase are the most important ones for functional reasons (1985: 61). A verb phrase operates as the V (Verb) element in a clause, i.e. the most central and essential part of the clause as in *He (S) should keep (V) all the books (O) in his bag (A)*.

A verb phrase (VP) will have a verb as its head. A verb phrase can be defined as the part of a sentence which contains the main verb and also any objects, complements, and adverbs (Richards & Schmidt, 2002: 578). In other words, a VP is a syntactic structure containing the predicative elements of a sentence. It functions to provide information about the subject of the sentence. Based on the definition, a verb phrase consists only of the main verb, auxiliary verb, and other infinitive or participle. For example, in the following sentences only the italicized words would be considered to form the verb phrase for each sentence:

- (a) The king *gave* the commander a sword.
- (b) The small animals *were being eaten* alive.
- (c) Jane *kept singing* like a singer having a concert.

Verb phrase has aspects. Aspects are categories used in the description of verbs (Finch, 2000: 85). Further, Declerck, Reed & Cappelle state that aspects are different ways of viewing the internal constitution of an actualizing situation (2006). These different ways are expressed by different markers on the verb, i.e. suffixes, auxiliaries, or a combination of the two (Declerck et al., 2006: 28). In this case, situation refers to anything that can be denoted by a verb phrase, i.e. actions, events, states, and process. There are several aspects that VP has. There are perfective, progressive, ontological aspects (Declerck et al., 2006: 49). So far, people are more familiar with the two former aspects. However, there is some more we could explore from the existence of VP and what it represents. This is how ontological aspect plays its role. Traditionally, it is also called lexical aspect. Ontological aspect concerns about how lexical material in the verb phrase determines one or more inherent characteristics of a kind of situation (Declerck et al., 2006: 29). Further, they elaborate that ontological aspect is the expression of inherent characteristics, such as (non) staticness, (non) durativeness, etc., of a kind of situation as it is linguistically represented by a verb phrase that has not yet been marked for progressive or non-progressive aspect. (By 'inherent' we mean that the kind of situation necessarily has the features in question, irrespective of the context in which it is used) (2006: 49).

Linguists move ahead to analyze this aspect. Lyons (1977) and Declerck et al. (2006) are among linguists who propose theories on features making up the ontological aspect. This aspect shows us how the lexical choice, i.e. the verb phrase choice represents different situation other than being progressive like what is discussed in progressive aspect.

Regarding the representation of different situation as mentioned above, each verb phrase in any sentences of different sources is worth studying. By analyzing the ontological aspect represented by a VP or VPs, it is expected that readers understand a discourse more. This understanding entails the knowledge of different situations that VPs represent.

One of the sources of famous discourse is National Geographic (NG). This magazine is managed and published by a non-profit organization. It uses its science power for education and illuminating the world. The contribution that it made was concerning the exploration of space science. The development of space science is very exciting for scholars and space enthusiasts. An interesting topic of space science is the Red Planet or Mars. This topic has been in high popularity due to people's curiosity on how Mars is. One of the National Geographic's editions discussing how Mars is Vol. 214, December 2008 entitled *Visions of Mars*.

This study has significant benefit to readers to go deeper into verb phrases in order to find out the different situation that the writer/contributor of National Geographic presented. Approaching a discourse about Mars using Syntax is also beneficial to other scholars for more linguistic perspectives.

In response to the benefit above, two research questions are formulated in this study as follows: 1) What types of VP are found in National Geographic's *Visions of Mars*?; and 2) What features are used by the VP to represent different situation in National Geographic's *Visions of Mars*?

2. Literature Review

Past studies suggested that VPs were analyzed by exploring their construction or structure, constituent, and function (Rodríguez-Navarro, 2002; Uswar, 2018). Rodríguez-Navarro observed VPs from their morphologic modification and syntactic complementation (2002). He explained that morphologic modification of the VPs includes mood, tense, aspect, polarity, and voice. He further elaborated that both morphologic modification and syntactic complementation were complementary to each other (2002). His study focused on morphologic modification and syntactic complementation where progressive and non-progressive aspect of VPs are included in the discussion, while this study focuses on ontological aspect of VPs.

The second related study was on the constituent of VPs and the construction of VPs of *Link Magazine* using Radford's X-bar theory (Majid, 2015). The study yielded that among 70 VPs in the *Link Magazine*, Verb (Head) + Post-modifier construction placed the highest occurrence or 84%. The second study is different from this study in terms of its procedure. The second study focused on the external relations of the VPs, while this study focuses on the internal relations of the VPs.

The formation and function of VPs in English and Minang became the focus of the third study (Uswar, 2018). Uswar suggested that the formation of VPs in English was Vcop + NP, Vcop + AP, and Vcop + PP, while the function of VPs was to form the head phrase (2018). This third study is different from this study in the light of its research procedure as in the second study. The third study highlighted the external relations of the VPs seen from VPs formation and function.

In relation to this study, the grant theories of ontological features by Declerck et al. (2006: 53-65) and Lyons (1977: 483-486) are employed. These are chosen to base the analysis of the VPs found in National Geographic's *Vision of Mars*. The theories are elaborated as follows.

2.1 Ontological Feature 1: Static and Dynamic

Both Declerck, et.al. and Lyons provide similar definition of static situation or state. It is a situation which is conceived of and represented as existing rather than as being done, taking place or developing, and as being unchanging and hence homogeneous throughout its duration (Declerck, et al., 2006: 51), (Lyons, 1977: 483). A static kind of situation is not agentive. It means, it is not performed, done, conducted nor initiated by an agent. An agent is, any entity that is capable of operating upon other entities, effecting some change in their properties or their location; an animate being is one that is able to move itself without the intervention of any external agency (Lyons, 1977: 483). It does not require any drive to continue. "*George is a rich businessman*" is classified as static.

Any situations that are not static are classified as non-static situation is or dynamic. There are three types of non-static or dynamic situation, i.e. action, event, and process. If a dynamic situation is under control of an agent, it is an action. Any non-static situation that is temporary is called an event. If it continues or being extended, then it is called a process.

John writes a poem is an action. While *John fell off the stairs* is an event. An event is a dynamic kind of situation which is not controlled by an agent but just it happens, e.g. *bursting, exploding, falling off something* and, *snowing*. *The population diminished rapidly* is a process. A process includes changing or developing. Certain verbs can only be used to refer to a state or state verbs, for example *seem, contain, know, and consist of*. The verb *be* can be used both in a static and in a dynamic manner. It depends on whether it is agentive or not. To summarize the four types of verbs, Table 1 below illustrates them.

Type	Examples
Process	Change, improve, thicken, diminish, grow, develop, increase
Action	Drink, eat, abandon, write, ask, play, read
Event	Explode, rain, happen, snow, befall, burst, occur
State	Have, seem, prefer, belong, know, contain, consist of

Table 1. Four Types of Verbs

2.2 Ontological Feature 2: Agentive and Non-Agentive

A situation is agentive if it is performed, done, or conducted by an agent. *John kicks George* is agentive. *John* is the agent. There are three types of agent. First is animate agent like *John*. The second is non-human agent as in *My dog bit a neighbor*. The third is inanimate agent as in *The exam starts at 8.30*.

A state is by definition non-agentive. Therefore, *Jack is an old person* does not imply that Jack does something in order to achieve the effect of being an old person. Any dynamic situations that are developments can be non-agentive as in *A tree fell down* (event) and *The wall changed its color* (process). While, actions are agentive. They are performed by an agent as in *George opens the window*.

Some actions however, require different analysis. Some linguists observe that an action is performed consciously, volitionally, deliberately or intentionally in their definition of agentivity. Thus, Bussmann, defines agent as the semantic role (thematic relation) of the

volitional initiator or causer of an action (1999: 11). Further, Brinton (2000: 279) writes that these sentences e. g. *Orlando cooled the water*, *Orlando made the water cool*, *Orlando caused the water to become cool* are agentive, involving a human agent who intentionally brings about a change in state in an entity (2000: 279).

2.3 Ontological Feature 3: Evolving and Non-Evolving

A VP may or may not represent a type of situation which is gradually developing or evolving. *Jack drew a line* is agentive, dynamic, however, it is not evolving. Meanwhile, *The street strike got worse* is non-agentive, dynamic, and evolving.

Evolving situations are dynamic, durative, and non-agentive, in gradual change (Declerck et al., 2006: 65). Prompt situations are not evolving. Any evolution does not happen at once. States, on the other hand, are not evolving either. An evolution includes changes while states are unchanging. The situation of [-evolving] into [+evolving] is found in *It died* and *It was dying*. The first VP is a prompt transition and non-evolving. The second VP represents a situation which is non-static, non-agentive, and gradually. All of the ontological features mentioned above are summarized in Table 2 below.

	Static	Evolving	Agentive
State	√	×	×
Action	×	×	√
Process	×	√	√ / ×
Event	×	×	×

Table 2. Ontological Features

3. Research Method

This study employed syntactic approach to find out the ontological features of ten verb phrases. The data were taken purposively by sorting sentences which only had one verb phrase. All sentences were taken from National Geographic's *Vision of Mars* (December 2008: 92). After that, ten verb phrases were obtained and analyzed.

This study is qualitative in nature. George mentions that qualitative research is any research whose results are explained and elaborated in words (2008). The results of this research will be in words in the light of explanation in the Results and Discussion section. Each datum will be presented in a table containing number of the datum, the VP, and the sentence where the VP was taken from. Then, the discussion of each datum is provided after each table.

After the discussion of each datum, the summary of all features will be presented in figures. This is required in order to show the pattern of each feature. The pattern is shown through the percentage of features' occurrence.

4. Results and Discussion

Before analyzing the ten data, the sentences where ten verb phrases are taken from presented in Table 3 below. After that, each analysis will be presented in turn following Tables 4 - 13.

No.	Verb Phrase	Sentence
Datum 1	To exert	Mars has long exerted a pull on the human imagination
Datum 2	To see	The erratically moving red star in the sky was seen as sinister or violent by the ancients

Datum 3	To identify	The Greeks identified it with Ares, the god of war
Datum 4	To name	The Babylonians named it after Nergal, god of the underworld
Datum 5	To call	The ancient Chinese called it Ying Huo, the fire planet
Datum 6	To continue	The eccentricity of Mars's celestial motions continued as a puzzle until 1609
Datum 7	To analyze	In that year, Johannes Kepler analyzed all the planetary orbits as ellipses, with the sun at one focus
Datum 8	To observe	In that same year Galileo first observed Mars through a telescope
Datum 9	To improve	By the mid-17 th century, a scientist had improved the telescopes
Datum 10	To observe	The Italian astronomer Giovanni Cassini observed certain features accurately enough to calculate the planet's rotation

Table 3. List of Ten Data

No	Verb Phrase	Sentence
Datum 1	To exert	Mars has long exerted a pull on the human imagination

Table 4. Datum 1

According to The American Heritage Dictionary, *to exert* means to put to use or effect (2018: 2590). The VP above is dynamic because it is done. The action *to exert* is done by an agent. In this case, the agent is *Mars*. Although it is not animate, it might be attributed an agentivity. The VP is non-evolving because *to exert* does not imply gradual development. This VP is dynamic, non-evolving, and agentive.

No	Verb Phrase	Sentence
Datum 2	To see	The erratically moving red star in the sky was seen as sinister or violent by the ancients

Table 5. Datum 2

When we categorize the VP, we observe that it belongs to a state because the verb *see* is the same as *know*, *seem*, and *contain*. However, when we analyze the sentence above, its VP implies another possibility, that it is categorized as a dynamic VP as well. It is so because of the existence of the agent. As mentioned in the earlier discussion that certain static situation verbs can be used both in a static and dynamic manner depending on whether the situation which it helps to describe is agentive or not.

Therefore, it is concluded that the situation of Datum 2 above is dynamic. The agent doing the action is *the ancients*. They see the moving red star in the sky. The VP does not represent an evolving situation. The activity of *seeing* does not gradually develop. Therefore, it is not evolving. This VP is summarized as dynamic, non-evolving, and agentive.

No	Verb Phrase	Sentence
Datum 3	To identify	The Greeks identified it with Ares, the god of war

Table 6. Datum 3

The third sentence consists of a VP which is dynamic, agentive, and non-evolving. It is dynamic because the activity of identifying the red planet is done and not a situation which already exists. The activity of identifying is done by an agent, *the Greeks*. Finally, it is said to

be non-evolving because the activity of identifying does not gradually develop and the VP is an action one.

No	Verb Phrase	Sentence
Datum 4	To name	The Babylonians named it after Nergal, god of the underworld

Table 7. Datum 4

The VP above is classified under the action VP. It is dynamic for it is done or actualized under the controlled of an agent. The agent is *the Babylonians*. The activity of naming the red planet is not gradual. Therefore, it is non-evolving. It is summarized as dynamic, agentive, and non-evolving.

No	Verb Phrase	Sentence
Datum 5	To call	The ancient Chinese called it Ying Huo, the fire planet

Table 8. Datum 5

Like other VPs mentioned before, this VP is an action VP. It is dynamic for it is done by an agent namely *the ancient Chinese*. The activity of calling the red planet does not reveal any gradual development. The activity is not gradually done. Thus, it is non-evolving. It is then summarized as dynamic, agentive, and non-evolving.

No	Verb Phrase	Sentence
Datum 6	To continue	The eccentricity of Mars's celestial motions continued as a puzzle until 1609

Table 9. Datum 6

The VP in the sentence above is also an action one. The activity of continuation is actualized by an agent. Thus, the VP is classified as dynamic. The case of the agentivity is the same as the in the first sentence where the agent is not animate. It is possible that it is attributed an agentivity. Therefore, the act of continuing is done by *the eccentricity of Mars's celestial motions*. The VP is non-evolving because it is dynamic and an action one. The VP is not a process VP although there is an adverb of time (1609) and it requires a duration. The process of continuing is not a gradual development. It does not undergo any changes at all. This VP is attributed as dynamic, agentive, and non-evolving.

No	Verb Phrase	Sentence
Datum 7	To analyze	In that year, Johannes Kepler analyzed all the planetary orbits as ellipses, with the sun at one focus

Table 10. Datum 7

The seventh VP is an action VP. It is dynamic because it is actualized and performed by *Kepler*, the agent. The activity of analyzing all the planetary orbits as ellipses is done without any gradual development regardless of how long it takes to perform the action. Therefore, the VP is non-evolving. This seven datum is summarized as dynamic, agentive, and non-evolving.

No	Verb Phrase	Sentence
Datum 8	To observe	In that same year Galileo first observed Mars through a telescope

Table 11. Datum 8

The VP above is an action VP. There is an agent performing the action. The agent is *Galileo*. He observed Mars through a telescope. He makes the action realized. Thus, this VP is

dynamic. The activity of observing Mars is done without any gradual development. Therefore, it is non-evolving. It is attributed as dynamic, agentive, and non-evolving.

No	Verb Phrase	Sentence
Datum 9	To improve	By the mid-17th century, a scientist had improved the telescopes

Table 12. Datum 9

The VP above is a process. *Improve* involves incremental change that implies a scale of some sort. This means that each stage of a process is similar to the preceding stage, except that it usually represents a higher or lower value on a scale. This process verb emphasizes that the subsequent stages of the process correspond with different quantificational values on the scale, in this case, it is above the preceding scale. The American Heritage Dictionary defines *to improve* as to raise to a more desirable or more excellent quality or condition; make better or to increase the productivity or value of...(2018: 3664). The VP implies that telescopes have reached a better scale of condition compared to the previous time.

As mentioned before, the process VP is not agentive for some examples because the process is considered as dynamic situation which develops. This process VP is agentive because there is a causer that makes the situation happen. The causer is *a scientist* who then acts as an agent. The VP is classified as evolving. It gradually develops from a certain scale to another scale. The telescopes' quality changes from a certain quality (less good) to something better. The VP is then attributed as evolving, agentive, and dynamic.

No	Verb Phrase	Sentence
Datum 10	To observe	The Italian astronomer Giovanni Cassini observed certain features accurately enough to calculate the planet's rotation

Table 13. Datum 10

The tenth VP is classified as an action VP. It is performed by an agent, *the Italian astronomer Giovanni Cassini*. He observed certain features accurately, therefore the VP is dynamic. Like other action VPs, it is non-evolving. The activity of observing does not undergo any gradual development. It does not imply certain stages or scales. This VP is summarized as dynamic, non-evolving, and agentive.

To summarize, all ten data are presented in Table 14, Table 15, Figure 1, Figure 2, Figure 3, and Figure 4 below. Table 14 shows the number of occurrence of each ontological feature where *Evolving* occupies the lowest number. It occurs once or 3.3 %. Both *Dynamic* and *Agentive* have the same number or 33.3% each and occupy the highest occurrence. *Non-Evolving* occupies the second rank as it has 30%.

Besides showing occurrences of each ontological feature, Table 14 also summarizes all findings related to features that each VP represents. Ten data (Datum 1, Datum 2, Datum 3, Datum 4, Datum 5, Datum 6, Datum 7, Datum 8, Datum 9, and Datum 10) all represent *Dynamic*. The same thing is also true to *Agentive* where all ten data represent. *Non-Evolving* is represented by nine data (Datum 1, Datum 2, Datum 3, Datum 4, Datum 5, Datum 6, Datum 7, Datum 8, and Datum 10). The last is *Evolving* where it is represented by one datum only (Datum 9). All information in Table 14 is then elaborated in Figure 1 and Figure 2.

Table 15 states the information about the type of VP. There are three types of VP in National Geographic's *Visions of Mars*: *action*, *process*, and *state*. Almost all VPs are *action*. There are eight data belonging to *action* VP. Those are datum 1 (to exert), datum 3 (to identify), datum 4 (to name), datum 5 (to call), datum 6 (to continue), datum 7 (to analyze), datum 8 (to observe), and datum 10 (to observe). One datum is classified as *state* VP namely

datum 2 (to see). The last type is *process* where one datum is classified as belonging to it. Datum 9 (to improve) is *process* VP. All information in Table 15 is elaborated in Figure 3 and Figure 4.

Feature	Datum (D)	Verb Phrase (VP)	Number	Percentage (100%)
Dynamic	D 1, D 2, D 3, D 4, D 5, D 6, D 7, D 8, D 9, D 10	To exert, to see, to identify, to name, to call, to continue, to analyze, to observe, to improve, to observe	10	33.3
Agentive	D 1, D 2, D 3, D 4, D 5, D 6, D 7, D 8, D 9, D 10	To exert, to see, to identify, to name, to call, to continue, to analyze, to observe, to improve, to observe	10	33.3
Non-Evolving	D 1, D 2, D 3, D 4, D 5, D 6, D 7, D 8, D 10	To exert, to see, to identify, to name, to call, to continue, to analyze, to observe, to observe	9	30
Evolving	D 9	To improve	1	3.3

Table 14. The Summary of Ontological Features Occurrence

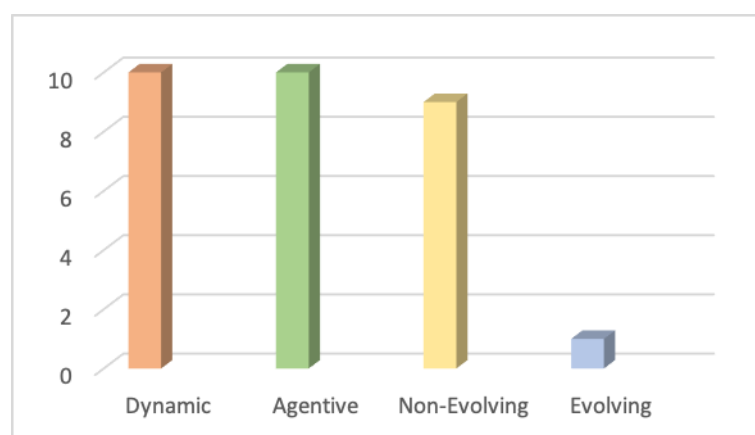


Figure 1. Number of Occurrence of Each Ontological Feature

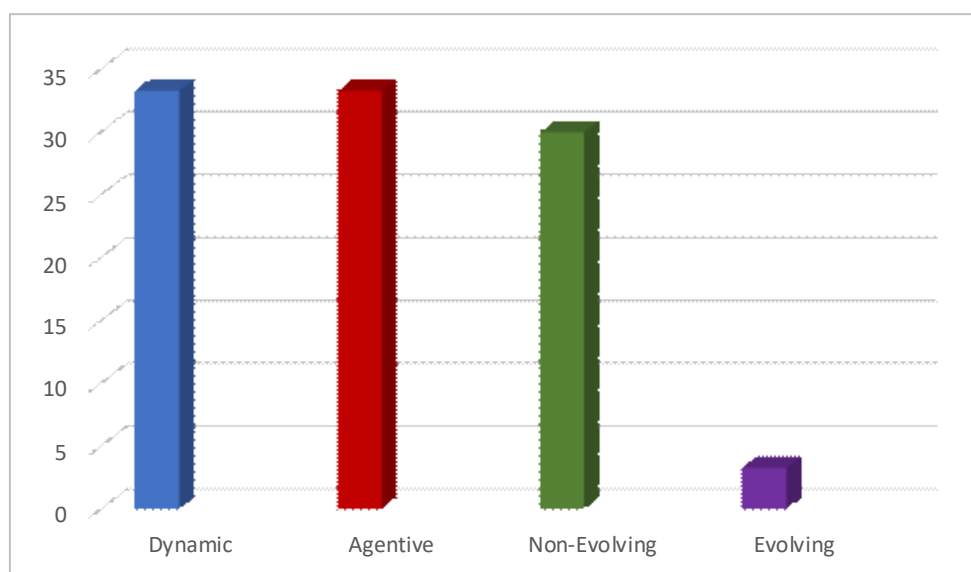


Figure 2. Percentage of Occurrence of Each Ontological Feature

Type of VP	Datum (D)	Verb Phrase (VP)	Number	Percentage (100%)
Process	D 9	To improve	1	10
State	D 2	To see	1	10
Action	D 1, D 3, D 4, D 5, D 6, D 7, D 8, D 10	To exert, to identify, to name, to call, to continue, to analyze, to observe, to observe	8	80

Table 15. The Summary of Types of Verb Phrase

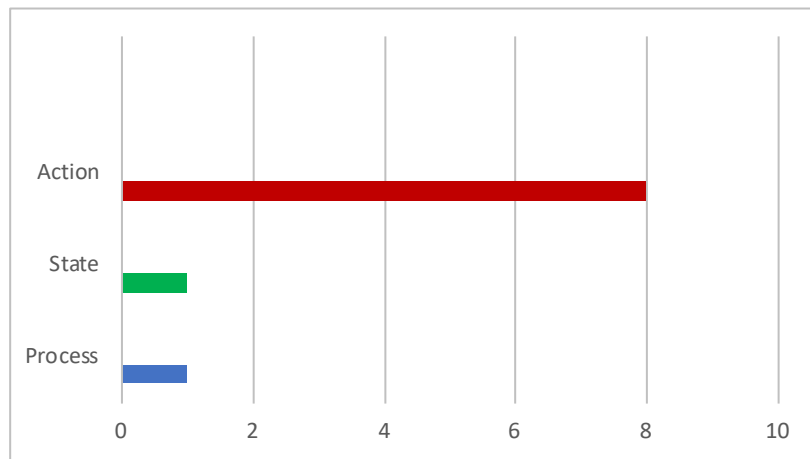


Figure 3. Number of Occurrence of Each Type of Verb Phrase

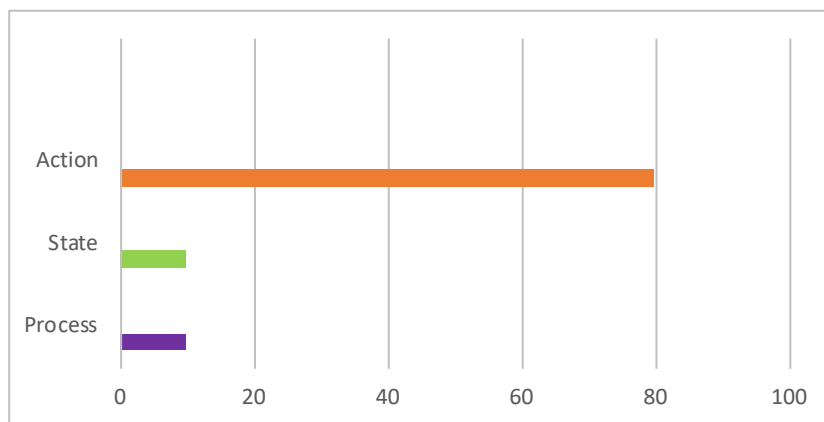


Figure 4. Percentage of Occurrence of Each Type of Verb Phrase

5. Conclusion

The Verb Phrases (VPs) in National Geographic's *Visions of Mars* have three different types, i.e. *action*, *process*, and *state*. There are eight data belonging to *action* VP. The eight VPs are *to exert*, *to identify*, *to name*, *to call*, *to continue*, *to analyze*, *to observe*, *to observe*. They are classified as action VPs because they are conducted or realized by an agent. The second type is *process*. The VP *to improve* is categorized as a *process* VP. It is because *to improve* implies a development in certain scale. The last type is *state*. *To see* belongs to state VP because it is related to sense.

There are four ontological features found in the VPs. The first feature is *dynamic* as in *to exert*, *to see*, *to identify*, *to name*, *to call*, *to continue*, *to analyze*, *to observe*, *to improve*, *to*

observe. These VPs implies something that has not existed before. Things are done and made to happen. The second feature is *agentive* as in *to exert, to see, to identify, to name, to call, to continue, to analyze, to observe, to improve, to observe*. The deeds as implied in the VPs are conducted or done by an agent. The next feature is *non-evolving*. *To exert, to see, to identify, to name, to call, to continue, to analyze, to observe* include in *non-evolving* because they show prompt situations or conditions which do not need gradual development. Finally, the last feature is *evolving*. Contrary to *non-evolving*, this feature shows any gradual development. Therefore, the VP *to improve* is classified as *evolving* since it represents changes from previous or existing situation.

Understanding the features of VPs provide more understanding on a discourse. More discourses are waiting to be analysed using syntactic approach. This, in turn, gives birth to more syntactic perspectives in the future. Therefore, future research and researchers are expected to work more on different types of discourse employing syntactic approach.

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THE LECTURER-STUDENT CONVERSATIONAL STRUCTURE IN PRAGMATICS LEARNING INTERACTION

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Abstract

This study aims to describe the structure of the lecturer-student conversation in the interaction of Pragmatics Class. This type of research is descriptive qualitative. The technique of data collection is done by recording and note-taking techniques. The data analysis technique is carried out by heuristic techniques. The results of the study show that the interactions of the lecturer and the students in Pragmatics Class have conversational structures: 1) turn taking of speech that occurs because of the opportunity to speak, 2) pauses (long and short) that occur due to the absence of feedback in the form of speech and speakers feel hesitant in conveying the message. 3) Overlaps that occur due to speech or the use of the same lingual element, 4) backchannels that occur because there is understanding and acceptance or approval of the speech, and 5) adjunct pairs that occur because of greetings, questions, and requests. This indicates that the process of the lecturer-students interaction runs well. The students feel enthusiastic for responding the lecturer's questions.

Keywords: conversational structure, turn taking, pauses, overlaps, backchannels, lecturer and student, and pragmatics learning interaction

1. Introduction

In every aspect of life, humans cannot be separated from conversation. Everyone freely interacts with others through conversation to meet the needs of his life. Conversation is a face-to-face speech between two or more people. It means that conversation is only limited to verbal interaction between the person speaking (the speaker) and the person being spoken to (the addressee) discussing a matter at a certain time.

However, it is often found that there is an interaction process between one or more people in media social in the form of writing. Basically, the interaction process can also be said as a conversation because it is actually an embodiment of oral conversation. Conversations in the form of writing can be found in drama texts, novels, short stories, and other conversations such as chatting on electronic social media. However, the speakers often have disruptions in the conversation, such as when backchannels, pauses, and overlaps happen. This becomes one of the studies of conversational analysis (CA).

Conversational Analysis (CA) is one of the methods to gather the data related to naturalistic conversational interaction. Heldner & Edlund (2010) state that conversational analysis means a set of methods to learn a talk in interaction, such as backchannels, pauses, and overlaps in a conversation.

Previous studies have examined several parts of the conversation structure. Meydiana and Yanuarti (2019) did the research which focuses on analysis of pauses, overlaps and backchannels and Syarifuddin Yunus (2019) did the same research which focuses on one part of conversational structure, namely; turn taking.

Conversations also occur in learning interactions in the classroom. Lecturers and students interact with each others through conversation to achieve the learning objectives that have been set. The lecturer's conversation with the students describes a certain pattern of interaction in a lesson. However, the conversation between a lecturer and the students can also happen via on line, for example; zoom meeting. This happens because it is in pandemic COVID 19 era. Every student is forbidden to study in the classroom.

Moreover, these learning models provide more significant conversation opportunities because students are given the opportunity to interact freely both with lecturers and with fellow students in learning interactions. Thus, the researchers are interested in examining the structure of lecturer-students' conversations that occur in the interaction of Pragmatic Class.

Based on the description above, this study aims to describe the structure of lecturer-students' conversations that occur in the interaction of PRAGMATICS class. The structure of conversation includes turn-taking, overlaps, pauses, back-channels, and adjacency pairs.

2. Literature review

Yule (2014) defines that pragmatics is the study of the connection between the users and the linguistics forms. Pragmatics itself permits people to analyze. In addition, Bilmes (2014) states pragmatics is always used to interpret the meaning in linguistics research. Of the two definitions stated by the authors, it can be concluded that pragmatics is a study of the use of language. How the language is used in a communication and understood by the listeners.

Conversation analysis (CA), according to Cutting (2005), is analysis of real – world situated contextualized talk. It means that conversation analysis is a study to analyze the interaction of human to other people such as initiating, responding, interrupting and offering.

A conversation contains structure. Conversational structure is also called conversational organization. In the structure of the conversation, there are five parts including Turn-taking, overlaps, pauses, back-channels, and adjacency pairs (Yule, 2006:121). The following explanation will discuss about the five parts of conversational structure.

- 1) *Turn -taking* is the process of changing roles between the speaker and the addressee in a conversation that does not contain signs or rules. This means that every actor in the conversation has the same right to speak. When the speaker speaks and cannot adjust the control, the speaker has the right to take a turn to speak.
- 2) *Pause* is a silence in a conversation that allows marking a shift in speech. Pauses in conversation have three forms, namely short, medium, and long pauses. Short pause is a short silence as a form of doubt and a long pause is a long silence. Pauses in conversation have several uses, namely pauses used before switching ideas, emphasizing, according to the demands of the situation and inviting responses.
- 3) *Overlap* is the state of the speaker and the addressee speaking at the same time. Overlap implies that in a conversation it is called overlaps if there is an overlap speech between the speaker and the addressee at the same time naturally or not artificially.

- 4) *Back-channel* is the response expected by the speaker to the addressee (can be in the form of body movements or gestures). The response can be in the form of words such as "ah-ha", "uh-huh", "yeah", nodding, smiling, facial expressions and also gestures. With the back-channel, speakers feel that the speaker understands the conversation well enough.
- 5) *Adjacency pairs* or side-by-side pairs are patterns that occur automatically in conversation and always consist of two parts spoken by different parties. Hutchby & Wooffitt (2008) state that adjacency pairs are a series of two paired utterances, produced by different speakers, there are first and second parts, as well as having a type so that the first part always requires the second part. In adjunctive pairs, the first utterance always quickly creates the second utterance because it is an automatic pairing; for example, greetings have a partner to answer greetings and utterances in the form of questions that always have a partner, namely an answer.

3. Research Method

In this study, the researchers use conversations which contain backchannel, pauses, overlaps, adjunct, and turn taking. That is why the method of this study is qualitative research. This method is used to explain the nature phenomenon that occurred.

The data in this study are verbal data in the form of lecturer and students' speech which shows the existence of turn taking, overlaps, pauses, back-channels, and adjacency pairs. The data was obtained when the lecturer and students had conversations in PRAGMATICS class for two meetings. Sources of data in this study are lecturer and students of S2 English Department. The selection of the data source is based on the fact that the researcher includes in it. So, this makes the researcher easy to collect the data.

The technique used to collect data in this research is recording technique and note-taking technique. The recording technique is used to record the lecturer's conversation with the students during the learning interaction. The note-taking technique is used when the recording device has been turned off, but there are still conversations between the lecturer and students that contain data. The technique used to analyze the data is heuristic technique. Heuristic technique is a technique used by the researcher to interpret certain lingual elements or speech. At first, the speech from the lecturer to the students became a problem, a provisional hypothesis is determined, tested based on the context in the field, and then conclusions are described.

4. Results and Discussion

4.1 Results

a. Turn - taking

The turn taking of speech is the process of changing roles between the speaker and the addressee in a conversation that does not contain signs or rules. This means that every actor in the conversation has the same right to speak. Take turns in the conversation between the lecturer and the students in the interaction of English learning are shown in the following data.

Lecturer : "What is deixis?"

Student : "Deixis is used to refer to ourselves to others and object in our environment."

Lecturer : "Yes, good. 1 point for you"

The context of the conversation above occurs during the learning activities. The lecturer asks the students the definition of deixis. In this case, the lecturer provides opportunities for students to answer questions. The opportunity given by the lecturer appears in the silence of the lecturer after asking questions to students. At that time, students immediately took the opportunity given by the lecturer to answer the question. From the data above, it appears that there is a turn-taking in speech pattern from the lecturer-student-lecturer. Thus the structure of this conversation is included in the turn-taking of speech.

b. Pause

A pause is a silence in a conversation that allows marking a shift in speech. Pauses in conversation have three forms, namely short, medium and long pauses. Short pause is a short silence as a form of doubt and a long pause is a long silence. The pauses in lecturer-student conversations in Indonesian language learning interactions are shown in the following data.

1. Short Pause

Lecturer : "There are 6 kinds of Deixis, mention them!"

Student : "The six kinds of Deixis are Person, Spatial—Temporal. Third, Discourse and Temporal—and the last is Social."

The context of the conversation above occurs in the learning activities. At that time, group 6 had just finished presenting and asking and answering questions with students between groups. Then, the lecturer asked questions to the group that had just presented the results of their discussion. One of the students immediately answered the lecturer's question but had doubts in the middle of the speech. The doubts are marked with a dash. There was a pause after saying the word *spatial* and the word *temporal*. This indicates a short pause (2 seconds) in the conversation.

2. Long Pause

Lecturer : "Any question?" (15 seconds)

Lecturer : "If anyone wants to ask, please!" (10 seconds)

Lecturer : "Nothing. I will review material that has been presented by your friend. Mention 3 experts of cross cultural pragmatics!"

Student : "Me." (A student raises hand)

The context of the conversation above occurred at the time of the closing of the learning activity. At that time the lecturer gave the students the opportunity to ask questions about the material that had not been understood, but the students did not take advantage of the opportunity. Because students did not take advantage of the opportunity, there was a long pause in the lecturer's speech after the words ask and please. This indicates a long pause (10-15 seconds) in the conversation.

c. Overlap

Overlap is the state of the speaker and the addressee speaking at the same time. The overlap in lecturer-student conversations in PRAGMATICS learning interactions is shown in the following data.

Lecturer	: "Well, there are three of mindset of cross cultural pragmatics. They are firstly was ethnocentric orientation, the second was -polycentric orientation-,
Some Students	: --polycentric orientation-
Lecturer	: "And the third is -geocentric orientation-."
Some Students	: "—geocentric orientation —"

The context of the conversation above occurs at the end of the learning activity. At that time the lecturer was reviewing the material from beginning to end. When the lecturer is talking, the students also talk namely the polycentric orientation phrases and geocentric orientation at the same time. Thus, the structure of this conversation includes overlaps.

d. Backchannel

Back-channel is the response that the speaker expects to the addressee (can be in the form of body movements or gestures). The back-channel in lecturer-student conversations in PRAGMATICS learning interactions can be seen in the following data.

Lecturer	: "Who can explain the definition of geocentric orientation?"
Student 1	: (raise hands)
Lecturer	: "Please Jasar!"
Student 1	: "combination between ethnocentric and polycentric orientation."
Lecturer	: hmm (nodding head)
Student 2	: the assumption that there are similarities and differences in the world that can be understood.
Lecturer	: "Yeah."

The context of the conversation above occurs in the opening of the learning activity, namely apperception. At that time the lecturer asked the material last week. After the lecturer asks, students immediately respond to answer the lecturer's questions. On the sidelines of the answers given by the students, the lecturer responded "hmm" and "yes" which is a sign that the student's speech is accepted. Thus, the structure of this conversation includes a back-channel.

e. Adjacency Pairs

Adjacency pairs or side-by-side pairs are patterns that occur automatically in conversation and always consist of two parts spoken by different parties. Attachment pairs in lecturer-student conversations in Indonesian language learning interactions are shown in the following data.

Student	: "How are you, mam"
Lecturer	: "I'm fine, How is about you?"

The context of the conversation above occurs in the opening of learning activities. At that time, the lecturer has just joined the zoom meeting class, and then the students welcomed the lecturer's arrival by greeting the lecturer. After students gave greetings, of course the lecturer immediately responds to the greetings given by students. Giving greetings and responding to greetings is an automatic pairing in conversation. Thus, the structure of this conversation includes an adjacency pair.

4.2 Discussion

Based on data analysis, it was found that there was a structure of lecturer-student conversation in the interaction of PRAGMATICS class. Conversational structures found include turn-taking, pauses, overlaps, back-channels, and adjacency pairs.

In this study, the findings of turn - taking are based on the theory of conversational structure proposed by Yule. Yule (2006: 122) suggests that the turn taking of speech is a process of changing roles between the speaker and the addressee in a conversation where there are no signs or rules. This means that every actor in the conversation has the same right to speak. When the speaker speaks and cannot adjust the control, the speaker has the right to take a turn to speak.

Based on this theory, the findings in this study meet the occurrence of shifts in speech or the change of speaking roles between lecturer and students in Pragmatics Class. Turn-taking in lecturer-student conversations occur because of opportunities to speak in learning interactions. The turn-taking system that occurs has been recognized and realized by both lecturer and students. Therefore, they are aware of getting that turn, guarding, and giving or releasing a turn to the other person.

Like the turn-taking of speech, pause is also based on the theory of conversation structure proposed by Yule. Yule (2006: 125) suggests that the silence in a conversation that allows it to indicate a shift in speech. Pauses in conversation have three forms, namely short, medium and long pauses. Short pause is a short silence as a form of doubt and a long pause is a long silence.

Based on this theory, the findings in this study prove that in the conversation between lecturer and students in pragmatics class, there is a pause. The pause in the lecturer-student conversation that occurs in the interaction of learning pragmatics, there are long pauses and short pauses. Long pauses and short pauses occur in the middle of speech and at the end of speech. The pause at the end of the speech causes a long pause, while the pause in the middle of the speech causes a short pause. The long pause at the end of the speech in learning Pragmatics is caused by the non-response in the form of speech from the speaker to what the speaker is talking about. The short pause in the middle of speech in learning Pragmatics is caused by the speaker's hesitation in conveying the message. The doubt is an implication of the process of thinking about something so that it can be conveyed to the speaker.

Overlap is based on Yule's theory. Yule (2006: 124) explains, an overlap is the state of speakers and addressees who speak at the same time. Based on this theory, the findings in this study prove that there are overlaps in the conversations between lecturers and students in learning pragmatics. Overlaps in lecturer-student conversations occur because of the speech or use of the same lingual element. That is, when the lecturer and students talk at the same time, the object what is being discussed is the same object and in the exact same language.

Back-channel is also based on the theory of Yule (2006: 129) which states that the response expected by the speaker to the addressee (can be in the form of body movements or gestures). The response can be in the form of words such as “ah-ha”, “uh-huh”, “yeah”, nodding, smiling, facial expressions and also gestures. With the backchannel, speakers feel that the speaker understands the conversation well enough. Based on this theory, the findings in this study prove that there is a backchannel in the conversation between lecturer and students in pragmatics class. Backchannels that occur in learning interactions are caused by the speaker understanding and accepting or agreeing with what the speaker is saying.

The last part of the conversation structure is the adjacency pair. Adjacency pairs are based on Yule's theory. Yule (2006: 132) explains that adjacency pairs or side-by-side pairs are patterns that occur automatically in conversation and always consist of two parts spoken by different parties. Based on this theory, the findings in this study prove that in the conversation between lecturer and students in pragmatics class, there are adjacency pairs. The adjacency pairs found were caused by greetings so that there was an immediate response to receive greetings, there were questions that were responded by giving answers, and there were requests that were responded with acceptance.

5. Conclusion

This study proves that the conversation between lecturer and students in the interaction of Pragmatics class shows the presence of turn taking, overlapping, pauses, backchannels, and adjacency pairs. Take turns in lecturer-student conversations occur because of opportunities to speak in learning interactions. The turn-taking system that has occurred has been recognized and realized by both lecturer and students.

Pauses are also found in lecturer and student conversations. The pauses that appear are long pauses and short pauses that occur in the middle of the speech and at the end of the speech. A long pause occurs at the end of the speech and is caused by the absence of a response back in the form of speech from the speaker to what the speaker is talking about. A short pause occurs in the middle of speech and is caused by the speaker's hesitation in conveying the message. Overlaps in lecturer-student conversations occur because of the speech or use of the same lingual element. Backchannels that occur in learning interactions are caused by the speaker understanding and accepting or agreeing with what the speaker is saying. The pairs of adjacency found were caused by greetings so that there was an immediate response to receive greetings, there were questions that were responded by providing answers.

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TRANSLATORS AS MEDIATOR: CULTURAL NEGOTIATION IN TRANSLATING ENGLISH LITERARY TEXT INTO INDONESIAN

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Abstract

This study explores the translation of cultural-specific terms in the literary text as the translation process connects cultural differences between the source and target languages. Using Eco's notion of "translation as negotiation"; Bassnett's "translators as a mediator of cultures", and Newmark's cultural categorizations of terms as the framework and this qualitative study analyzed two Indonesian versions of the novel *The Secret Garden* by Frances Hodgson Burnett (1911). The first translated version was published in 2010 under the title "*Taman Rahasia*", whereas the second translated version was published in 2020 under the same title as the original version. This study has shown the complexity in closing the cultural gap between the source text and target text. As the impact, both translators used different forms of negotiation to accommodate readers' expectations and to functionally create optimal target texts in the target culture, which differentiate into five categories (*i.e.*, ecological, material culture; social culture, social, politic, and administrative organizations; and gestures and habits).

Keywords: translator as mediator, cultural negotiation, cultural terms

1. Introduction

The principle that a translation product should have an equivalence relation with the source is problematic for the translators (Hatim & Mason, 1990; Hirako, 1999; Nababan, 2008), especially when dealing with specific-cultural terms translation. In this case, it is deemed necessary to understand that the transfer of messages in the translation process is always marked with several cultural gaps (cultural differences) between the SL and TL (Hoed, 2006) since "*no language can exist unless it is steeped in the context of culture; and no culture can exist, which does not have at its center, the structure of natural language*" (Bassnett, 2002). Similarly, House (2018) expresses that "*language is viewed as embedded in culture such that the meaning of any bit of language can only be understood with reference to the cultural context enveloping it.*" As an illustration, Bester in Gao (2016, p.15) expresses the difficulties in translating culturally specific words, such as "a plant, a tree, or a special food," when they have "all kinds of associations" in the source text.

Nevertheless, in *The Theory and Practice of Translation*, Nida & Taber (1974, p. 12) propose the concept of "dynamic equivalence," which refers to the "*closest natural equivalent*" to the message of the source language, first in terms of meaning and secondly in terms of style." In the same manner, Wills (1982, p. 3) proposes that "*translation as a*

transfer process which aims at the transformation of a written SL text into an "optimally equivalent" TL text." In a nutshell, Nida & Taber employed the term of "closest natural equivalent meaning." In contrast, Wills employed the term of "optimally equivalent" for creating functionally optimal target texts in the target culture since they realized that full (absolute) equivalence sometimes cannot be fully maintained and achieved in translation. These terms are slightly important as there are three main reasons the "sameness" is challenging to achieve (Hervey, Higgins & Haywood in Nababan, 2008). First, a text cannot have constant interpretations even for the same person on two occasions. Second, translation is a matter of the translator's subjective interpretation. Third, it seems impossible for translators to determine readers' or audiences' responses when first produced. Because of that, equivalence, then, was transformed into creative and situational (Cronin, 2003, pp. 24-25) rather than static and binary (Catford, 1965). Then, the negotiation term in translation arose, focusing on the translator's decisions (Eco, 2003).

Relating to its transformation, Bassnett (2002) proposes today, translation is understood as a process of negotiation between texts and culture in which all types of transactions occur mediated by the translator figure. The "negotiation" is a complex process in which the translator will have to make several (often competing) decisions (Bellos, Eco & Watt in Redelinghuys, 2019, p. 825). The consequence of this role is that translators must understand cultural differences as a kind of negotiation (Aich, 2021, p. 81), as the translation of cultural terms may change from time to time depending on the situations and contexts. Thus, the symptoms of omission and betrayal may occur for creating successful cross-cultural communication (Bassnett, 2002; Bedeker & Feinauer, 2006; Sajarwa, 2017).

Centered on the background of the study, this research endeavors to investigate (1) the variety of cultural-specific terms found in the novel and its two translated versions; and (2) translator decisions in negotiating the translation of cultural-specific terms from English into Indonesian. Since Saule & Aisulu (2014) claimed that cultural differences affect the way people perceive text and allow some modifications from ST to TT, this research would be advantageous for translators and researchers in providing the fundamental tool and new perspective for examining translation processes in literary works by considering the fact that every reader of literary works (including translators themselves) has the flexibility and freedom in translating and understanding the texts. They will not concretize only one meaning but let all possible meanings alive along with their interpretation (Junus, 1985).

2. Literature Review

2.1 Cultural Terms

Since Newmark (1988, p. 95) proposed that language becomes a natural phenomenon embedded in cultural features, many researchers have realized the importance of cultural-specific terms in translation. As a result, studies on cultural terms in translation have been primarily investigated. Specific on cultural categorizations, by adapting Nida's theory, Newmark (1988, pp. 95-96) divided cultural terms into (1) ecology, which belongs to specific ecological features such as animals, plants, local winds, mountains, plains; (2) material culture (artifacts) which belong to culture-specific elements, such as foods, clothes, housing, transportations, tools, and equipment; (3) social culture (work and leisure) such as the names of occupations, music, games or dances; (4) organizations, customs, activities, procedures, concepts such as political, social, legal, religious and artistic terms; and (5) gestures and habits.

In Indonesia, Purnomo and Baharuddin (2018) conducted an investigation-based study on a novel translation product translated from English into Bahasa Indonesia. They believe that specific terms concerning geographic names and expressions of different cultures often give difficulties to translators of literary works, especially in novels. Through Purnomo and Baharuddin's evaluation, it can be seen that translation strategies suggested by several experts may overlap. When applying Nida's componential analysis, some cultural terms might fail to be translated. Nevertheless, the translation is successfully rendered using Vinay and Darbelnet procedures, Bassnett's cultural translation principle, Hatim's clarity, Larson's meaning-based, and Newmark's classification.

Although overall findings showed that the use of several strategies in translation was still debatable when applied to the translation from ST to TT, we saw that the translation strategy is not the only problem when facing two different translation products. More than that, translation negotiation emerges as a way of looking at translation from a different perspective and point of view by focusing on translation as a translating process, the translator's role as the mediator, and translation as the product by focusing on some decisions.

2.2 Cultural Negotiation

Translating a text, either literary or non-literary, is always concerned with culture. Consequently, the translation process will always involve adjustments, changes, agreements, and cultural activities that influence a translator's decision. Such a translation process is called a negotiation in translation. The rendering of the message, consisting of words and grammatical structures, is of utmost importance (Hatim, 2005) in the negotiating process of translation. Translators play the role of mediators who can negotiate a place or space between SL and TL space and culture. The 'between' position becomes an influential and elusive place for a writer to fill.

The studies of negotiation in translation spread around the world and were implemented in some languages. Siponkonski (2014) examines *The Textual Interplay of Translators and Editors in Contemporary Finnish Shakespeare Translation* by considering the translation process and product. The primary material entails the manuscripts of four contemporary Finnish translations of Shakespeare's tragedies and the final editions of these plays published between 2004 and 2009. The findings suggest that the established translators have more power in the negotiations than the non-established translators, and their voice is more substantial than the editors'. Based on the external factor, Haliloglu in Dow (2007) investigates cultural negotiation in the case of Fatma Aliye in the Tanzimat period in Turkey. She found that cultural negotiation within translation becomes essential, mainly when a culture absorbs foreign cultural norms.

Translation products rely on the concept of translation ideology used in translation as part of the negotiation. They examine the negotiation in *The Gift of Magi* into *Pemberian Sang Majus*. The data is qualitatively analyzed in this research. Generally, it can be concluded that the negotiation of cultural translation is preferably oriented to source language culture by applying a foreignization strategy. Apart from classic discussion of ideology, Sajarwa (2017) used the concept of negotiation in translation to investigate the deconstruction of equivalence by focusing on different translation versions of a French text translated into Indonesian. He found that differences in TT1 and TT2 are the results of the translators' inventive ability, creativity, intuition, and experience and knowledge. The

difference in the translation of the ST into TT1 and TT2 indicates a change towards strengthening national identity.

The studies mentioned earlier have implied that negotiation in translation theory can reveal various things from various perspectives. Nonetheless, there is always room for the development of translation negotiation research as there are still many translation negotiations that have not been disclosed, especially when facing the problem of the translation of cultural terms.

3. Research Method

The data of this research are narrative and textual discourses of (1) an English novel, *The Secret Garden*, written by Frances Hodgson Burnett (1911) as the Source Text (consists of 27 chapters with 343 pages) published in 2019 by PT. Gramedia Pustaka Utama; (2) Indonesian translation of *The Secret Garden "Taman Rahasia"* by Barokah Ruziati as the Target Text 1 (consists of 27 chapters with 320 pages) published in 2010 by PT. Gramedia Pustaka Utama and (3) Indonesian translation of *The Secret Garden* by Airien Kusumawardani as the Target Text 2 (consists of 27 chapters with 312 pages) published in 2020 by PT. Elex Media Komputindo. The selection of the novel and its translated versions as data sources or material objects of this study were based on two considerations. First, *The Secret Garden* as the source text was tightly packed with cultural terms, using Indian and Yorkshire as the story's settings. Second, regarding translators' competencies, Barokah Ruziati, as a TT1 translator, was a professional translator in *Himpunan Penerjemah Indonesia* (Association of Indonesian Translators) since 2012. In contrast, Airien Kusumawardani was a freelance translator since 2010, specializing in fiction books with 30 distinct works published by several local publishing companies. Different translator backgrounds are suspected as one of the essential aspects contributing to both translation products' lexical choices. Since *The Secret Garden*, written by Frances Hodgson Burnett, was initially published as a serial story in *The American Magazine* in 1910, it was claimed to be one of the most popular children's books in 1911. Beginning the story in India, the novel has served the readers with the adventure story of Marry Lennox to Misselthwaite Manor after a cholera epidemic kills her parents and all her servants. All-natural settings are rich in a specific culture and educate the readers with new experiences and knowledge.

As the hallmark, this research applied comparative methods by comparing the existing ST with TT1 and TT2. The data were taken, observed, and collected using documentation techniques through content analysis methods in the form of words and phrases containing different cultural terms served in Indonesian translation, both TT1, and TT2. This research was data-driven. The data, in the form of words or phrases, were analyzed in this research. This research applied a descriptive-qualitative method for in-depth analysis by applying textual analysis, which produces narrative or textual descriptions of the existing phenomena under the research (Vanderstoep and Johnston, 2009, p. 167). Hence, theoretical and methodological triangulation techniques were employed to achieve credibility, dependability, transferability, and confirmability by implying multiple theories and applying appropriate methodologies during collecting and analyzing the data.

4. Results and Discussion

Focusing on the translation product, the translation of cultural terms and negotiations as part of translators' decisions found in this research is quite diverse and widespread. In these findings and discussion section, specific-cultural-terms classifications, translation

differences in translating cultural-specific-terms, and translator's decisions in translating cultural-specific-terms were correlated and cannot be separated. Nevertheless, since there is no standard for translating cultural terms affected by a cultural gap, it perpetuates the translation process. The choice of words becomes subjective and changeable due to translators' different perceptions, knowledge, and decision-making; so that, the differences between the translation of cultural terms from ST into TT1 and TT2 as shown below.

4.1 The variety of ecological terms found in the ST and its two translated versions

Excerpt 1

ST : "No, not it," answered Mrs. Medlock. "Nor it isn't fields nor mountains, it's just miles and miles and miles of wild land that nothing but heather and gorse and broom, and nothing lives on but wild ponies and sheep." (SG, 1911/2019: 30)

TT1 : "*Bukan, bukan laut,*" sahut Mrs. Medlock. "*Juga bukan ladang atau pegunungan, hanya bermil-mil tanah liar yang tak bisa ditumbuhi tanaman apa pun selain semak heather dan gorse dan broom, dan tidak ada hewan yang bisa hidup dari semak-semak itu selain kuda poni liar dan domba.*" (TR, 2010: 26)

TT2 : "*Bukan, ini bukan laut,*" sahut Mrs. Medlock. "*Ini juga bukan padang rumput atau pegunungan, hanya tanah liar seluas bermil-mil di mana tidak ada apapun yang tumbuh selain semak berbunga heather³, gorse⁴, dan broom⁵. Tidak ada yang menghuni padang ini kecuali kuda poni dan domba liar.*"

³*Semak berbunga ungu-merah muda, sesekali putih, yang termasuk ke dalam tanaman yang berdaun dan berbunga hampir sepanjang tahun dan lebah yang menghisap sarinya dapat menghasilkan madu heather yang bercita rasa kuat dengan tekstur seperti agar-agar.*

⁴*Salah satu jenis tanaman yang menghasilkan bunga berwarna kuning, termasuk tanaman hijau abadi yaitu yang selalu berdaun hijau apapun musimnya.*

⁵*Semak berbunga kuning yang dapat tumbuh hingga sekitar 1-3 meter, bisa tumbuh di tanah kering atau berpasir dan mampu bertahan sampai suhu sekitar -25 derajat Celcius. (SG, 2020: 23)*

Identified from the motives, the difference between TT1 and TT2 above lies in linguistic factors. It can be seen when a translator decided to translate "heather and gorse and broom" into "*semak heather dan gorse dan broom*," it means that translator 1 saw ST as a whole plant by looking at them as shrubbery. Meanwhile, when a translator translated ST into "*semak berbunga heather, gorse, dan broom*" by using translation notes, the translator perceived ST as part of the shrubbery since it has many parts including the leaves, stems, flowers, and roots.

Excerpt 2

ST : "...It smells o' honey an' broom an' there's such a lot o' fresh air -- an' th' sky looks so high an' th' bees an' skylarks make such a nice noise hummin'an' singin'." (SG, 1911/2019: 35)

- TT1 : "...Sewangi madu dan begitu banyak udara segar -- langit terlihat sangat tinggi, lebah dan burung pekica bersuara riang, berdengung dan bernyanyi." (TR, 2010: 30)
- TT2 : "...Wanginya seperti madu dan udara di sana segar sekali-- langit tampak menjulang, lebah dan burung skylark mengeluarkan suara berdengung dan kicaan yang merdu sekali." (SG, 2020: 27)

Excerpt 3

- ST : ...She went to her walk outside the long, ivy-covered wall over which she could see the tree-tops. (SG,1911/2019: 80)
- TT1 : ...Dia pergi ke jalan di luar dinding panjang berselimut ivy yang dari atasnya dia bisa melihat puncak-puncak pohon. (TR,2010: 73)
- TT2 : ...Gadis itu menyusuri jalan setapak berselimutkan tanaman merambat, tempat dia bisa melihat puncak pepohonan. (SG, 2020: 68)

Previous excerpts closer inspection reveals that the difference between TT1 and TT2 in excerpts (2) and (3) was related to different ideologies. In excerpt (2) above, the word 'skylark' was translated into 'burung pekica [chirping bird]' in TT1 and 'burung skylark' in TT2. Meanwhile, the word 'ivy' in excerpt (3) was translated into 'ivy' in TT1 and 'tanaman merambat' in TT2. Unfortunately, referring 'skylark' into 'burung pekica [chirping bird]' as generalization became a problem in translation. It has many endemic references as there are many kinds of 'burung pekica [chirping bird]' in Indonesia, such as 'murai, kenari, panca warna, kolibri, gelatik,' and so on or 'sparrow, cuckoo, thrush, canary, robin,' and so on. The idea of implementing domestication ideology may be understood as an attempt to overcome as many language barriers as possible and to expand the outreach of a literary work in the target culture. Nevertheless, although the findings show that domestication makes the translation more readable, domestication ideology in the form of generalization words in this translation can obscure the essence of cultural elements manifested in the source text. The phenomenon happens because Skylarks (*Alauda Arvensis*) are species of small passerine birds. They breed throughout most of Europe and Asia and in northern Africa's mountains (see www.cs.mcgill.ca). In the same case, as mentioned in excerpt (3), the word 'ivy' was translated into 'ivy' in TT1 (using the ideology of foreignization) and 'tanaman merambat [vines]' in TT2 (using the ideology of domestication). However, there are many species of 'tanaman merambat [vines]' worldwide since it was presumed to be the closest meaning that could be achieved. Nonetheless, both findings showed translators' inconsistency when applying both ideologies in translation work, although combining ideology is commonly applied in translation.

4.2 The variety of material culture found in the ST and its two translated versions

Excerpt 4

- ST : The Ayah had been taken ill in the night, and it was because she had just died that the servants had wailed in the huts. (SG, 1911/2019: 10-11)
- TT1 : Ayah Mary jatuh sakit pada malam sebelumnya, dan para pelayan meratap di gubuk mereka karena perempuan itu baru saja meninggal dunia. (TR, 2010: 5)
- TT2 : Ayah-nya jatuh sakit malam sebelumnya, dan para pelayan meratap di pondok-pondok karena dia baru saja meninggal dunia. (SG, 2020: 8)

Excerpt 5

ST : "No, not it," answered Mrs. Medlock. "Nor it isn't fields nor mountains, it's just miles and miles and miles of wild land that nothing but heather and gorse and broom, and nothing lives on but wild ponies and sheep." (SG, 1911/2019: 30)

TT1 : *"Bukan, bukan laut," sahut Mrs. Medlock. "Juga bukan ladang atau pegunungan, hanya bermil-mil tanah liar yang tak bisa ditumbuhi tanaman apa pun selain semak heather dan gorse dan broom, dan tidak ada hewan yang bisa hidup dari semak-semak itu selain kuda poni liar dan domba."* (TR, 2010: 26)

TT2 : *"Bukan, ini bukan laut," sahut Mrs. Medlock. "Ini juga bukan padang rumput atau pegunungan, hanya tanah liar seluas bermil-mil di mana tidak ada apapun yang tumbuh selain semak berbunga heather³, gorse⁴, dan broom⁵. Tidak ada yang menghuni padang ini kecuali kuda poni dan domba liar."*

³*Semak berbunga ungu-merah muda, sesekali putih, yang termasuk ke dalam tanaman yang berdaun dan berbunga hampir sepanjang tahun dan lebah yang menghisap sarinya dapat menghasilkan madu heather yang bercita rasa kuat dengan tekstur seperti agar-agar.*

⁴*Salah satu jenis tanaman yang menghasilkan bunga berwarna kuning, termasuk tanaman hijau abadi yaitu yang selalu berdaun hijau apapun musimnya.*

⁵*Semak berbunga kuning yang dapat tumbuh hingga sekitar 1-3 meter, bisa tumbuh di tanah kering atau berpasir dan mampu bertahan sampai suhu sekitar -25 derajat Celcius. (SG, 2020: 23)*

In excerpt (4), the ST 'huts' was translated into '*gubuk*' in TT1 and '*pondok*' in TT2. Although the words '*gubug*' and '*pondok*' have similar meanings as two synonymous words, they are not identical because they have different forms. The word '*gubuk*' usually refers to a temporary building, whereas '*pondok*' usually refers to a more permanent one. In addition, the lexical meaning of '*gubuk*' contains a connotation that is often associated with poverty, whereas the word '*pondok*' does not have any connotative meaning. From this sample, we can assume that the decision of translator 1 in using the word '*gubuk*' is motivated by the urgency to emphasize the character's social background in the novel (Mary's servants). Meanwhile, in excerpt (5), the ST 'field' was translated into '*ladang*' in TT1 and '*padang rumput* [meadow]' in TT2. It is interesting to see that both translators have used two words with different lexical meanings. The word '*ladang*' as material culture was frequently referred to agricultural land managed by people [+land; +agriculture; +grazing]. The word '*padang rumput* [meadow]' was frequently used to refer to an open habitat or a wild area vegetated by grasses, herbs, and other non-woody plants [+land; -agriculture; +grazing]. In line with what Cahyono (1995) has said, synonyms can be interpreted as two or more words with similar meaning or almost the same but cannot always replace each other in the sentence structure. Consequently, the form is easily transposable, but the meaning is complex.

Excerpt 6

ST : The woman was his housekeeper at Misselthwaite Manor, and her name was Mrs. Medlock. She was a stout woman, with very red cheeks and sharp black eyes. She wore a very purple dress, a black silk mantle with jet fringe on it

and a black bonnet with purple velvet flowers which stuck up and trembled when she moved her head. (SG, 1911/2019: 19)

TT1 : *Wanita itu pengurus rumah di Misselthwaite Manor, namanya Mrs. Medlock. Dia wanita yang gagah, dengan pipi sangat merah dan mata hitam tajam. Dia mengenakan gaun yang sangat ungu, mantel sutra hitam dengan pinggiran berhias batu jet, dan topi hitam dengan bunga-bunga beludru ungu yang mencuat dan bergetar saat ia menggerakkan kepala.* (TR, 2010: 15-16)

TT2 : *Wanita itu pengurus rumah Mr, Craven di Misselthwaite Manor, dan namanya adalah Mrs. Medlock. Sang pengurus rumah adalah seorang perempuan gempal, dengan pipi sangat merah dan mata hitam yang tajam. Dia memakai gaun ungu terang, mantel sutra hitam berhiaskan rumbai hitam gelap, dan topi bonnet hitam dengan bunga-bunga beledu ungu yang mencuat dan bergetar saat dia menggerakkan kepalanya.* (SG, 2020: 13-14)

In contrast with previous findings, in excerpt (6), there were different perceptions and interpretations in translating 'jet fringe' and 'a black bonnet.' The phrase 'purple velvet flowers' was translated with the same perceptions but different spelling. The phrase 'jet fringe' was translated into 'batu jet' in TT1 and 'rumbai hitam gelap' in TT2 since there was no reference to 'jet fridge' in Indonesian. It means that there was a different perspective from both TT1 and TT2's translators. TT1's translator defines 'jet fridge' as a kind of stone, while TT2's translator refers to a kind of tassel. It was clear that stone and tassel are two different things; this shows the translator's presumption in perceiving a specific cultural term. On the other hand, the phrase 'black bonnet' was translated into 'topi hitam' in TT1 and 'topi bonnet hitam' in TT2. It should be noted that TT1 translators used generalization to transfer the phrase 'black bonnet' into a general headgear. Meanwhile, TT2 translators kept the cultural bound by maintaining the word 'bonnet' to mention a specific type of headgear. Interestingly, 'purple velvet flowers' were translated into 'bunga-bunga beludru ungu' in TT1 and 'bunga-bunga beledu ungu' in TT2 due to different lexical choices since 'beledu' and 'beludru' are two synonymous and identical words. Unfortunately, the word 'beledu' was rarely used by present Indonesian native speakers. As the impact, the word 'beludru' may be more acceptable for present Indonesian readers.

Excerpt 7

ST : Across The Moor. (SG, 1911/2019: 27)

TT1 : *Di Padang Moor.* (TR, 2010: 23)

TT2 : *Di Seberang Padang Belantara.* (SG, 2020: 20)

In excerpt (7), the translator in TT1 interpreted 'Moor' as the name of a place. Meanwhile, the translator in TT2 identified 'moor' as 'padang belantara.' This finding showed that translators' different perceptions and interpretations would have impacts on translators' decisions. There are two possible causes behind the translation of TT1. The first cause is that the translator assumed that Moor was a proper name that could not be translated. The second possible cause is that the translator assumes that Moor is an adjective that does not have an equivalent translation in Indonesia, and thus he kept it as it is. Nevertheless, we argue that, in this case, the different translations will not have a significant impact on readers' comprehension since the focus of the phrase 'Padang Moor'

and '*Padang belantara*' lies on the noun (*padang*) and not on the adjective (either *Moor* or *belantara*).

Excerpt 8

ST : While the secret garden was coming alive and two children were coming alive with it, there was a man wandering about certain far-away beautiful places in the Norwegian fjords and the valleys and mountains of Switzerland... (SG, 1911/2019: 325)

TT1 : *Sementara taman rahasia menjadi hidup dan dua anak ikut hidup bersamanya, seorang pria menjelajahi tempat-tempat indah nun jauh di teluk-teluk curam Norwegia dan lembah serta pegunungan Swiss.* (TR, 2010: 304)

TT2 : *Sementara taman rahasia mulai hidup dan dua anak mulai hidup bersamanya, ada seorang lelaki yang menjelajahi tempat indah nun jauh di sekitar fyord¹³ Norwegia serta lembah dan pegunungan Swiss.*

¹³Teluk yang berasal dari lelehan gletser, biasa ditemukan di Skandinavia dan Amerika Utara. (SG, 2020: 296)

Based on the TT1 and TT2, we can infer that both translators have adopted different strategies caused by the time gap, which is almost one decade long (TT1 published in 2010 and TT2 published in 2020). Before explaining the different strategies, we would like to highlight that the word 'Fjord' has no equivalent meaning in Indonesian due to different characteristics of Southeast Asian and Scandinavian geography. 'Fjords' are described and defined as a natural phenomenon that was created by glaciers. A 'fjord' is a long, deep, narrow body of water that reaches far inland. 'Fjords' are often set in a U-shaped valley with steep walls of rock on either side (see <https://www.nationalgeographic.org/encyclopedia/fjord/>). This case exemplifies what Baker (2018) has introduced as problems of non-equivalence due to the absence of the lexicalized concept of the source language in the target language.

To overcome this issue, the translator of TT1 decided to apply a paraphrasing strategy with the unrelated word (Baker, 2018). In this case, the translator unpacked the meaning of the word 'fjord' by using a superordinate lexical ('*teluk-teluk*') which resembles the form and shape of 'fjords' and add an adjective ('*curam*') to trigger the imagination of the readers. According to Baker (2018), professional translators often apply this strategy if the word in question is semantically complex. Meanwhile, translator 2 adopted the loan word strategy with additional notes. Given that the TT2 was published in 2020, the loan word of 'fjord,' or written as 'fyord' in Indonesian, has been widely accepted in Indonesia. Based on a simple Google search, 'fyord' has been included in various writings in Indonesian.

Excerpt 9

ST : Just as he was goin' away our 'Lizabeth Ellen called out, 'Mother, he's got skippin' ropes with red an' blue gandles.' An' mother she calls out quite sudden, 'Here, stop, mister! How much are they?' An' he says Tuppence, an' mother she began fumblin' in her pocket an' she says to me, 'Martha. Tha's brought me thy wages like a good lass, an' I've got four places to put every penny, but I'm just goin' to take tuppence out of it to buy that child a skippin'-rope,' an' she bought one an' here it is. (SG, 1911/2019: 87)

- TT1 : *Baru saja dia berjalan lagi 'Lizabeth Ellen kami berteriak, 'Ibu, dia punya tali lompat dengan pegangan merah dan biru.' Dan Ibu tiba-tiba memanggil orang itu, 'Hei, berhenti sebentar, Mister! Berapa harganya?' Orang itu menjawab, 'Dua sen,' lalu Ibu mulai merogoh-roguh sakunya dan bermurah hati, dan aku punya empat tempat untuk menyimpan setiap sen, tapi aku hanya akan mengambil dua sen dari pemberian untuk membeli tali lompat buat anak itu,' lalu Ibu membeli satu dan ini talinya.* (TR, 2010: 79)
- TT2 : *Ketika lelaki itu akan pergi 'Lizabeth Ellen berseru, 'Ibu, dia membawa lompat tali berpegangan merah dan biru.' Dan tiba-tiba Ibu berseru, 'Tuan, berhenti! Berapa harga tali itu?' Lelaki itu bilang 'Dua pence,' dan ibu mulai merogoh sakunya lalu bilang padaku, 'Martha, jadilah gadis yang baik dan bawakan upahmu untukku. Aku punya rencana untuk setiap penny-nya, tapi aku hanya akan mengeluarkan dua pence dan membeli lompat tali untuk anak itu.' Lalu ibu membelinya dan ini dia.* (SG, 2020: 75)

In excerpt (9), it was seen that there was a different cultural background between translators 1 and 2. 'Tuppence' was translated into 'dua sen' in TT1 and 'dua pence' in TT2. Meanwhile, the word 'every penny' was translated into 'setiap sen' in TT1 and 'setiap penny-nya' in TT2. According to Merriam-Webster, Tuppence is a variant of twopence, which means the sum of two pennies (Merriam-Webster, 2021). Penny itself is the singular form of pence where 100 pence is 1 pound in the context of the UK currency (<https://www.milesfaster.co.uk/information/uk-currency.html>) Therefore, it could be seen in TT2 that it maintained a cultural bond while maintaining the form of the UK currency. In contrast to TT1, which used the term generalization by changing the culture of the UK currency into a general currency. According to Merriam-Webster, the term cent itself is a monetary unit equal to 1/100 of a basic unit of value such as the dollar, euro, or rand (Merriam-Webster, 2021)

Excerpt 10

- ST : Her mother had been glad to see her and they had got the baking and washing all out of the way. She had even made each of the children a doughcake with a bit of brown sugar in it. (SG, 1911/2019: 85)
- TT1 : *Ibunya senang melihatnya dan mereka berdua menyelesaikan tugas memanggang dan mencuci. Dia bahkan membuat kue yang ditambah sedikit gula palem untuk masing- masing anak.* (TR, 2010: 77)
- TT2 : *Ibunya sangat senang bertemu dengannya dan mereka berdua menyelesaikan pekerjaan memanggang dan mencuci. Martha bahkan membuatkan kue panggang dengan sedikit gula coklat di dalamnya untuk masing-masing adiknya.* (SG, 2020: 73)

According to the website that provides information on traditional English food, *dough cake* is often called Dorset Dough Cake, a traditional English cake made with yeast (see <http://www.foodsofengland.co.uk>). Thus, the pre-cooked form is similar to bread's dough instead of cake's batter. *Dough cake* is an English-specific term that has no equivalent lexical in Indonesian. In order to prevail over the difficulty in translating culture-specific terms, the two translators used the superordinate lexical of the target language, i.e., 'kue' (cake in English). However, translator 2 also added another element, i.e., 'panggang' (baked) as the collocate of 'kue.' By adding the word 'panggang,' translator 2 tried to, at least, provide the

information to the readers about the process of making a *Dough Cake*. Therefore, the readers can have a more specific image of how a Dough Cake looks.

Both translators also used different lexical when translating *brown sugar*. Translator 1 translated it into '*gula palem*' (palm sugar), and translator 2 translated it into '*gula coklat*' (brown sugar). Again, a long-time gap is suspected to be the primary cause of this difference. Nevertheless, before we explain how the different translations are done, we also need to explain that 'palm sugar' and 'brown sugar' are two different ingredients for baking or cooking. However, the texture of both ingredients is very similar. 'Palm sugar' is a type of sweetener made of the sap of palm trees, while 'brown sugar' is made of a mixture of white sugar and molasses. Both white sugar and molasses are made of sugarcane extract. However, we should remember that Indonesian households rarely use 'brown sugar' in their cooking, given that Western cuisine influences such ingredients. Instead, we use a lot of 'palm sugar' or 'coconut sugar' in our food, and it is one of the staple food ingredients in South East Asian cuisines. *Palm sugar* is the granulated version of '*gula merah*' (red sugar in Indonesian) or '*gula melaka*' (Malakan's sugar in Malaysian dialect).

Translator one decided to translate 'brown sugar' into '*gula palem*' (palm sugar), which deviated from its lexical meaning. However, this decision is understandable given that Indonesian readers were not yet familiar with the term '*gula coklat*' (brown sugar). Therefore, the translator uses 'palm sugar' due to the similarity of the form and taste profile between 'palm sugar' and 'brown sugar.' Meanwhile, translator 2 translated 'brown sugar' into '*gula coklat*,' representing the literal translation of 'brown sugar.' *Gula coklat* can now be found in numerous writings, and it referred to the actual 'brown sugar' (not the 'palm sugar,' which is often mistakenly understood as 'brown sugar'). This kind of language evolution has also shown the influence of western cuisine, which Indonesians have gradually accepted.

4.3 The variety of social cultures found in the ST and its two translated versions

Excerpt 11

ST : She had not wanted a little girl at all, and when Mary was born, she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mam Sahib she must keep the child out of sight as much as possible. (SG, 1911/2019: 7)

TT1 : *Dia sama sekali tidak menginginkan putro kecil, dan ketika Mary lahir dia menyerahkan anak itu dalam perawatan seorang Ayah, yang diberi pengertian bahwa jika ingin menyenangkan hati Mem Sahib, majikannya, sebisa mungkin dia harus menjauhkan anak itu dari Mem Sahib.* (TR, 2010: 5-6)

TT2 : *Ibu Mary sama sekali tidak pernah menginginkan seorang gadis kecil, dan ketika Mary lahir, ibunya menyerahkan Mary untuk diurus seorang Ayah, yang diberi instruksi tegas bahwa jika wanita itu ingin menyenangkan sang Mem Sahib², dia harus memastikan gadis itu tak terlihat sebisa mungkin.*

²*Mem Sahib: perempuan asing berkulit putih dan berstatus sosial tinggi yang tinggal di India, khususnya istri pejabat Inggris.* (SG, 2020: 2-3)

Excerpt 12

ST : Mistress Mary Quite Contrary. (SG, 1911/2019: 15)

TT1 : *Mistress Mary yang Keras Kepala*. (TR, 2010: 12)

TT2 : *Nona Mary Si Pembangkang*. (SG, 2020: 10)

Take a look at excerpts (11) and (12). We found that TT1 tends to maintain social statuses or titles from ST, while TT2 prefers to translate them into TT / Indonesian culture. In excerpts (11) and (12) above, the title 'Mem Sahib' (11) and 'Mistress' (12) were resisted in TT1 since the word 'Mistress' refers to a woman who employs or supervises servants in the Anglo-Saxon era. However, translator 2 was translated into 'Mem Sahib' (11), 'Mem Sahib' using translation notes, and 'Mistress' (12) into 'Nona' using naturalization with target language-oriented.

4.4 The variety of social, political, and administrative organizations found in the ST and its two translated versions

Excerpt 13

ST : "Tha' might sing th' Doxology." (SG, 1911/2019: 313)

TT1 : "*Kau bisa menyanyikan Kidung Pujian itu.*" (TR, 2010: 293)

TT2 : "*Kau bisa menyanyikan Doksologi¹⁰.*"

¹⁰*Himne pendek yang digunakan di berbagai kebaktian Kristen, sering dinyanyikan pada akhir kebaktian.* (SG, 2020: 285)

In excerpt 13, we have found *Doxology* as a culture-specific term derived from Christian worship. Translator 1 has chosen to translate it into Indonesian fully. In contrast, Translator 2 has decided to use the strategy of loan words and add a footnote to describe the lexical meaning of such loan words. '*Kidung Pujian*' has been known as a general term used by Christians in Indonesia, and it is known not only by the Christians themselves but also people of other religions. However, the word *Doxology* is only understood by Indonesian Christians. Therefore, if this novel is intended to be read by people across religions, it is necessary to provide a detailed description. Both versions, neither faithful translation nor free translation using loan words, which is called a classic debate in translation, have conveyed the original author's intended sense and meaning. In this case, the word *Doxology* written in ST carries no evaluative meaning nor connotation. Hence, different strategies or translation decisions did not result in any less meaningful outcome.

4.5 The variety of gestures and habits found in the ST and its two translated versions

Excerpt 14

ST : The woman was his housekeeper at Misselthwaite Manor, and her name was Mrs. Medlock. She was a stout woman, with very red cheeks and sharp black eyes. (SG, 1911/2019: 19)

TT1 : *Wanita itu pengurus rumah di Misselthwaite Manor, namanya Mrs. Medlock. Dia wanita yang gagah, dengan pipi sangat merah dan mata hitam tajam.* (TR, 2010: 15-16)

TT2 : *Wanita itu pengurus rumah Mr, Craven di Misselthwaite Manor, dan namanya adalah Mrs. Medlock. Sang pengurus rumah adalah seorang perempuan gempal, dengan pipi sangat merah dan mata hitam yang tajam.* (SG, 2020: 13)

In excerpt 14, the nominal phrase *a stout woman* is translated differently by translator 1 and translator 2: '*wanita yang gagah*' (translator 1) and '*perempuan gempal*' (translator 2). First of all, the word '*wanita*' and '*perempuan*' are synonymous and thus does not affect the readers' comprehension. Nonetheless, we should notice that '*gagah*' and '*gempal*' have two different lexical meanings and carry different connotations. '*Gagah*' in Bahasa Indonesia means strong characteristics both personally and physically. On the other hand, '*gempal*' is a pejorative word synonymous with *fat* or *chubby*. In some contexts, '*gempal*' also carries a negative connotation or derogatory meaning. However, according to *Oxford Learners' Dictionary* (OxfordLearnersDictionaries.com, 2021) and *Collins Dictionary* (Collins English Dictionary, 2021), *stout* can mean *rather fat* or *plump* if used to describe a person's physical appearance. It also means *strong* if used to describe the character of an inanimate object.

Nevertheless, *stout* also means *strong* or *determined* if used to describe someone's actions, attitudes, beliefs, or personality. In order to clarify which translation is the closest one to the original meaning, a thorough examination of the character throughout the story must be done as the word *stout* itself will be manifested in the scenes or interactions with other characters. When viewed from the parallel arrangement of Mrs. Medlock on the third characteristic, namely 'sharp black eyes,' it can be concluded that the depiction of the character that ST wants to convey in the series of characters mentioned is a great figure. Parallel mention in linguistic rules when using the word 'and' in form and connotation must be of the same type. Therefore, a description closer to what ST means is the result of translator 1, which has a positive connotation.

Excerpt 15

- ST : "A more marred-looking young one I never saw in my life,' Mrs. Medlock thought. (Marred is a Yorkshire word and means spoiled and pettish). (SG, 1911/2019: 21)
- TT1 : "Aku tak pernah melihat *anak semanja dan sepemarah* ini seumur hidupku," pikir Mrs. Medlock. (TR, 2010: 18)
- TT2 : "Dia *anak paling rusak* yang pernah kulihat seumur hidupku," pikir Mrs. Medlock. (*rusak* adalah kata dalam dialek Yorkshire yang berarti manja dan berperangai buruk). (SG, 2020: 16)

The ST in excerpt 15 is completed with a further description of the phrase '*marred-looking*' by the author. This was done due to the word's specific use in a particular region, i.e., Yorkshire. According to the additional note by the author, *Marred* is a Yorkshire word that means spoiled and pettish. However, in the *Oxford Learners' Dictionary*, *Mar* is featured as one entry which means "*to damage something or make something less good or successful*." The different meanings are eventually reflected in the translation strategy by the two translators. However, before we elaborate on the differences between the translations, we can infer the author's intended meaning from her description, i.e., to describe that the character is a spoiled and pettish child.

Therefore, the TT1 has achieved the closest equivalence with the translation that refers to the descriptions given by the author, rather than just referring to the lexical meaning of the word *Marred-looking/Mar* in the dictionary. This decision has also resulted in the omission of the footnote. Meanwhile, TT2 has adopted the lexical meaning of *Marred*, which means *ruined*, *damaged*, or *rusak*, in Indonesian and provided the literal translation of the footnote. This might have led to confusion among readers since the translator wrote '*rusak*'

is a word in Yorkshire dialect which means spoiled and pettish" as the translation of the footnote. The translator tried to persuade the readers to think that the word 'rusak' was a Yorkshire word.

However, there are some losses of meaning resulting from the two translations. The omission of the footnote has made the dialect of Yorkshire becomes unrecognized. On the other hand, the word 'rusak' in Indonesian does not have any similar meaning to 'spoiled' and 'pettish.' The deviation of meaning may be deemed intolerable to some knowledgeable reader, given that 'rusak' can carry different evaluative meaning although the three words, 'rusak' (ruined), 'manja' [spoiled] and 'pemarah' [pettish] also loaded with negative connotations.

5. Conclusion

The findings in our study have added clear evidence that perfect translation (fully equivalence) of cultural terms is a utopian expectation of the target text readers due to the gap between the source language culture and target language culture. In order to accommodate readers' expectations while preserving the meaning intended by the original author, a translator must play the role of a mediator who negotiates conveying messages of the source language into the target language. Since translation becomes dynamic, situational, and transformational rather than static and binary, the final decision, in the end, was authorized by the respective translator, and these decisions represent translators' attempt to achieve the closest equivalent possible, but not the absolute equivalence. We believe this study also verifies the theories of Nida & Taber (1974), Wills (1982), Nababan (2008). The findings of the descriptive-qualitative phase showed that some decisions, such as using such orientation or ideology, finding synonymous meanings, and using loan words, were used as part of negotiation.

As translations are not done in a void, we have also found that the significant time gap between the two translations (around ten years) becomes the primary cause of different translation decisions. TT1 has shown the tendency to use superordinate lexical when encountering cultural terms that did not exist in the target culture. At the same time, TT2 opts for the use of loan words when encountering the same issue. Eventually, we can also conclude that time differences have led to cultural shifts that influence the negotiation process of translators from different generations. These strategies have resulted in loss and gain of information on the target text.

However, we must admit that the findings explored in this study are only limited to the analysis of translation decisions without including the final implications and judgments on information loss, gain, and skewing of information. This research is open, dynamic and transformational. Therefore, a follow-up or further study that analyses translation strategies' impact on the information loss, gain, and skewing is required.

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“THANK YOU, IT REALLY MAKES MY DAY”: COMPLIMENT RESPONSES REVISITED

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Abstract

Complimenting is a typical speaking act and the method in which it is responded to can vary based on the culture of the speakers as well as the influence of other circumstances. The purpose of this study was to provide a more in-depth knowledge of compliment response research based on how it is used by university students learning EFL in everyday life. Furthermore, this study also aims at finding out if exposure to another culture affects university students learning English as a second language while responding to compliments. The data were garnered using data elicitation method by complimenting the participants' look, possession, character, or aptitude. The finding found that the participants used ten types of responses; listed from the most frequently used type of compliment responses to the least used type of compliment responses: Comment Acceptance (8), Appreciation Token (2), Comment History (2), Question (2), Praise Upgrade (1), Reassignment (1), Return (1), Scale Down (1), Disagreement (1), and Qualification (1). According to the data, the majority of students in an international English literature class at Brawijaya University are likely to accept the compliments. Students tend to take compliments by thanking them and then making related comments. English-speaking countries consider a simple "thank you" to be an adequate response to a praise. This present study also confirms that short term encounterance with foreign culture exposure slightly affect EFL learners' way of responding to compliments. This shows that the students learn the English language culture in terms of compliment.

Keywords: compliment responses, language culture, culture exposure

1. Introduction

In social interactions, mutual respect is crucial. This is done to respect the interlocutor and to keep the link strong. As a result, there is a goal to be communicated to the interlocutor during a conversation. The supplied utterances are concerned not only with word choice, but also with the context at the time of speech. Yule (2006), in relation to speech, divides speech into locutionary activities, specifically utterances. Then there is an illocutionary act, which is an activity with a purpose, and a perlocutionary act, which is the effect of the presence of illocutionary acts. Complimenting is a portion of an illocutionary act in which the speaker expresses regard for something that is part of the speaker. According to Holmes (2003), a compliment is a speech act that directly or indirectly expresses appreciation to someone other than the speaker, usually the speaker, for some of the

"advantages" he possesses, such as possessions, characteristics, skills, and so on that are positively valued by both the speaker and the addressee.

Compliments are often followed by compliment responses for compliments and compliment responses are related. According to Herbert (1986), a compliment response is a type of appreciation for the efforts of others to recognize one's deed or behavior. In general, a compliment response is described as an expression or reaction given by the one who has been complimented while responding to the person who has complimented them and the type of compliment response depends on the social relations between the speaker and the addressee (Mousa, 2021).

Compliments can also be used to express gratitude for one's success and achievements, as well as to convey solidarity and a number of other messages (Manipuspika & Sudarwati, 2016). As a result, compliments are valued since everyone wants to be recognized or acknowledged for their efforts. Naturally, compliments are divided into two categories based on the U.S data: those that focus on appearance and/or possession and those that focus on ability and/or accomplishment (Manes & Wolfson, 1981).

Distinct cultures may have different ways of complimenting and responding to compliments. This occurs because their responses to compliments are typically reflected in their responses to compliments (Manipuspika & Sudarwati, 2016). Compliments on attire, haircuts, jewelry, and even the attractiveness of one's children, pets, spouses, and wives fall under the first group, as do compliments on houses and cars. Those referring to the addressee's aptitude or performance, on the other hand, come into the second category (Wang & Tsai, 2003). It may be noticed by the manner in which English speakers responded to praises; they were more willing to accept the compliments (Herbert, 1986) Speakers of other languages, on the other hand, were more inclined to degrade and reject the compliment, particularly those from Asian countries such as China, Japan, and Indonesia (Manipuspika & Sudarwati, 2016; Sukegawa, 2017).

Because of the various tactics utilized to preserve a well-balanced connection between the interlocutors, compliment responses have been intensively explored in linguistic study during the last four decades. Nonetheless, praises might be perceived as face-threatening behaviors, making interlocutors nervous, frightened, or dubious (Yingqi & Baljit, 2017). When responding to compliments, recipients may accept or reject. This acceptance means that the addressee with what the speaker is saying. On the other hands, they may also reject as they want to avoid self praise (Placencia & Lower, 2017). Because speakers must avoid self-praise, they may find it difficult to respond, thus they must employ a variety of tactics to overcome this type of limitation, such as agreeing but downgrading the compliment (Shahsavari et al., 2014; Placencia & Lower, 2017).

A recent study examined the compliment reaction of Brawijaya University's International class of English literature students in Malang, East Java, Indonesia. As EFL learners, the students had the opportunity to study abroad in Australia, which is a native English-speaking country. As a result, kids were exposed to a foreign culture and had contact with a native speaker in natural interactional circumstances for a variety of reasons. Because compliment responses produced by speakers of different languages differ significantly, most L2 learners had difficulty delivering target-like compliment responses. As a result, the researcher intended to study (1) How do the students of the International class at Brawijaya University respond to compliments? and (2) Does the students' experience or exposure to foreign culture influence their responses to compliments?

In particular, the study aimed to give a more in-depth understanding of compliment response research from how it is used by university students who learn EFL in everyday life. In addition, the results are expected to show whether exposure to foreign culture can affect university students who learn English as a second language in responding to compliments.

2. Literature Review

A compliment is an expressive verbal act that overtly or implicitly gives credit to someone other than the speaker; usually, the person addressed, for some "good" (possession, characteristic, skill, etc.) that the speaker and the hearer both respect (Holmes, 1988: 446). A compliment response, according to Robert K. Herbert (1986), is recognizing others' efforts to appreciate one's action or behavior. Because it is the traditional framework of compliment responses and applicable to many various cultures, Herbert's (1986) design taxonomy of compliment response classification, as shown in Table 1, is employed in evaluating the data from this new study (Razi, 2013).

Response Type	Example
Agreement	
1. Acceptance	
a. Appreciation Token	Thank you; thanks; [smile].
b. Comment Acceptance	Thanks, I like it too.
c. Praise Upgrade	Really accentuates my face feature, doesn't it?
2. Comment History	I bought it when my hair is still long
3. Transfers	
a. Reassignment	My sister gave it to me
b. Return	So is yours
Non Agreement	
1. Scale Down	It's really quite old
2. Question	Do you really think so?
3. Non-acceptances	
a. Disagreement	I don't like it
b. Qualification	It's quite alright, but Vya's is nicer
4. No Acknowledgement	[Silence]
Other Interpretations	
1. Request	You wanna try this one?

Source: Herbert (1986: 79)

Table 1. Taxonomy of Compliment Responses by Herbert (1986)

A wealth of studies has been conducted on compliment responses (CR). Early studies that drew insight on Americans' compliment responses from the 1970s and 1980s have high influential in current research, which include Manes and Wolfson (1981) and Herbert (1986). From then on, studies on CR have been growing exponentially from other societies outside American like in Malaysia (Yingqi & Baljit, 2017), Indonesia (Al Fatah, 2016; Manipuspika & Sudarwati, 2016), Taiwan (Wang & Tsai, 2003), and China (Cao, 2016; Chen & Yang, 2010) and this CR research expanded into varieties of contexts, namely cross-cultural analysis (Solodka & Perea, 2018; Mir & Cots, 2019), cross-generational analysis (He, 2012).

Fukasawa conducted a previous study (2011). The report investigated CRs done by Japanese students who had spent five months studying abroad from the standpoint of Interlanguage pragmatics. It was then discovered that the kids' compliment reactions had

changed. Furthermore, students who spent more time and had closer relationships with native speakers were able to express themselves in a variety of ways. However, even if the spectrum of expression has widened in terms of CRs, CRs were not always identical to English native speakers.

Furthermore, extensive research has been conducted on compliment reaction and students who studied overseas. Félix-Brasdefer and Hasler-Barker (2014), for example, compared the output of compliments, as well as whether it was affected by the learning environment, among study abroad Spanish learners during an eight-week summer course in Mexico and those who learned at home during the course. To elicit the data, pretest-posttest design discourse completion tasks were utilized. The findings revealed a minor shift in native speaker pragmatic norms among study abroad students.

Jin (2015) studies American Mandarin Chinese learners' knowledge of the Chinese complimenting speech act while engaging in a seven-week language study abroad program. The data were examined by the researcher to indicate each student's pragmatic development process throughout the training. Surprisingly, the study discovered that two American students struggled to obtain Chinese compliments due to Chinese people's unique treatment of them. However, the students' motivation and learning methodologies influenced their outcomes.

3. Research Method

The most current study used descriptive qualitative methods. In this paper, we describe the compliment response tactics utilized by an international class of English literature students at Brawijaya University in Malang, East Java, Indonesia. The international class group comprises of 15 students, 9 female students and 6 male students, who have been given the opportunity to study abroad for four weeks in Toowoomba, Australia. The students enrolled in English-taught courses at the University of Southern Queensland. As a result, they get classroom English instruction and live with host Australian families for the duration of the program. The data for this study were the participants' responses to compliments as they were explored during casual talks in a WhatsApp group.

The data were collected using data elicitation method that was done by way of complimenting the participants on their look, possession, character, or aptitude. The interviewees' compliment responses were recorded in a natural or casual conversation in a WhatsApp group. It should be mentioned that the dialogue is not about the compliment (Manipuspika & Sudarwati, 2016). Following the conversation, the researchers detailed the context of the exchange and inserts particular issue which later drive the conversation into context where compliments are likely to occur. The participants were asked to provide their permission for their compliment responses to be utilized as data. The researchers ceased gathering data once it reached saturation point that is when there is new more data or when the data turned out to have the same characteristics again and again.

Herbert (1986) grouped compliment responses into 12 strategies: appreciation token, comment acceptance, praise upgrade, comment history, reassignment, return, scale down, query, disagreement, qualification no acknowledgment, and request. There were a total of 20 compliment responses.

4. Results and Discussion

As many as 20 compliments responses performed by an international class of English literature students of Brawijaya University in Malang, East Java, Indonesia, were collected.

Based on the finding, it was found that the students used only 10 out of 12 types of compliment strategies. From those types found on the data collection, the most frequently used CRs were Comment Acceptance (7), followed by Appreciation Token, Comment History, Question, in which each type got two data. On the other hand, the least used type of CRs with only one data are Praise Upgrade, Reassignment, Return, Scale Down, Disagreement, and Qualification. Table 1 below shows the collected data of CRs of the students of the international class.

Response Type	Example
Agreement	
1. Acceptance a. Appreciation Token b. Comment Acceptance c. Praise Upgrade	Thank you (D1) [Smile emoticon] (D2) • Thank you! I'm glad you like it too (D3) • Oh thanks, <i>iya soalnya aku cewek makanya cantik</i> . (Oh thanks, because I'm a girl that's why I look pretty) (D4) • <i>Iya nih, aku suka makanya aku beli</i> . (Yes, because I like it so I bought it) (D5) • <i>Makasih, kapan-kapan aku bikinin</i> . (Thanks, some time I will make it for you) (D6) • <i>Makasih ya, coba aja mumpung lagi promo lo</i> . (Thanks, just try it while it's on sale). (D7) • <i>Makasih loh ya, by the way aku senang spending my time buat nontonin film-film soalnya itu kayak 1</i> easiest way to refresh myself. (Thanks. By the way I like spending my time watching movies because it is one of the easiest way to refresh myself) (D8) • <i>Makasih. Kamu emang baca?</i> (Thanks. Do you actually read it?) (D9) <i>Emang aku ganteng</i> . (Of course I'm handsome) (D10)
2. Comment History	<i>Wah iya, kemarin cuman bejo aja</i> . (Yes, yesterday I just got lucky) (D11) <i>Oh itu kemarin bulumata</i> . (Oh, yesterday just lashes) (D12)
3. Transfers a. Reassignment b. Return	<i>Terima kasih, gak cuman aku tapi berkat dukungan semua orang juga</i> . (Thank you, not only me but thanks to everyone's support too) (D13) <i>Reels mu juga keren loh</i> (Your reels are cool too) (D14)
Non Agreement	
1. Scale Down	<i>Cuman karna kamera, yang asli ya sama seperti biasanya pas kuliah</i> . (It's because of the

	camera, the real one is the same as back in college) (D15)
2. Question	<i>Ah masa sih?</i> (Really?) (D16) <i>Oh, masa sih? Namanya pompadour cut.</i> (Oh really? It’s called pompadour cut) (D17) <i>Emang kalau rambut pendek kelihatan good boy?</i> (Do you think short hair make me look like a good boy?) (D18)
3. Non-acceptances	
a. Disagreement	<i>Nggak, itu hairstyle gagal.</i> (No, that is just a failed haircut) (D19)
b. Qualification	<i>Heh nggak, cantikan kamu.</i> (No, you are prettier) (D20)
c. No Acknowledgement	-
Other Interpretations	
1. Request	-

Table 2. The Data of Compliment Responses of the students of the international class

4.1 Types of CRs Used by the Students of the International Class at the Brawijaya University

The finding found that the participants used ten types of responses; listed from the most frequently used type of compliment responses to the least used type of compliment responses: Comment Acceptance (8), Appreciation Token (2), Comment History (2), Question (2), Praise Upgrade (1), Reassignment (1), Return (1), Scale Down (1), Disagreement (1), and Qualification (1). As reflected on the findings, most students of an international class of English literature students at Brawijaya University are likely to accept the compliments. Comment acceptance is the most common type of response which frequently used by the participants. The majority of participants use it by using the written form of thanking in Indonesian, followed by further comments, which means they accept the compliments.

However, some participants showed their appreciation token and acceptance in the form of thanking in English. The reasons might be that they feel more convenient in using English or are very used to English in daily conversation rather than Indonesian. Even a participant used code-mixing of Indonesian and English when giving a response towards a compliment. Additionally, a praise upgrade type of compliment response was also performed by one of the participants. This type is hardly found in Indonesian society (Manipuspika & Sudarwati, 2016). This might be because of the social relations between the speaker and the addressee, which is a very close friend; thus, the participant was able to reply like that. Those participants who used comment history to reply to compliments were accepted, followed by comments of what they did in the past to get compliments such as that. However, one participant returned the compliments to the speaker; thus, he used the return type of CRs. Below are some of the examples of the collected acceptance compliment responses data.

D5

Iya nih, aku suka makanya aku beli. (Yes, because I like it so I bought it)

This response by a male participant uses comment acceptance. Even though the response did not start by thanking the speaker for the compliment, the participant was

accepted and agreed to the compliment. Then, he gave related comments to explain the reason or the cause for being so.

D9

Makasih. Kamu emang baca? (Thanks. Do you actually read it?)

This response by one of the participants was using comment acceptance by thanking the speaker for the compliments. However, it was followed by a question due to the participant's uncertainty if the speaker had already read her book.

D11

Wah iya, kemarin cuman bejo aja. (Yes, yesterday I just got lucky)

This response was by a male participant who just got a job in an amazing company. Then he offers a comment on the object complimented.

On the other hand, some participants do not merely accept or reject the compliments. Therefore, they used various non-agreement CRs: scale down, questions, disagreement, and qualification. By using scale down the type of CRs, the participant might regard the values of modesty, which is part of Indonesian culture. Therefore, sometimes Indonesian even say "no" when complimented; thus, they use disagreement type of CR. Furthermore, some used questions as responses, which means they doubt the given compliments. Below are some of the examples of the collected disagree compliment responses data.

D15

Cuman karna kamera, yang asli ya sama seperti biasanya pas kuliah. (It's because of the camera, the real one is the same as back in college)

This response was by a female participant who used scale down to disagree with the complimentary force. She thought that the compliment was overstated; thus, she pointed out some flaws in the object.

D16

Oh, masa sih? Namanya pompadour cut. (Oh really? It's called pompadour cut)

This response uses question-type of compliment responses. The participant felt doubtful towards the compliment; thus, she questioned the sincerity or the appropriateness of the compliments.

D19

Nggak, itu hairstyle gagal. (No, that is just a failed haircut)

This response was a straight disagreement on the compliments. The participant thought that the object complimented was not worthy of praise.

Acceptance dominates the participants' responses, suggesting that they are aware of the choices in using the L2 culture, which they employ the culture of L2 suggest in accepting compliments. However, the participants' L2 level of competence varied for each individual; thus, the cultural competence is also varied.

Surprisingly, there are two types of CRs did not found in the data collection, namely no acknowledgment and request. Students are not using no acknowledgment type of CRs might be because they are worried about being considered arrogant and disrespectful since they were not given any response. As for requests, this type of CRs is not used perhaps because

students preferred using scale down so that people do not think they are arrogant. This scale down aims at respecting the compliment giver while still maintaining the attitude to keep oneself as humble.

This study shows that the students of an international class of English literature students at Brawijaya University use various types of compliment responses, which were proposed by Herbert (1986). It was found that they rather choose a positive compliment response behavior. Comment acceptance is the most common type to use by the students in giving a response to a compliment with more than 40% of the total response. The expression of comment acceptance mostly starts by thanking in L1 "makasih" or "terima kasih" then followed by related comments because the addressee wants to explain the cause for being so.

This recent study's result is different from studies of CR in Indonesia done by Al Fatah (2015) and Manipuspika and Sudarwati (2016). Both previous studies found that the most frequently used is the Appreciation token. This is because of two reasons: (1) they do not want to be seen as arrogant of being too pleased of being complimented; thus, they often replied with the token of saying "Terima kasih" (Thank you); (2) this type is the easiest and simple to use. This appreciation token is meant to save the face of the complimenter while also maintaining the modesty of attitude that is to avoid being too arrogant on the compliment given.

4.2 The Influence of Foreign Culture Towards the Students' Compliment Responses

This study also aims at investigating whether foreign culture influences the students' compliment responses. Studying abroad in an English-speaking country was a fruitful experience for the students as learners from a foreign language context. They lived with native speakers during their short course in Australia, so they were exposed to social, and cultural resources which are different from their home countries, giving them ample of opportunities to develop L2 pragmatic knowledge. Furthermore, every motivated student became a natural observer and imitator of a wide range of speech acts, including the English praising speech act (Jin, 2015). As a result, the amount of exposure, situations, and time spent with native speakers affected their comprehension of and skills in English complimenting speech act (Fukasawa, 2011; Jin, 2015).

Based on the findings, the students tend to accept compliments by thanking them, followed by related comments; while English-native speaking countries prefer to regard a simple "thank you" as an appropriate acceptance of a compliment (Mir & Cots, 2017). Both tend to emphasize the importance of compliment acceptance by thanking. Thus, it can be assumed that the students adopted the foreign language culture during the teaching and learning of studying abroad. However, the big difference lies in the acceptance type; the students mostly used comment acceptance while English natives like Americans rather choose appreciation tokens. This might indicate that modesty is still a cultural limitation for Indonesian society (Manipuspika & Sudarwati, 2016), even though most had experience studying abroad directly exposed to the L2 socio-cultural country. Moreover, a few students still reject the compliments and downgrading, which is mostly caused by the Asian culture that tends to reject the compliment and is not accustomed to elevating themselves.

The result of the students' compliment responses also coincides with previous research by Fukasawa (2011), Félix-Brasdefer & Hasler-Barker (2014), and Jin (2015), which mentioned that the experience of study abroad in L2 country gave students to develop certain competence in L2 complimenting. It can be seen from the positive change toward the

L2 from their production of compliments. However, sometimes the L1 norms may have influenced the production of compliments even for the students who went to study abroad; which is a recent study found that comment acceptance is the most common type of compliment response.

Research finding by He (2012) also goes in line with the present study revealing that young generations tend to accept compliments as way of showing politeness. From He's study (2012) generations of youth in China differ in responding to a compliment by more approving the compliment. This is allegedly a shift in politeness that is different from the older generation in his era where receiving a compliment is considered impolite or a principle that one should not be proud of. In contrast to the older generation, the younger Chinese generation actually perceives that giving an approval for the praise given is a form of politeness to respect the giver of the compliment. The concept of accepting compliments here are meant to give appreciation to the giver of the compliments which might be affected by their being mingle with the foreign culture during their four-week stay there in Toowoomba Australia. He (2012) categorized his study as cross generational analysis for different generations may provided different responses to compliments and it proves to be true that young Chinese differ in way of responding to compliments compared to their old generations. This might also be the cause of those 15 EFL students tend to show appreciation and agreement toward the compliments they receive. The finding of the present study seems to show contradictory result with the findings of researches conducted by (Manipuspika & Sudarwati, 2016; Sukegawa, 2017) whose findings are said that those from Asian countries such as China, Japan, and Indonesia are said to reject the compliment. This might happen due to the shift of acculturation and foreign language and culture exposure so those youngsters of Asian countries like Indonesia responses in a way much different from their older counterparts.

5. Conclusion

In conclusion, this study investigated the compliment responses performed by the students of an International class of English literature students at Brawijaya University, Malang, East Java, Indonesia. It is found that the students respond to compliments in various ways, namely Appreciation Token, Comment Acceptance, Praise Upgrade, Comment History, Return, Scale Down, Question, Disagreement, and Qualification. Nine out of twelve compliment response strategies proposed by Herbert (1986) were found in the data collection. The students tend to accept the compliments given to them and commonly use comment acceptance type of CRs.

A recent study also investigated whether the foreign language influences the compliment responses performed by the students. According to the discussion, there is a slight change in their compliment responses, which by saying "makasih or "Terima kasih" (Thank you) as a form of token appreciation acceptance. This shows that the students learn the English language culture in terms of compliment. The reason is that the students were able to experience the English culture directly, which is often known as acculturation through English language learning.

This study was intended to provide an in-depth understanding of the types of compliment responses performed by students who had previously studied abroad in a foreign language country, and whether the students would retain the same complimenting speech act of the foreign country or keep the Asian culture that is demeaning and tends to reject compliments. However, one limitation of the study is the amount of time of the

students who went to study abroad, which was only a four-week program in this recent study.

Further study needs to investigate whether longer time spent studying abroad could make Indonesian students or society fully follow the culture compliments of English-speaking countries. Future research needs to consider the length of exposure to foreign cultures received by EFL students. This is very important to determine whether the length of exposure to foreign cultures will also have a significant influence on changes in the acculturation process, including how they respond to praise in which their native culture tends to reject the praise response.

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AUDIOVISUAL AND SONG TRANSLATION OF INDONESIAN SUBTITLE IN SHELTER MUSIC VIDEO

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Abstract

The current study aimed to find out the translation techniques applied by the translator in creating the Indonesian subtitles for the original lyrics of Shelter – a collaboration project of music video by Porter Robinson and Madeon, A1-Pictures and Crunchyroll uploaded on YouTube in 2016. The data were analyzed based on the audiovisual translation theory, especially the linguistics of subtitling, the translation technical procedures in the compared stylistics, and the choice in song translation. The study also applied qualitative approach which enabled the researchers to emerge data in descriptive way (in the form of words or pictures instead of numbers). Furthermore, the data were also in the forms of an audiovisual content. The study indicated that most of the lyrics were translated based on literal translation that was reflected by the equivalence of the source language and the target language. The audiovisual theory, particularly reduction theory was also applied in creating the subtitles. In addition, the subtitles were created without taking the music into consideration, meaning that the subtitles were devoted as a supplement or no more than another piece of the source text.

Keywords: Audiovisual Translation, Song Translation, Subtitles.

1. Introduction

The development of media, especially in the form of electronic media such as TV shows, music videos, as well as the internet platform like YouTube triggers the importance of audiovisual translation, most notably subtitling. According to Munday (2016), subtitling can be distinguished in several categories, namely interlingual subtitling, bilingual subtitling, and intralingual subtitling. Munday (2016) mentioned that interlingual subtitling could be 'open' or 'closed'. The 'open' subtitles means that the subtitles play an important role as an essential part of the film that are commonly found in various forms for the cinema and video. Meanwhile, the subtitles can be 'closed' when they are integrated to DVD, which means that the viewer can decide either they want to see the subtitles or not, and in which language. The bilingual subtitling is merely defined as the subtitles which are available in two languages at the same time. The intralingual subtitling is devoted for the hard hearing, increasingly a regulatory requirement.

As the internet platform grows rapidly, the number of movies, TV series, animation (*anime*), and any other types of shows that can be easily accessed online have also increased. The significant growth of this platform also increases the activity of creating

subtitles. It can be seen based on the activity of subbing, especially interlingual subtitling as what is reflected by a study conducted by Guillot (2020) who concerned with film subtitles as a distinctive form of translation.

Besides, it is also proven by some studies related to fansubbing, such as Díaz-Cintas and Muñoz Sánchez (2006) who focused on audiovisual translation in the form of subtitles conducted by amateur translators (fansubs); Lee (2011) who explored the nature and implications of English fansubbing in anime; Josephy-Hernández (2017) who concerned with the graphemes translation in anime based on two different version: original and fansubbed versions; Rong and Omar (2018) who tried to explain fansub as a method of audiovisual translations; Puri and Pasaribu (2019) who examined translation strategies and translation acceptability in fansub of PUBG; and Wongseree et al. (2019) who examined the contemporary global media circulation on Thai fansubbing.

According to Díaz-Cintas and Muñoz Sánchez (2006), a fansub is subtitled version of *anime* (Japanese animation) that is produced and translated by fan(s). It is a tradition that exists as a result of the creation of the first anime clubs in the 1980s. Based on this definition, fansub in the early years is highly associated with anime or anime fans club. This is in line with Josephy-Hernández (2017) who argued that fansubbers worked almost exclusively with anime in the early years. However, fansubs nowadays are also related to any other audiovisual contents. It is because everyone (even relatively inexperienced users) who have internet connection and computer can easily create and insert subtitles into a film or TV shows using several software, such as Subs Factory, Aegisub and Subtitle Composer, which are available for everyone (Bogucki, 2009 as cited in Josephy-Hernández, 2017, p. 80). This is also in accordance with the argument that states fansubs or fansubbing can be defined as subtitling activities conducted by fans in the audiovisual content where language, image and music are integrated in a synchronized manner (Pérez-González, 2009, p.13 as cited in Wongseree et al., 2019, p. 1).

The significant trend of subtitling can also be seen in another internet platform like YouTube. As a popular media platform of the internet nowadays, YouTube provides numerous kinds of videos which may come based on various genres. One of most popular types of video on YouTube is the music video. Edmond (2014) argued that when the music videos were being sidelined by the music and television industries, at the same time, they were also instantly become a crucial element to online video aggregate and social media sites. Based on this statement, YouTube as an online sharing video platform, provides something that the television industries cannot offer.

There are many kinds of music videos uploaded on YouTube, which can also be based on different countries and different languages. In order to fulfill this gap, there is caption feature on YouTube video which enables the viewers to make or create their own subtitles. The viewer who makes the subtitles can also be regarded as an amateur translator or highly associated with fansubbing.

The current study focuses on Shelter, a collaboration project of music video in the form of short film (*anime*) created by Porter Robinson and Madeon with A1-Pictures and Cruncyroll. This video was uploaded on YouTube on October 18, 2016, and had been watched by more than 66 million views. This music video has an integrated subtitling to the video which is delivered in English. Furthermore, for the people who want to understand the meaning of the song in their own language, there is a caption feature that enables them to access the already made subtitle which is available in many languages. The objective of this

study is to find out the translation techniques applied in the Indonesian subtitles, which can be seen based on audiovisual translation theory and song translation theory.

2. Literature Review

The present study was conducted by combining several theories of translation. The data were examined and analyzed based on the audiovisual translation theory, especially the linguistics of subtitling (Díaz-Cintas and Remael, 2007). Díaz-Cintas and Remael (2007) distinguished the linguistics of subtitling elements into several classifications, such as subtitling; translation as rewriting; text reduction; linguistics cohesion and coherence in subtitling; and segmentation and line breaks. Based on the classification, the study focused on text reduction.

Díaz-Cintas and Remael (2007) argued that there were three reasons why text reduction is required. First, the ability of the viewers or listeners to absorb speech is faster than their ability to read. Thus, subtitles must be able to provide them sufficient time in registering and understanding what is written at the bottom of the screen. Second, viewers must watch the action on screen, as well as listen to the soundtrack. Therefore, it is important to provide them enough time in reading, watching and listening at the same time. Third, subtitles are provided only to a maximum of two lines. Meanwhile, the time available, the reading speed applied to the subtitling, as well as the speed of the pronounced ST are factors that determine how much text should be contained in the subtitles. Considering how much time and space are available for a given translation, as well as ensuring that text reduction is needed, the translator or the subtitler has two options: eliminating irrelevant element for the sake of message comprehension, and reformulating relevant element as short as possible or required. Text reduction can be conducted in two different ways, namely partial reduction (through condensation and a more concise rendering of the ST) and total reduction (by doing deletion or omission of lexical items). In the process of translating, combining these two types of reduction is possible.

Condensation and reformulation can be conducted in two different ways, namely at word level (simplifying verbal periphrases; generalizing enumerations; using a shorter near-synonym or equivalent expression; using simple rather than compound tenses; changing word classes; and short forms and contractions), and at clause/sentence level (Changing negations or questions into affirmative sentences or assertions, indirect questions into direct questions, etc.; Simplifying indicators of modality; Turning direct speech into indirect speech; Changing the subject of a sentence or phrase; Manipulation of theme and rheme; Turn long and/or compound sentences into simple sentences; Active sentences into passive or vice versa; Use of pronouns (demonstrative, personal, possessive) and other deictics to replace nouns, or noun phrases; and merge of two or more phrases/sentences into one).

Omissions can also be conducted in two different ways, such as at word level and at clause/sentence level. At word level, omissions is dictated by redundancy or relevance. Furthermore, some omissions have been considered language-bound. In translating from English, for instance, question-tags is not always necessary to be translated since the target language may not have them. Another example is the deletion of modifiers, such as adjectives and adverbs, which is also obvious to be done since their function only modifies the information carried by the verb or noun. In other words, even if they are eliminated in a certain context, the meaning of subtitles will not change and cause misunderstood to the viewers. Omissions at clause or sentence level sometimes are inevitable. For instance, when music is too loud that makes the dialogue is not audible or when some people are talking at

the same time. Even though eliminating clause(s) or sentence(s) is not advisable, these kind of situations may happen, and therefore should be done.

Besides, the analysis also involved the translation technical procedures in the compared stylistics (Vinay and Darbelnet, 1958 as cited in Molina & Hurtado Albir, 2002, p. 499), which can be classified into two major classes, namely the literal translation – when both languages have structural, lexical or even morphological equivalence (i.e. borrowing – taking a word directly from another language; calque – translating and incorporating a foreign word or phrase into another language; and word for word translation), and oblique translation – when it is not possible to do word for word translation (i.e. transposition – a shift of word class, e.g. verb for noun; modulation – a shift in cognitive categories or in point of view; equivalence – using an utterly different phrase for the same situation, such as proverbs or idiomatic expressions; and adaptation – using different situation to convey the message).

In addition, since the data are in the forms of song lyrics, the choice in song translation proposed by Franzon (2008) will also be employed in analyzing the data. According to Franzon (2008), there are five choices in song translation, such as leaving the song untranslated; translating the lyrics but not taking the music into account; Writing new lyrics to the original music with no overt relation to the original lyrics; Translating the lyrics and adapting the music accordingly – sometimes to the extent that a brand new composition is deemed necessary; Adapting the translation to the original music.

There are several studies related to the present study. First is the study about the song translation study conducted by Suharto & Subroto (2014). The objective of the study was to describe the equivalence of eclessial song lyrics, which comes from the content word, the sentences' meaning and their impact on church songs. The study employed qualitative-descriptive approach by involving music, language and interdiscipline approach. The study revealed that the equivalence of the content word was diverse. Besides, there were only some content words which are completely translated. Furthermore, there were only some of the translated words were equivalent, while the rest of the words were either not equivalent or even not translated or lost.

Another study carried out by Puri and Pasaribu (2019) is also related to this study. The study was conducted as an attempt to examine strategies and acceptability of translation in PUBG fansubtitle. The study employed descriptive qualitative method in the form of document analysis. The study found that there were ten subtitling strategies applied in the translation, which consisted of transfer (40.9%), taming (22.3%), deletion (11.3%), expansion (7.9%), paraphrase (5.8%), condensation (2.7%), imitation (2.7%), resignation (1.2%), transcription (0.6%), and decimation (0.6%). Furthermore, the study also found 4 degree of acceptability, which consisted of Ideal-acceptable (80.2%), acceptable (3.7%), unacceptable (9.8%), and failed (6.4%). The study concluded that the most effective strategy of the Indonesian subtitle in PUBG fansubtitle is transfer. In addition, the translation was also considered acceptable since the acceptability degree of the fansubtitle reached 83.9%.

3. Research Method

The current study employed qualitative approach in the process of examining the data. There were several reasons related to this consideration, which were also based on Creswell and Creswell (2018). First, qualitative approach emerges the data in a descriptive way, meaning that the data are reported in words or pictures instead of numbers (Fraenkel and Wallen, 1990 as cited in Creswell and Creswell, 2018, p. 278). Second, qualitative approach focuses on the process which is happening, and the product or outcome. Finally, the data

used in this study are in the form of audiovisual data. The audiovisual data can be in the form of photographs, art objects, videotapes, website main pages, e-mails, social media text, and etc. In the current study, the source of the data was based on a music video in the form of short film, which can be freely accessed on YouTube.

The data of this study were the Indonesian subtitles of Shelter - a music video on YouTube in the form of short film. The short film was a collaboration project by Porter Robinson and Madeon with A-1 Pictures (a Japanese animation studio) and Crunchyroll (Anime Digital Network and Anime on Demand streaming services). The short film was uploaded on October 18, 2016 and consisted of 6 minutes and 6 seconds of duration. Besides, the video had been watched by 66,736,567 viewers, and had gained 1,652,696 likes and 13,777 dislikes so far. The video consisted of a prologue, the song and an epilogue. The prologue of the video was a monologue delivered by Rin (voiced by Sachika Misawa), an *anime* character created and designed for the story of the music video.

The monologue was delivered in Japanese and translated into English in the form of subtitles. The subtitles for other languages, including Indonesian, were also available by activating the caption feature. The monologue started from 0:00 until 0:46. The song started playing at 0:49 until 4:42. The song was sung in English, and contained lyrics in English as well. The song was the main part of the short film. Shelter, the title of the video, also actually referred to the title of the song. This song was composed and sung by Porter Robinson and Madeon.

The last part is the epilogue, which consisted of monologue delivered by Rin in Japanese (similar to the prologue). The default translation provided in the video was in English. However, other languages were also available by activating the caption feature. The focus of the analysis was the song, which consisted of English lyrics and had been translated into Indonesian (by activating the caption feature). Thus, the analysis was conducted by applying the song translation analysis and audiovisual translation analysis since the song was in the form of music video and the translation was available in the form of subtitles.

There were several procedures that the authors had performed in collecting and analyzing the data. First, watching the entire video to determine the duration of each part of the video. Second, focusing on the Indonesian translation provided in the form of subtitle by activating the caption feature. Third, analyzing the Indonesian translation by applying the audiovisual translation (Díaz-Cintas and Remael, 2007), the translation technical procedures in the compared stylistics (Vinay and Darbelnet, 1958 as cited in Molina and Albir, 2002, p. 499-500), and compared it with the original lyrics of the song (the lyrics were obtained from the official website of this project: <https://sheltertheanimation.com>). Fourth, analyzing the song by applying the song translation analysis (Franzon, 2008).

4. Results and Discussion

As previously mentioned, the data of this study were the Indonesian subtitles of the song, which had been analyzed based on the combination of some theories, such as audiovisual translation (Díaz-Cintas and Remael, 2007), choice in song translation (Franzon, 2008), and translation technical procedures in the compared stylistics (Vinay and Darbelnet, 1958 as cited in Molina and Albir, 2002, p. 499-500). The table 1 presents the original lyrics of the song compared to the translation in the form of subtitle.

English	Indonesian
I could never find the right way to tell	<i>Aku tak pernah bisa menyampaikannya dengan</i>

<p>you, have you noticed I've been gone? <u>Because I left behind the home that you made me, but I will carry it along.</u></p> <p>Mm, it's a long way forward, so trust in me. I'll give them shelter like you've done for me, and I know I'm not alone, you'll be watching over us. Until you're gone.</p> <p>When I'm older I'll be silent beside you, I know words won't be enough. <u>And they won't need to know our names or our faces,</u> but they will carry on for us.</p> <p>Mm, it's a long way forward, so trust in me. I'll give them shelter like you've done for me, and I know I'm not alone, you'll be watching over us. Until you're gone."</p>	<p><i>baik padamu, sadarkah kau bahwa aku telah pergi? <u>Karena kutinggalkan rumah di mana kau membesarkanku, tetapi aku akan tetap melangkahakan kakiku.</u></i></p> <p><i>jalan yang kutempuh masih panjang, jadi percayalah padaku. Akan kuberi mereka naungan seperti yang kau beri padaku, dan kutahu, aku tak sendiri Kau akan terus memperhatikan kami Hingga kau tiada.</i></p> <p><i>Saat aku beranjak dewasa, aku 'kan terdiam disisimu, aku sadar kata-kata saja takkan cukup. <u>Dan mereka tak perlu mengenali kita</u> Tapi mereka 'kan terus melanjutkan langkah kita</i></p> <p><i>jalan yang kutempuh masih panjang, jadi percayalah padaku. Akan kuberi mereka naungan seperti yang kau beri padaku, dan kutahu, aku tak sendiri Kau akan terus memperhatikan kami Hingga kau tiada.</i></p>
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Table 1. The Indonesian Subtitle of the Original Lyrics of Shelter

The analysis can be started from the third line of the first stanza, "*Because I left behind the home that you made me, but I will carry it along,*" which is translated to "*Karena kutinggalkan rumah di mana kau membisarkanku, tetapi aku akan tetap melangkahakan kakiku.*" The pronoun *it* in this line actually refers to *the home* in the previous sentence. Based on this assumption, the authors think that "*tetapi aku akan tetap melangkahakan kakiku*" is not the correct translation for "*but I will carry it along.*" Therefore, the author suggests an alternative translation of the sentence become "*tapi aku akan membawanya pergi bersamaku.*"

This alternative translation is based on the modulation theory (from abstract to concrete and vice versa) proposed by Vinay and Darbelnet (1958) as cited in Molina and Albir (2002, p. 499-500), as well as the definition of the word *home* which can be either in concrete or abstract. The sentence "*I will carry it along*" does not mean that the person described in the song will carry "*the home*" in a concrete form since it is impossible and sounds illogical. Instead, the word *home* in this context can be interpreted as the person's knowledge or awareness; something that makes the person realizes that no matter how far he/she goes, there is always a place where he/she belongs to. It is something that can be considered a place to return. Besides, it can also refer to the family or memories that the

person has shared with (his/her family). To put it simple, the word *home* in this context is something more abstract.

Another essential part of the lyrics is the third line of the third stanza, "*And they won't need to know our names or our faces*," which is translated into "*Dan mereka tak perlu mengenali kita*." This translation is based on linguistics of subtitling (Díaz-Cintas and Remael, 2007), especially in the use of a shorter near-synonym or equivalent expression which is also one of sub-classes in condensation and reformulation at word level. The literal translation of this line would be "*Dan mereka tak perlu tau nama kita maupun wajah kita*." However, the translator decides to translate the line into "*Dan mereka tak perlu mengenali kita*," in order to reduce the length of the subtitle. This is an effective way that the translator can do in order to create an understandable subtitle without even making it longer than it should be. The expression "*mengenali kita*" is effective enough to cover the entire meaning of "*to know our names and our faces*" since the length of the subtitle should not be more than two lines.

Finally, the translation had also been analyzed based on the five choices in song translation (Franzon, 2008). As previously mentioned, Franzon (2008) argued that the translation of the song was created based on five choices, namely, leaving the song untranslated; translating the lyrics but not taking music into account; writing new lyrics to the original music without overt relation to the original lyrics; translating the lyrics and adapting the music accordingly – sometimes to the extent that a brand new composition is deemed necessary; and adapting the translation to the original music. It can be said that the last three are decisions to make or create translation that can be sung. (Franzon, 2008) even complemented the last three choices with three layers of singability, such as a prosodic match, a poetic match and a semantic-reflexive match.

The Indonesian subtitle of Shelter is created without even concerning with the music. Thus, based on the 5 choices above, the Indonesian subtitle is made based on the second choice. As previously mentioned, the music video of Shelter had been watched by 66,736,567 viewers, and had gained 1,652,696 likes and 13,777 dislikes. Therefore, Shelter can be regarded as one of popular music videos on YouTube even though it was uploaded five years ago. Based on this fact, it can also be assumed that the listeners/watchers are familiar with the song and its musical form (Franzon, 2008). In addition, Franzon (2008) argued that when the translator decided to choose the second choice, the role of the translations was just a complement to the original lyrics. In this case, the Indonesian subtitle is created due to the need of Indonesian people who do not really understand English, but still want to know the meaning of the lyrics.

5. Conclusion

There are several things that can be highlighted based on the identification of the Indonesian subtitles provided in the caption feature. First, the lyrics are mostly translated based on literal translation, particularly the word for word translation. It can be seen based on the equivalence from the source language and the target language. Second, the implementation of the audiovisual theory, particularly in the form of shorter near-synonym or equivalent expression, which is also one of sub-classes in condensation and reformulation at word level is accurate enough to produce the subtitle which is not long, but still can be understood by the viewers. The use of the expression "*mengenali kita*" is effective to cover the meaning of "*to know our names or our faces*."

Third, the comprehension about the context of the source text is important in order to create the accurate translation. It is because instead of creating the effective and correct

translation, the misunderstanding of the context will lead to the mistranslation as well. Besides, by providing the alternative translation to fix the mistranslation in the third line of the first stanza, the authors suggest to implement the modulation theory, specifically abstract for concrete and vice versa (Vinay and Darbelnet, 1958 as cited in Molina and Albir, 2002). Finally, the Indonesian subtitles for the original lyrics of Shelter can be regarded as a complementary elements, which is particularly devoted to the viewers from Indonesia who can enjoy the song in its original lyrics but still want to know the meaning of the lyrics. It can be seen based on the way it is translated which does not consider the music.

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FUNCTIONAL DELAYED ECHOLALIA: INSIGHTS FROM A MOVIE

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Abstract

This study focuses on the analysis of functional delayed echolalia towards an autistic individual in *Life*, Animated documentary. The obtained data were derived from Owen Suskind's utterances and words in the aforementioned documentary, which the researchers manipulated and structured to fall into two categories of functional delayed echolalia. The study used qualitative descriptive method in analyzing the functional delayed echolalia of Owen Suskind using interactive and non-interactive functional categories of delayed echolalia theory proposed by Vicker (1999). The findings show that there are 8 (eight) out of 9 (nine) types of interactive delayed echolalia were discovered namely Turn taking, Verbal, Completion, Providing information, Labelling, Protest, Request, Calling and Affirmation. Meanwhile, the non- interactive delayed echolalia consists of three types namely non-focused, situation association, and rehearsal. The findings of this study are expected to give a positive impact on both readers who are dealing with children with autism who have echolalia. It will provide information on their language development in order to later determine the ideal method to handle them with care.

Keywords: Psycholinguistic Analysis, Autism, Functional Delayed Echolalia

1. Introduction

Language acquisition in children is one of the most important milestones in a child's life because the various sorts of linguistic experiences that occur in a child's life will be unforgettable memories that will leave their own mark. With regard to this, children are said to have normal language development when they perform or demonstrate more complex language abilities in conjunction with their age maturity (Manipuspika & Sudarwati, 2019). In other words, children are said to have typical language development when they perform or demonstrate increasingly complex language abilities in conjunction with their age maturity (Manipuspika & Sudarwati, 2019).

However, one child's development differs from that of other children for a variety of reasons. Some children have language disabilities, which results in them not developing their language skills. One of the language problems experienced by children is autism. Autism is a spectrum disorder whose symptoms can be presented in various kinds. Autistic children find it difficult to communicate and interact with others, along with expressing their thoughts and feelings. Autism also causes children to have repetition habits, be disappointed with changes in a daily routine, and respond to certain situations in unusual ways (Parents Factsheets, 2010). The habit of repeating words is one of the characteristics attributed to persons' suffering from autism which is known as echolalia.

Echolalia is defined as the phenomenon of imitative behavior whereby an individual automatically repeats or echoes words that have been used by another speaker (Suzuku et al., 2012; Grossi et al., 2013; Shield et al., 2017). This language abnormality usually occurs in children who are in the early phase of vocabulary acquisition or among developing children (TD), which is up to age 2.5 years then it gradually disappears (Shield et al., 2017; Marom et al., 2018; Soeriawinata, 2018); however it could also happen to individuals who have a variety of disorders to name but a few, intellectual disability, aphasia, dementia, language delay, closed head injury, and Gilles de la Tourette syndrome, and Latah reaction (Shield et al., 2017; Patra & De Jesus, 2020). Furthermore, when toddlers learn to speak, they usually imitate the sound they hear or Echolalia; thus, Echolalia is a normal part of child development (Brignell et al., 2018; Williams, 2021). However, echolalic or repetitive speech has often been reported as early descriptions of the syndrome of autistic children and as its primary characteristic (Stefanatos & Joe, 2008).

People with autism would surely receive an abnormality in responding to the information that they get. However, such a case would be quite different if we compare it to other people in general, as an individual with autism has a brain dysfunction affecting the problem towards the ability to express and cooperate with normal conversation. One of them is the disability of giving a response. Autistic children may have no speech at all (nonverbal) or be highly verbal, or be somewhere in between (Roberts, 2014). On the other hand, people with autistic spectrum disorders are likely to exhibit Echolalia in their speech at some time, which possesses its function and could be an important aspect of language development (Roberts, 2014). Thus, Echolalia may be a part of a child's attempt to have a meaningful exchange with others. Furthermore, in the recent research (DSM-5, APA 2013), Echolalia is no longer called as the communication disability, rather known and considered as one of the "limited and repetitive behavior patterns, interests or activities" along with the "queuing toys or turning objects over."

Moreover, there are numerous studies of Echolalia in people with autism spectrum disorder (ASD), namely case study of communicative disorder of an autistic child (Sumarti, 2017), Echolalia in deaf signing ASD children (Shield et al., 2017), Echolalia through the musical perspective in ASD children (Marom et al., 2018; Marom et al., 2020), quantifying repetitive speech in ASD children (van Santen et al., 2013), replacing Echolalia in ASD children (Foxx et al., 2004), the nature of Echolalia in autism (Grossi et al., 2013), treatment of Echolalia in autistic individuals (Neely et al., 2015), and Echolalia as an interactional resource of communication of children with ASD (Sterponi & Shankey, 2014).

The growing number of experts reiterate the need to understand the echolalia phenomenon more in-depth, such as Echolalia in people with ASD (Foxx et al., 2004; van Santen et al., 2013; Grossi et al., 2013; Sterponi & Shankey, 2014; Neely et al., 2015; Sumarti, 2017; Shield et al., 2017; Marom et al., 2018; Marom et al., 2020), Echolalia in society (Christy, 2017; Fitriani et al., 2019), and Echolalia from a medical perspective (Suzuku et al., 2012; Suzuku et al., 2009; Abusrair & AlSaeed, 2020; Paucar et al., 2021). However, there is research on Echolalia in movies, such as a study done by Mufidah & Antono (2019). The illustration of social real-life motion and action created from the chain of photographic or recorded images is called a movie; thus, a movie or film can portray or represent life (Fadilah, 2021). Therefore, studying Echolalia in film can catch the essence of the actual echolalia phenomenon in life.

Despite huge concerns on the investigation on echolalia, it seems that an investigation on language development related to DS case depicted in movie is still under researched.

Therefore, the present study tries to fill in the gap by doing another research on echolalia depicted in film by giving more emphasis on types of echolalia and the cause of such type occurrence. The main focus of this study, which is based on the documentary film *Life, Animated*, is the language deficit experienced by autistic children, also known as delayed Echolalia. Owen, the autistic child shown in the documentary video, has been quiet since he was diagnosed with autism at the age of three. But one day, Owen repeated a single word that was thought to be gibberish. He kept repeating the gibberish words, and it was later discovered that the words labeled gibberish were exact lines from Disney Animated Movies. Therefore, such activity that Owen did is Echolalia. Only by repeating such exact lines could Owen improve his language skills and communication abilities. One of the reasons the researchers chose this specific documenter was because it presented the same story about how an autistic person improved his language and capacity to speak and engage with others. There is a wealth of knowledge to be learned by examining such methods of communication behavior as perceived by an autistic individual and getting an insight from a film can be one of the alternatives.

The new study tries to discover the type of Echolalia practiced by character Owen Suskind in the *Life, Animated* documentary, as well as the possible causes of possessing that sort of Echolalia. This study is expected to provide a more complete explanation and brief information on how a young adult with autism could communicate by describing the methods employed by the autistic young adult himself whether the method itself would be interactive or non-interactive delayed Echolalia. Learning and discussing some varieties of delayed echolalia in greater depth may be beneficial in learning how to behave or comprehend while communicating with autistic individuals. In addition, such understanding would provide any information on how Echolalia can aid in the linguistic development of autistic children.

2. Literature Review

Echolalia is typically defined as the socially awkward or inappropriate verbatim repetition of part or all of a previously spoken utterance (Valentino et. al. 2012) (Valentino, 2012). It is the most prevalent echo phenomena and is a pervasive non-voluntary, automated, and automatic activity (Patra & De Jesus, 2020). Echolalia is classified into two forms based on its timing: instant and delayed. Immediate echolalia refers to utterances that are repeated immediately or after a little delay, whereas delayed echolalia refers to utterances that are repeated after a large delay, making it more difficult for others to understand (Prizant & Rydell, 1984). There are two varieties of delayed echolalia: interactive delayed echolalia and non-interactive delayed echolalia (Vicker, 1999). An effort or attempt to communicate and interact with other individuals, such as turn-taking, is referred to as interactive or functional delayed echolalia. Non-interactive echolalia is primarily utilized for personal reasons and serves no communicative purpose.

2.1 Causes of Echolalia

Echolalia occurs in all children who learn a spoken language. Most children develop independent thought as they grow older, or about the age of 18 months, while others regurgitate what they hear. Children that have trouble talking continue to echo expressions for far longer periods of time. Echolalia is particularly common among autistic youngsters. Approximately 75% of talkative autistic children go through periods of noticeable echolalia (Marom, 2018). Adults can develop echolalia as a result of acute amnesia or brain trauma

while seeking to regain their speech abilities. Some people only experience this problem when they are irritated or anxious. Others are frequently exposed to it, which may cause them to become mute owing to their incapacity to speak.

2.2 Functional Categories of Delayed Echolalia

Delayed echolalia defines as the verbal repetition of utterances that were previously heard and then repeated after some delay of a few minutes, hours, days, weeks, months, or years (Vicker, 1999). Below is the table of interactive and non-interactive functional categories of delayed echolalia proposed by Viktor (1999).

Category	Description
Turn taking	utterances used as turn fillers in a conversation
Verbal completion	utterances used to complete familiar conversation initiated by others
Providing information	utterances to offer new information, which not apparent from situational context
Labeling	utterances labeling objects or actions
Protest	utterances protesting actions of others. May be used as prohibitions of other's action
Request	utterances used to request things
Calling	utterances used to call attention to self or to initiate/maintain interaction
Affirmation	utterances used to indicate affirmation of previous utterance
Directive	utterances used to direct another's actions

Table 1. Functional Categories of Delayed Echolalia (Interactive)

Category	Description
Nonfocused	utterances with no apparent communicative intent or relevance to the situational context
Situation association	utterances with no apparent communicative intent which triggered by an object, person, or situation
Self-directive	utterances which serve to regulate one's own actions. Usually produced along with motor activity
Rehearsal	utterances produced with low volume followed by louder interactive production
Label	utterances labeling objects or actions with no apparent communicative intent

Table 2. Functional Categories of Delayed Echolalia (Non Interactive)

2.3 Echolalia in Autism Context

Autism spectrum disorder (ASD) is a cognitively specified neurodevelopmental disorder coupled with minimal and repeated activities and the existence of social language impairment. (American Psychiatric Association [APA], 2013). People with autism would have trouble practicing and conceiving language, including the repeating of some sentences or specific words, as well as communication limitations. Aside from the technique by which

they communicate, people with autism face challenges in engaging in interactions with others.

Autism is characterized by linguistic conduct that results in faulty receptive and expressive skills. utterances, Skinner (1957) noted that verbal behavior is classified into four varieties (verbal operant), which are demanding, tacking, intraverbal, and echoic. The first is demand, which is one of the language functions used when someone requests or wants something. The second is tact, which is one of the linguistic functions used when a person wished to describe something that could be seen, heard, smelt, and felt by the human senses. For example, when we observe youngsters who have been introduced to something new, their parents usually tell them what it is called. Like the word ball, anytime toddlers encounter something with a "rounded shape," they naturally refer to it as a ball. Knowing that they already represent the word "ball" as a label for a rounded form item. Unfortunately, children with autism do not have such abilities in general.

The third sort of verbal behavior is intraverbal, which is controlled by the other verbal operant. And, in general, children with autism have a similar pattern that implies a weakness for demand and intraverbal, and an advantage for touch or echo as they get more vocal. The final sort of verbal behavior is echoic, which causes the speaker to imitate specific sounds or words that have been pronounced by others. Echolalia is the term used to describe vocal echoing behaviors. For many autistic children, echolalia is an important first step toward more typical types of verbal communication.

3. Research Method

3.1 Causes of Echolalia Types of Study

This study employs the qualitative-descriptive method, with the results of the study itself being explained descriptively. The discovered and gathered data would be served and displayed in the form of a table and numbers, whilst the analyzed data, which includes both interactive and non-interactive delayed echolalia data, would be described descriptively. The qualitative method necessitates that data be articulated rather than counted (Katz, 2015). Referring back to the previous statement, the studied data that would be explained and the discovered data that would be acquired based on utterances, statements, and behaviors would be applied and continued through the qualitative technique.

3.2 Data and Data Source

The documentary film *Life, Animated*, which was released in 2016, is the source of the statistics. All of the data collected and gathered are utterances and expressions spoken by Owen Suskind, who has autism, in the documentary film *Life, Animated*. All of the phrases expressed and spoken by the autistic boy himself in the aforementioned documentary film were used as context.

3.3 Instruments, and Data Collection Technique

The primary instrument in this study is the researchers themselves, who are assisted with a data sheet. The researchers proceeded through several stages of data collection, and those were watching the stated documenter movie as the main source of this research, understanding deeper through the script of the movie itself, arranging the data sheets to fill, rechecking on what had been observed and read, re-watching the movie itself, analyzing all of the scenes while comparing and analyzing the script itself as the main purpose of such research.

3.4 Data Analysis

The acquired data was then categorised based on the precise categories employed and whether it was interactive or non-interactive. Researchers studied only the data that were focused on the data arrangement depending on the type of delayed echolalia while examining the inserted data in the data sheets. Furthermore, the researchers sorted the selected data and grouped the data based on the two data sheets, which are types of interactive delayed echolalia and types of non-interactive delayed echolalia. For the kinds and additional explanation, researchers provided collected and selected data from the screenplay of the documentary film itself.

4. Results and Discussion

4.1 The Analysis of Functional Delayed Echolalia Performed by the main character in *Life*, documentary movie

The findings that have already been studied and observed by the researchers would be shown through the following table. Furthermore, the researchers would describe the finding in detail to get a closer look on the case of echolalia performed by the movie character.

No.	Data	Data Number	Category
1.	Case worker: Most people at your age, they don't meet the love of their life forever... Owen: What? Case Worker: At your age. Owen: "Boy loves girl, boy loses girl, boy love... Gets girl back in the end."	1	Turn taking
2.	(Owen's whine) Dad: alright come on Owen: Don't whine? Dad: Don't whine. Owen: A little kid whines. Dad: A little kid whines.	2	Verbal Completion
3.	(Jonathan Freeman walks into the classroom) Owen: Jonathan Freeman is a great actor who also does voices for animated Disney films.	3	Providing information
4.	(dad pretend to be Lago "the parrot" in Aladdin with Owen's puppet) Dad: I hear him say... Owen: I love the way your foul little mind works." (the next line of dialogue of Jafar, the villain, to his evil sidekick, Lago)	4	Labelling
5.	Marie: Bonjour, Owen. I am very pleased to meet you, Owen. Owen: Thanks, Marie.	5	Protest

	(Owen walks away from Marie) Marie: Are you fine? Owen: Yeah. (walk further away again) Mom: Owen, come. Come chat, say hi. Owen: Yes, I am. Dad: He doesn't like smoking. Owen: I don't like the smoking. Dad: A lot of people smoke in France		
6.	Owen: Is this the right mailbox? Excuse me. Is this the right mailbox? Neighbor: Okay, can I see which one you have? Owen: Which one's mine? W: Yeah.	6	Request
7.	Owen: Morning Emily Owen: Morning Emily! (Emily keep on walking and not immediately respond him) Owen: Morning Emily! Emily: Good Morning Owen.	7	Calling
8.	Walter: Pretty excited of what's gonna happen for you, bud. Owen: Yeah. Walter: You got a lot more chapters to write. Owen: A lot more chapters to write.	8	Affirmation
9.	-	9	Directive

Table 3. Interactive-Delayed echolalia found in Life, Animated documentary

No.	Data	Data Number	Category
1.	(after moving in a new apartment on his own, Owen walks in circles in the front yard of his apartment) [Owen unclearly utters the dialogue of one of the Disney films]	10	Non-focused
2.	[Owen getting ready for his graduates] Owen: Well, it's like I always say, Your Majesty. Children got to be free to lead their own life [Repeating Sebastian dialogue in the little mermaid movie]	11	Situation association

3.	Owen: hi Emily? (softly says to himself) Owen: hi Emily! (shouting) [Emily doesn't respond] Owen: good luck Emily (shouting) [Emily still not responding]	12	Rehearsal
4.	-	13	Self-directive
5.	-	14	Labelling

Table 4. Non-interactive Delayed echolalia found in *Life, Animated* documentary

Both of the tables above indicate the quantity of data discovered from Owen Suskind, the subject of the documentary *Life, Animated*. The first table shows that in this investigation, eight out of nine types of interactive delayed echolalia were discovered. In addition, the second table shows that there are three types out of five types of non-interactive delayed echolalia. For the further details of the interactive, there are eight types namely (1) Turn taking, (2) Verbal, Completion, (3) Providing information, (4) Labelling, (5) Protest, (6) Request, (7) Calling and (8) Affirmation. Meanwhile, the non-interactive delayed echolalia consists of three types namely (1) Non-focused, (2) situation association, and (3) rehearsal. The elaboration of both interactive delayed echolalia and non-interactive delayed echolalia is presented in the following section.

4.1.1 Interactive Delayed Echolalia

a. Turn taking

Datum 1

Case worker: Most people at your age, they **don't** meet the **love of their life forever...**

Owen: What?

Case Worker: At your age.

Owen: "**Boy loves girl, boy loses girl, boy love... Gets girl back in the end.**"

Based on what Owen said, Owen was still on topic, albeit by the time he said it, he was roaming around back and forth and appeared to be out of focus because he had just broken up with his girlfriend. Although Owen's response does not appear to be correct, it is the repeating of romantic quotations that most people, including Owen, are familiar with. Furthermore, the quotes that he already said were still in the same topic with what was spoken by the caseworker. Such quotes that he said was the form of content shifting in a verbal exchange proceeded Alternatively and it was a sign of a turn taking types from interactive delayed echolalia (Vicker, 2009).

b. Verbal Completion

Datum 2

(Owen's whine)

Dad: **alright come on**

Owen: **Don't whine?**

Dad: Don't whine.

Owen: **A little kid whines.**

Dad: A little kid whines.

Owen would deliver a speech about an autistic person at a conference in France. His father asked him to construct his own speech so that whatever he said was based on his words. Owen was whining and pounding his head because he wasn't sure what to write, and his father reacted angrily by the time Owen finished. Following that, Owen said an instruction that his father frequently said whenever Owen was whining. Therefore, such repetition was established for his father's reaction when he was whining. Repeating some words that are commonly used in daily life in a similar context is an indication of interactive delayed echolalia verbal completion. After hearing "a little kid whines," he suddenly understood he was no longer a youngster and stopped crying.

c. Providing information

Datum 3

(Jonathan Freeman walks into the classroom)

Owen: Jonathan Freeman is a great actor who also does voices for animated Disney films.

As he entered the room, Owen initiated a conversation by mentioning Jonathan. Owen repeated his words on Jonathan's statement because he loved Disney and was familiar with such a fact. He shared some information with his pals by saying some facts about Jonathan, which began with Jonathan inquiring how Owen was feeling, to which he replied, "fine," and was abruptly followed by sharing some information about Jonathan. Such activity that Owen did as he gave information to all of those people as a form of respond about the coming of Jonathan Freeman it showed the type of providing information from interactive delayed echolalia.

d. Labelling

Datum 4

(dad pretend to be Lago "the parrot" in Aladdin with Owen's puppet)

Dad: I hear him say...

"I love the way
your foul little mind works."

That's the next line of conversation. That's the villain, Jafar, speaking to his wicked sidekick, Lago. Owen looked melancholy one night after his brother's birthday as he sat on his bed in his room reading his book, and there was a puppet Lago, one of the characters from the animated Disney film Aladdin. As soon as his father took the doll, he began imitating the sounds of the characters. While concealing, Owen did not mention or state the character's name, instead repeating the speech from the film, which was uttered by Jafar to Lago, another character in the film. By repeating such conversations to label a single object, such behavior is what is called as labelling.

e. Protest

Datum 5

Marie: Bonjour, Owen.

I am very pleased
to meet you, Owen.
Owen: Thanks, Marie.
(Owen walks away from Marie)
Marie: Are you fine?
Owen: Yeah.
(walk further away again)
Mom: Owen, come. Come chat, say hi.
Owen: Yes, I am.
Dad: He doesn't like smoking.
Owen: I don't like the smoking.
Dad: A lot of people smoke in France

When Owen arrived in France, he was greeted by Marie, a member of the team in charge of the conference. Owen returned Marie's greeting as he continued to go forward while evading the second time he was asked. Owen finally came over to them when his mother called him, and his father recognized what was causing him to keep fleeing was Marie's smoking. Owen had repeated his father's statements by the time his father told Marie that he did not enjoy smoke. Owen's dodging gesture was a type of protest, however in the end he could speak up a little louder about what he was protesting. He made such movements as a kind of protest without saying anything other than what he repeated based on what his interlocutor stated collocutor said.

f. Request

Datum 6

Owen: **Is this the right mailbox?**
Excuse me.
Is this the right mailbox?
Neighbor: Okay, can I see which one you have?
Owen: Which one's mine?
W: Yeah.

Owen was already living on his own in his own apartment, and when it came time to retrieve his mail from his mailbox, he had some difficulty opening it. When he later spotted his neighbor, he abruptly shouted and exclaimed, "Is this the right mailbox?" as he repeated the same sentences louder knowing that his neighbor had not yet responded as a sort of help request, despite the fact that he had not greeted him or said anything else. However, his neighbor completely understood that he asked for assistance, as such conduct is a request in the context of Owen's words.

g. Calling

Datum 7

Owen: Morning Emily
Owen: Morning Emily!
(Emily keep on walking and not immediately respond him)
Owen: **Morning Emily!**
Emily: Good Morning Owen.

Emily was Owen's ex-girlfriend, and when he returned home from cycling and spotted her stepping out of her apartment, he was overjoyed because he hadn't seen her in a long time. Emily was observed having a conversation with another girl. Owen greeted Emily repeatedly because Emily did not answer the first time, and such repeating utterances were made by Owen to get Emily's attention. That was one of the calling varieties of interactive delayed echolalia.

h. Affirmation

Datum 8

Walter: **Pretty excited of what's gonna happen for you, bud.**

Owen: **Yeah.**

Walter: **You got a lot more chapters to write.**

Owen: **A lot more chapters to write.**

Owen was walking with his brother, Walter, who was discussing some of the barriers and challenges that Owen would encounter after graduating from high school. During a conversation, Owen echoed what Walter stated, stating that there is "a lot more chapter to write." By repeating such a phrase, Owen indicated that he agreed with what Walter said. He stated, without adding additional words, that he agreed with what his interlocutors said by repeating the expressed words.

4.1.2 Non-Interactive Delayed Echolalia

a. Non-focused

Datum 10

(after moving in a new apartment on his own, Owen walks in circles in the front yard of his apartment)

[Owen unclearly utters the dialogue of one of the Disney films]

Owen was frightened and terrified since he was about to live alone, away from his family. Furthermore, after he finished moving his belongings in the flat, he went outside and strolled about in the front yard, unclearly reciting a certain Disney line. He continued doing so until he felt better and returned to his residence. Non-focused scenario could be happening towards people with echolalia as they are feeling worried, terrified or in a pain. In addition, in this scenario, Owen kept repeating the Disney line since it was one of the most familiar things he understood at the moment he needed to comply with the foreign surroundings and adapt to it. He continued to engage in such behavior anytime he felt anxious.

b. Situation association

Datum 11

[Owen getting ready for his graduates]

Owen: Well, it's like I always say, Your Majesty. Children got to be free to lead their own life [Repeating Sebastian dialogue in the little mermaid movie]

Owen is getting ready for his graduation, and as he was getting ready in front of the mirror, he repeated one of the phrases from the Little Mermaid movie's character, Sebastian. The dialogue itself was about the character Sebastian's advice to Monarch Triton,

as he advised the king himself about how princess Ariel is already grown up and free to pick her own life path. And, because Owen was in a similar circumstance, he related to himself by repeating such talks. In this case, it may be said that an autistic person had some kind of mental preparation for the scenario he is in. And as he went through it, he would recall any precise moment that was shown to him.

c. Rehearsal

Datum 12

Owen: hi Emily? (softly says to himself)

Owen: hi Emily! (shouting)

[Emily doesn't respond]

Owen: good luck Emily (shouting)

[Emily still not responding]

Owen was strolling alone when he noticed Emily from a distance wanting to get into the van. Before shouting with such a stronger voice, he whispered it quietly to himself first, then louder to make Emily hear. According to Vicker (1999), practice is indicated by a lower-volume utterance accompanied by a louder speech. Therefore, this implies that the exercises the non-interactive delayed echolalia type rehearsal behavior. This is considered as rehearsal type as Owen merely stated the word unclearly by whispering for a practice making sure that he meant to say that. Once he was sure that that particular word is that what he meant then he managed to say that several times.

4.2 Discussion

After the data analysis was carried out, the researchers found that the echolalia language disorders found in children are divided into two types interactive and non-interactive echolalia type. They are (1) Turn taking, (2) Verbal, Completion, (3) Providing information, (4) Labelling, (5) Protest, (6) Request, (7) Calling and (8) Affirmation. Meanwhile, there are three types out of five types of non-interactive delayed echolalia namely (1) Non-focused, (2) situation association, and (3) rehearsal. Those types of echolalia occurred for different purpose of occurrences depending on the context of the situation explaining its situation. The subject come to that kind of echolalia type as he managed to bring certain causalities. The interactive echolalia is done when Owen is in relation to the event in interactive way when he has interlocutor to interact with while the non interactive ones occur due to Owen's initiative in having the practice by saying words to whom anybody else would not like to react as they are stated in whisper like what happened in rehearsal type and like the one when he practiced for a situation speech event.

The findings of a current study differ from those of a prior study conducted by Mufidah and Antono (2019), which similarly examined linguistic dysfunction in a movie character. Their analysis only discovered one instance of instantaneous echolalia performed by the character in the film; however, no instance of delayed echolalia was discovered. This could be because Mufidah and Antono (2019) focused on general language dysfunction rather than echolalia, such as the use of metaphors, reversal of personal pronouns, and difficulty with deictic words. A recent study, on the other hand, concentrated on Owen's echolalia phenomena in detail, particularly delayed echolalia, in the reported footage. The genre of the film may also have an impact on the outcome. Mufidah and Antono's (2019) film is an Indonesian omnibus film with love nuances, and they choose the short film Malaikat Juga

Tahu. The film utilized in a recent study, on the other hand, is well-documented. A documentary film gives more reflections on human beings's daily life so the occurrences of life events in this case life events represented by the echolalia suffered is much more detail and vary in kinds. However, there is a similarity between the findings of the present investigation and the prior study conducted by Marom et. al (2018). Both recent and previous studies discovered evidence of delayed echolalia. Marom et. al. (2018) identified 33 of 40 segments as having delayed echolalia. Because a movie represents *life*, this could lead to the conclusion that the echolalia phenomenon in cinema and real life is the same.

Following that, the current discovery demonstrates that children with autism can exhibit a variety of echolalia kinds. This film clearly demonstrates one of Owen's parents' options, which is to perform an efficient language planning program supervised by a health therapist, which can also be implemented to children in real life who are suffering from the same condition. By incorporating children with autism in this type of therapy, measurable language goals may be examined at each milestone of the children's language development. When each milestone's aim is met, the target is raised. On the other hand, if a plan fails, evaluation and a new approach must be re-evaluated for a better outcome. The findings of the present study may only be applicable to children suffering from autism as depicted in the movie as other children suffering from other syndrome may perform another type of echolalia. Further researchers are suggested to conduct a study on children suffering from echolalia in more movies as there might be differences in types of echolalia which is needed to open up our horizon on echolalia types and how to handle this.

5. Conclusion

Language use and growth, both oral and written, are inextricably linked to human life, particularly in youngsters. This study investigates the category of functional delayed echolalia used by Owen Suskind in the documentary *Life, Animated*. There are correct types of interactive delayed echolalia out of nine varieties based on the data that was discovered, collected, and analyzed. They are Turn taking, Verbal, Completion, providing information, Labelling, Protest, Request, Calling, and Affirmation. And in this particular type, the frequently found one is the affirmation type. Owen generally utilized this style when he thought another person's statement was correct or agreed with him. In such a circumstance, he did not say generic phrases like "yeah, I agree," but rather echoed the other's stated statement as a sort of agreement with the declaration made by his interlocutors.

Then, out of the five categories of non-interactive delayed echolalia, there are three: non-focused, scenario association, and rehearsal. This particular variety is also one of the most common. Therefore, for such a topic, it was revealed that when an autistic person felt furious or anxious, the recall was highly proceeded with no intention of being referred to others. Owen usually produced non-focused non-interactive delayed echolalia when he was nervous, angry, or unhappy.

The researchers hope that further researchers who are interested in conducting research on the psycholinguistic topic, particularly on the method of how people with special needs communicate, will use this study as a reference or will apply any other different perspectives for analyzing the method of how children with autism communicate, particularly in the context of delayed echolalia. Furthermore, by utilizing additional objects and instruments, the specialized research on the topic of delayed echolalia could be widened. This unique research still had certain flaws, but the researchers expect that this study will provide additional knowledge for other people learning how specific people with

requirements communicate and how we are supposed to respond, behave, and maybe aid them.

The findings of this study may be able to empirically help providing evidence or information dealing with echolalia in a child with autism disorder. More studies need to be conducted by involving more research participants to get thorough and more extensive review on language performances performed by persons with Autism syndrome. In addition, the result of this study may also give a positive impact on whoever who happen to have similar cases of how to deal with children suffering from echolalia as a result of its autism disorder and provide information about their language development in order to subsequently identify the best option to handle them with care

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SEMANTIC PROSODY AND PREFERENCE OF “HEALTHY” AND “UNHEALTHY” COLLOCATIONS IN COVID-19 CORPUS

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Abstract

This study is conducted in order to know the collocations of ‘healthy’ and ‘unhealthy’ as well as to explore the lexical meaning of those collocations. Corpus-based approach is employed in this study since the sole source of the data is the corpus data. Qualitative research method is used in order to find the hypotheses from the corpus data which is taken from Sketch Engine. The results demonstrate that the collocations of two node words are dissimilar in the categorization. ‘healthy’ node word indicates that three major semantic preferences are associated with it - human, animal, disease. On the contrary, the semantic preferences of ‘unhealthy’ node word are diverse. Thus, the classification is based on the meaning of the collocations. The collocations with negative meaning occur more frequently than those with positive meaning. It is due to the fact that they use the prefixes –in and –un which create the opposite meaning of the original word. Therefore, the negative semantic prosody is more frequently found the two node words – ‘healthy’ and ‘unhealthy’.

Keywords: collocations; semantic preference; semantic prosody

1. Introduction

Language has been widely investigated by many scholars all over the world. Since then, the study of language has been broadly developed in order to make the investigation get easier. In learning language, it is not only about understanding the meaning of word by word, but also about finding its relation with other words through collocation. In the 1950s, Firth, a British linguist, has employed the term collocation which is addressed to the meaning of words that are related to the interaction with other words (Hu, 2015). The analysis of collocation is based on its concordance and then becomes the root of semantic prosody analysis. Collocational analysis has been the concern of some experts, such as Salama (2011) who focuses on the study of ideological collocation and Jevric (2019) who relies on the different uses of prefixes on derivational analysis.

The examination of semantic prosody and semantic preference has also been a growing interest for many scholars. Sinclair (1987) firstly referred some words to be followed by positive or negative view (Cheng, 2013; Begagić, 2013). The terms semantic prosody and semantic preference were firstly proposed by Sinclair in 1991 (Begagić, 2013). Semantic prosody can be defined as the collaborative meaning of node word and collocates which are obtained from a larger unit of text (Liu, 2020). Semantic preference, then, can be seen as a feature of collocates so that it can affect wider part of the text (Partington, 2004). Therefore, semantic preference is also beneficial in constructing semantic prosody (Begagić, 2018).

Study on semantic prosody and semantic preference are inseparable from corpus. It can be proven by the existing of some previous studies of semantic preference and semantic prosody by using corpus data (Nabu, 2020; Prihantoro, 2015; Oster & van Lawick, 2008). In addition, the examination of lexical meaning itself has also used corpus as the main data nowadays (Gulec & Gulec, 2015). The existence of ‘corpus’ indicates that the expansion of computer technology has enormously affected the study of language nowadays. The term corpus can be defined as the collection of texts which contain written or spoken material, such as transcriptions, created based on certain purposes that lead to how the text is tagged (Bloomer & Wray, 2006). Thus, huge number of words make corpus able to provide the researchers comprehensive evidence which help them design their projects in Linguistics.

As an approach in doing Linguistics research, corpus is divided into two – corpus-based and corpus-driven study. According to Tognini-Bonelli (2001), corpus-based approach refers to the analysis which is under the certain frameworks which are limited in scope because of the restricted theoretical framework itself. McEnery & Hardie (2011) clearly defines corpus-based studies is a study that employs corpus data to explore theory or hypotheses to create the existing literature or ensure the literature. Corpus-driven approach uses corpus data as the only source of the hypotheses about such study of language.

This present study is conducted using corpus-based approach since it also combines the corpus as the source of data as well as to ensure the existing theory of semantic prosody and semantic preference which are closely related to the issue of corpus. The main objective of this research is to know the collocations of ‘healthy’ and ‘unhealthy’ as well as to explore the lexical meaning of those node words ‘healthy’ and ‘unhealthy’. Therefore, semantic prosody and semantic preference are the major scrutiny of this study.

2. Literature Review

Semantic prosody was originally introduced by (Sinclair, 1987). According to Sinclair, some words are associated with pleasant or unpleasant matters (Alrajhi, 2019). Semantic prosody is highly connected with connotations. It is usually taken due to the similarity in the viewpoint of expression (Partington, 2004). The notion of semantic prosody exists because it becomes the way the speakers share their purpose of speech which is seen in the entire semantics and pragmatics viewpoint (Liu, 2020). Semantic prosody also refers to the common discourse function of something followed by the repeated existence of the meaning of the that item (Sinclair, 1991). Unlike the semantic prosody, semantic preference can be viewed as familiar existence of a lexical item connected with some terms which can express a more specific meaning (Hunston, 2007).

The study of semantic prosody and semantic preferences has been a popular issue in corpus-based examination. According to Partington (2004), the notion of semantic prosody is even discussed in the post-Firthian corpus linguistics by Sinclair (1987), Sinclair (1996), Sinclair (1998), Louw (1993) and Stubbs (2001). The sufficient data provided by corpus can be an essential need for the examination of semantic prosody and semantic preference.

The importance of semantic prosody and semantic preference has received increasing attention in the study of Corpus Linguistics during the past decade, such as the investigation of synonymous pairs (Hu, 2015); semantic prosody of a specific language (Prihantoro, 2015); semantic prosody of certain words in a corpus (Nabu, 2020); semantic prosody and semantic preference (Alrajhi, 2019; Liu, 2020). The corpus-based study has become very significant since it provides either the tool of creating the analysis of corpus data or the appropriate theory for examining the corpus. Two features are then very essential in the investigation of

corpus – collocation and concordance. Due to the development of corpus study, more sufficient and more recent data were provided. Hence, it is crucial to carry out an investigation that is closely related to the current phenomena, such as what everyone all over the world has faced since 2019 – Covid-19.

The present study explored the appearance of *healthy* and *unhealthy* by considering their collocation. Unlike several investigations that focused on one side, semantic prosody only or semantic preference only, this study combined both sides in order to create a comprehensive analysis of those two node words in the corpus of Covid-19. Covid-19 corpus can become the representation of what this phenomenon is like nowadays. Therefore, this study is not only crucial in terms of reaching pedagogical goals, such as what previous studies mentioned (Zhang, 2010) and (Özbay, 2017), but also beneficial in general since Covid-19 has been a very debatable issue. In addition, this study also enlightens the authors or the author candidate of covid-19 research to present a clear description about covid-29 that will be very significant for people all over the world.

3. Research Method

The approach used in this study becomes essential to indicate the method used for this study. Since this study is conducted under the corpus-based approach, it obviously uses qualitative method to analyze the corpus data. Qualitative research refers to the study which is to form structures and patterns as well as how something is like (Litosseliti, 2010). Qualitative is an inductive approach that uses textual data to derive theory. This notion fits the focus of this study which is to use the corpus data in order to prove the existing theory.

The data employed in this research is taken from one of the well-known corpus tools used by many experts all over the world - Sketch Engine. This engine helps the researcher finds the data in order to create collocational analysis for this study. Sketch Engine allows many scholars to do a lot of kinds of analysis, such as keywords, n-grams, word frequency, concordance, and some others. This present study employed the tool ‘concordance’ in order to find the collocations of the node words.

The corpus used in Sketch Engine is ‘Covid-19’. It is an existing corpus which consists of texts that were published as a part of COVID-19 Open Research Dataset (CORD-19). The data were retrieved from <https://pages.semanticscholar.org/coronavirus-research> (doi:10.5281/zenodo.3715505) accessed on 02-05-2020. ‘Covid-19’ is an English corpus which contains 224,061,570 words. The amount of the words has been sufficient for a corpus-based study.

The node words ‘healthy’ and ‘unhealthy’ are chosen because of several important criteria. Since the data is in accordance with health sciences, the terms which are most frequently used are terms related to medicine. In addition, the corpus ‘Covid-19’ consists of texts which are mostly discussed in journal articles. The articles are closely related to health contexts. The collocation part in the Sketch Engine is mainly used to determine the words which associate with the node words ‘healthy’ and ‘unhealthy’. The collocations of the node words are employed to answer the research objective – to know the collocations of ‘healthy’ and ‘unhealthy’ as well as to explore the collocations of those node words.

The collocations are limited to the lexical words which are considered as the meaningful words. On the contrary, the grammatical words or the words which are not meaningful unless they are attached to the other lexical words are not under the consideration of the researcher. In addition, the collocations of the node words must be the words which are

related in meaning with the node words since the analysis of this research is in accordance with the classification of the lexical meaning. Thus, the meaning of the words is essential.

The node words become the standard to find the collocations in Sketch Engine. The collocations are expanded to four words on the left and four words on the right. The span of four words is adopted to find the comprehensive data for the collocation analysis. The data taken is manually put in the list of the amount of MI score. The higher the number of MI score represents how the relation of the collocations with node words is like. The high MI score is associated with the possibility to establish the certain characteristic collocations compared with those with low MI score (McEnery, 2019). The collocations that are utilized to conduct analysis are based on the data showed in the first page based on the list of MI. However, there are only 20 collocations chosen in order to focus the analysis on each categorization. The collocations were classified based on some categories made by the researcher in order to find the clear pattern of the data.

4. Results and Discussion

4.1 The Collocations of ‘Healthy’

The node word ‘healthy’ is followed by some collocations. There are some words which are associated with the node word ‘healthy’. The first 20 row collocations based on the score of MI was taken (Table 1).

Collocate	Collocate	Freq	Coll. freq.	T-score	MI
Controls	3672	43248	6.048.870	912.764	1.045.257
Volunteers	1972	6541	4.438.485	1.095.578	1.036.031
Donors	1802	11170	4.241.003	1.005.367	1.010.041
Adults	1956	29874	4.412.416	875.272	978.818
Subjects	1829	27454	4.266.937	877.774	974.031
Individuals	2868	67690	5.336.185	812.481	973.466
Dogs	2606	63778	5.085.936	807.248	964.855
apparently	1107	7663	3.323.665	989.438	949.474
Cats	2264	66013	4.737.092	781.983	941.560
otherwise	1074	11268	3.271.975	929.447	935.118
Clinically	1143	18338	3.372.595	868.169	926.315
Adult	986	28793	3.126.145	781.765	882.161
Calves	1022	42467	3.176.710	730.876	862.058
Children	1634	98882	4.005.146	676.640	856.376
Young	764	26142	2.749.699	758.898	850.817
compared	2169	157922	4.605.782	649.959	846.929
Diseased	456	3456	2.132.959	976.363	834.126
Diarrheic	444	3829	2.104.372	957.730	829.115
Animals	1355	120410	3.631.380	621.211	808.933
People	728	48446	2.670.893	662.934	803.322

Table 1. Collocations of ‘healthy’ in Corpus ‘Covid-19’

The collocations of ‘healthy’ seem to have various parts of speech. However, the most dominated part of speech is noun, followed with adjective. Most of them have positive meaning. Thus, it means that they are usually used in positive context. There are few words with negative meaning or the words which are usually associated with negative context.

Furthermore, the detail application of each collocations in the collocation analysis of 'healthy' is portrayed in Figure 1.

1	Reference	Left	Kwic	Right
2	doi.org	(Fig. 2D) . </s><s> The Moraxella, Streptococcus and Haemophilus MPGs were significantly more frequent in ARI compared to	healthy	NP samples, even after adjusting for a large set of potential confounders (age, gender, season, number of prior
3	doi.org	2 shows the more disordered turnover of species between samples for recently ill individuals (Fig. 2a) compared to	healthy	individuals (Fig. 2b) . Incidence was also more ordered amongst winter (Table 5) .
4	doi.org	cell types, then on a p53 knockout background, males ought to be born at normal ratios, and ought to be relatively	healthy	Conversely, frequency compared to siblings with a functional copy of p53. </s><s> We therefore crossed the
5	doi.org	of chronic wet cough in young children. </s><s> This 20 study aimed to characterise the respiratory bacterial microbiota of	healthy	iDUX4[2.7] transgene onto the p53 children and to 21 assess the impact of the changes associated with the development of
6	doi.org	with the development of persistent bacterial 22 bronchitis. 23 </s><s> Blind, protected brushings were obtained from 20	healthy	persistent bacterial 22 controls and 24 children with 24 persistent bacterial bronchitis, with an additional directed sample obtained from
7	doi.org	accessing the airway microbiota. </s><s> This has important 31 implications for collecting lower respiratory samples from	healthy	children . 32 A significant decrease in bacterial diversity (P < 0.001) and change in community 33 composition (R 2 =
8	doi.org	4 In this present study bronchial brushings were obtained from infants and children with a 68 diagnosis of PBB and from	healthy	children who were free of any respiratory symptoms or 69 significant previous lower respiratory tract illness. </s><s> This
9	doi.org	were recruited if they were undergoing an intervention requiring 85 endotracheal intubation but were otherwise	healthy	without any history of acute or chronic 86 upper or lower respiratory tracts symptoms. 87 88 Sixteen mothers of
10	doi.org	preprint (which was not peer-reviewed) is the . https://doi.org/10.1101/181982 doi: bioRxiv preprint PBB versus	healthy	controls 169 The bacterial community of patients diagnosed with PBB (N=24) was compared to healthy 170 controls (N=18

Figure 1. Concordance of 'healthy' Corpus 'Covid-19'

4.2 The Collocations of 'Unhealthy'

The node word 'unhealthy' is followed by some collocations. There are some words which are associated with the node word 'unhealthy'. The first 20 row collocations based on the score of MI was taken (Table 2).

Collocate	Collocate	Freq	Coll. freq.	T-score	MI
Inactivity	11	447	331.638	1.373.139	856.007
Lifestyles	11	485	331.636	1.361.368	850.378
Follicles	30	2651	547.635	1.261.066	828.164
Unhealthy	9	482	299.971	1.333.312	821.864
Habits	19	1587	435.824	1.269.193	821.519
GCs	10	766	316.184	1.281.682	800.678
Lifestyle	18	2027	424.178	1.226.088	786.215
Foods	27	3603	519.490	1.201.599	774.961
hyposialylated	3	22	173.203	1.620.162	753.511
Behaviours	15	2389	387.187	1.176.079	740.655
Beverages	4	310	199.972	1.279.996	732.404
Oocyte	4	371	199.966	1.254.081	722.028
Advertising	4	378	199.966	1.251.385	720.884
Choices	12	2168	346.297	1.157.890	719.910
Untreatable	3	163	173.188	1.331.232	719.479
Oocytes	6	990	244.876	1.170.977	703.614
Alcohol	28	6844	528.916	1.114.282	696.343

Unsafe	4	659	199.940	1.171.195	681.141
Behaviors	20	7377	446.915	1.054.920	637.703
Eating	8	2760	282.666	1.064.564	632.581

Table 2. Collocations of ‘unhealthy’ in Corpus ‘Covid-19’

The collocations of ‘unhealthy’ seem to have various parts of speech. However, the most dominated part of speech is noun, followed with adjective. They are also diverse in meaning. Some of them relate to negative context which has negative meaning. The others do not refer to any of positive or negative meaning. Furthermore, the detail use of each collocation in the collocation analysis of ‘healthy’ is provided in Figure 2.

1	Reference	Left	Kwic	Right
2	doi.org	<s> Another potential limitation is that it is difficult to control for all confounders, as smoking may be related to other the world. </s><s> It is already widely acknowledged and demonstrated that several modern behavioural factors such as an	unhealthy	life habits 16 and multiple comorbid diseases 17, 18 . </s><s> Here we conducted a phenome-wide Mendelian randomization (MR)
3	nih.gov	a profound impact on human health [49] [50] [51] [52] (Table 3) . Individuals respond to the range of healthy as well as	unhealthy	diet, physical inactivity , smoking, alcohol misuse and the use of illicit drugs are having a profound impact on human
4	nih.gov	-initiatives that work to promote healthy eating and physical activity as well as address other risk factors such as	unhealthy	lifestyle options and choices available in a community [53] , which are in turn determined by global trade (Figure 3 ; alcohol consumption and tobacco use. </s><s> While healthy eating and physical
5	nih.gov	of these initiatives range from encouraging employers to initiate healthy workplace programs to banning the sale of	unhealthy	activity were traditionally considered foods in schools or working towards a built environment that encourages physical
6	nih.gov	association between lifestyle and personal risk factors that are prevalent in the UAE (namely physical inactivity ,	unhealthy	activity. </s><s> These initiatives were dietary practices, smoking, obesity, vitamin D deficiency, and parental consanguinity)
7	nih.gov	TBIs. </s><s> This can be concerning as it has been shown that media messages that create confusion in the population can lead to	unhealthy	and the development of behaviours [30] . Furthermore, a shift in focus on equipment as a protective device to a potential cause of more
8	nih.gov	[46] . Jordan et al. (2008) propose that the media has contributed to the childhood obesity pandemic by advertising the	unhealthy	foods and beverages that children now demand and regularly consume [47] . This suggests that media reports of an issue
9	nih.gov	in public health context. </s><s> A study in		lifestyle habits and poor fruits and vegetable

Figure 2. Concordance of ‘unhealthy’ Corpus ‘Covid-19’

4.3 The Parts of Speech of the Collocations

The most frequently used collocation in both ‘healthy’ and ‘unhealthy’ node words is the part of speech *noun*. When collocations are on the left or on the right side of the node words, *noun* can easily be found. This may happen because of some reasons. The first reason is because the part of speech of the node words is adjective. When the node words are on the right side, *noun* can be the most probably appeared part of speech on the left side of the node words. It is due to the fact that *noun* is described using *adjective*. For instance, the individuals are healthy. The word *individuals* is a noun and it can only be described using an adjective. Another collocation of *noun* also takes part on the right side of the node words. For example, the phrase ‘healthy people’ represents that the existence of *adjective* is to modify *noun*. Therefore, *noun* becomes gets so much attention to associate with the node words ‘healthy’ and ‘unhealthy’ since it can appear on both sides, left and right, as well as has close relation with *adjective*.

Another part of speech that is frequently related with *adjective* is *adverb*. *Adverb* most probably occurs before *adjective* because *adverb* modifies *adjectives*. For example, the phrase ‘clinically unhealthy area’ that can be narrowed down into ‘clinically unhealthy’ and

‘unhealthy area’. The word *clinically* as an adverb comes before *adjective* ‘unhealthy’ in order to emphasize the meaning of ‘unhealthy’. The *adverb* becomes the modifier which is beneficial to explain how the head (*adjective*) is.

4.4 The Semantic Prosody and Semantic Preference of Node Word ‘healthy’

The node word ‘healthy’ is related to some collocations which can be classified into three major categories - human, animal, and disease. The semantic preferences can be classified based on the collocations found in the data. The category of human can have some collocations, such as *volunteers, adults, subjects, individuals, adult, children, young, people*. Animal is also on the consideration of classification with its collocations, such as *dogs, cats, calves, animals*. The third most likely category is disease which includes *controls, volunteers, donors, clinically, diseased, diarrheic*. The rest of the collocations are not put into any group, such as *apparently, otherwise, compared*.

The first category of ‘healthy’ node word is human. This category has become the interest of many authors of the journal articles because the research in health sciences may use the patients in order to make the work better. It is usually in the form of *case report* on which the patient who is human used as the main object of the research in order to find the evidence. This semantic preference does not refer to positive or negative connotation. This is a neutral semantic prosody. Furthermore, the second category has the high number of occurrence. The category of animal which includes some words frequently appeared as the collocations. This happens because the authors most frequently uses animal model as the attempt to do research in type of original research article of the journal. This semantic prosody also refers to neutral meaning.

Unlike the other two previous categories, the last category is out of the notion of ‘health’. The term *disease* is usually related to the opposite of ‘healthy’. However, the existence of *disease* category may probably be the measurement of how being healthy means. Being healthy refers to the mental and physical condition that is not in any kind of disease. *Disease* can be classified as the negative semantic prosody found in this collocation.

4.5 The Semantic Prosody and Semantic Preference of Node Word ‘unhealthy’

Unlike the categories in the previous node word, the node word ‘unhealthy’ seems to be closely related to several words which are negative in meaning. The collocations which have negative meaning are *inactivity, unhealthy, alcohol, unsafe*. Those three semantic prosodies of collocations are in line with the formation of the node word itself. The node word ‘unhealthy’ is a derivational morpheme. The three collocations are also derivational morphemes. The node word ‘unhealthy’ comes from the word healthy which is added the affix *un-* as part of morphological productivity. Morphological productivity is the creation of new complex words based on the word formation of a given language (Plag, 1999). The three collocations also begins with affixes.

The affixes *in-* and *-un* are employed to make the words become negative (Carter & McCarthy, 2006). Hence, the words started with the affixes *in-* and *-un* turn the words into negative or the opposite of the base words. The word *inactivity* itself comes from the word inactive which is in www.collinsdictionary.com is defined as someone or something that is inactive who is not doing anything or is not working. As the opposite of the word *activity*, the collocation *inactivity* has certainly defined as negative word. In addition, this is associated with the node word which is also negative in meaning.

Another collocation is actually the same as the node word – *unhealthy*. In www.collinsdictionary.com, it is mentioned that something that is unhealthy is likely to cause illness or poor health. The cause of illness or the poor condition of health represents that *unhealthy* is really negative in meaning. Moreover, another collocation begins with the prefix *–un* that also causes the opposite meaning. www.collinsdictionary.com provides some definitions of *unsafe* and all of them refer to negative meaning *dangerous*. This is the opposite of *safe* which may represent somebody who is in danger or being harmed.

5. Conclusion

This present study finds that there are some frequently used collocations in the node words ‘healthy’ and ‘unhealthy’. The 20 collocations with high number of MI score was taken in order to know the use of each collocation in accordance with the node words. The results of the ‘healthy’ node word indicate that three major semantic preferences are associated with it. They are human, animal, disease. On the contrary, the categories of ‘unhealthy’ node word are diverse. Thus, the classification is based on the meaning of the collocations. It eventually finds that the collocations with negative meaning occur more frequently than those with positive meaning. Thus, the semantic prosody of ‘unhealthy’ is likely to be negative while it is likely to be positive in the node word ‘healthy’. It is due to the fact that they use the prefixes *–in* and *–un* which create the opposite meaning of the original words.

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CULTURAL WORDS TRANSLATION STRATEGIES IN MARY HIGGINS CLARK'S NOVEL *THE ANASTASIA SYNDROME AND OTHER STORIES*

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Abstract

The translation of cultural words needs some consideration and recognition of the cultural achievements referred to in the Source Language (SL) text, and respect for all foreign countries and their cultures. Therefore, translating cultural words is quite difficult, because their structures cannot always be translated literally and, even tend to form new meanings. The aims of this research are to describe the cultural words and analyze the translation strategies used in Mary Higgins Clark's novel *The Anastasia Syndrome and Other Stories*, already translated into Indonesian entitled *Sindrom Anastasia dan Kisah-kisah lainnya* by Ade Dina Sigarlaki. This research is a qualitative descriptive study. The data are the cultural words in English (SL) and their translation in Indonesian (TL). Those are analyzed based on Newmark's cultural categories and Baker's translation strategies. The results show that there are 74 cultural words and four translation strategies in Mary Higgins Clark's novel *The Anastasia Syndrome and other stories*: 1) Translation by a more general word (superordinate), 2) Translation by a more neutral/less expressive word, 3) Translation by cultural substitution, 4) Translation using a loan word or loan word plus explanation.

Keywords: Cultural words, cultural category, translation Strategy, Source Language (SL), Target Language (TL)

1. Introduction

Recently, literary works are increasingly popular, and one of them is a novel. Novel is a form of literary work that reveals a fictional story by using elements of character, plot, setting and style of language to reveal certain themes. Novels are attractive by many readers because of their interesting stories, straightforward language, and realistic content (they reveal things that are very close to the reality of life). As an imaginative work, the writer uses the novel to express his thoughts and feelings. The increasing number of works and increasingly varied fans demand the need for the development and dissemination of these literary works in order to meet the expectations of their readers. One of the efforts to disseminate international literary works is done by translating these works into other languages in various parts of the world.

Translating novels is not an easy job. A translator can be carried away in a situation of translating sentence by sentence. One of the difficulties faced by translators is translating words or groups of words related to culture. The translation of cultural words needs some

consideration and recognition of the cultural achievements referred to in the source language (SL) text, and respect for all foreign countries and their cultures (Newmark, 1998). It can be said that when we are communicating with people from different cultures, it is best to know what is appropriate in their culture and act with regard to that, so as to avoid misunderstandings caused by culture differences (Fitriyah, Emzir, & Ridwan, 2019).

The translation process cannot be separated from the surrounding social and cultural context (Hatim & Munday, 2004). When reading a translated text, various problems are found in understanding the contents of the text. This is due to various factors, such as differences in the culture of the author of the text and the readers, which can significantly result in the interpretation or insight of the concept of words or terms used by the author (Fitriyah, 2020). This is closely related to differences in meaning that arise due to differences in cultural concepts between the source language and the target language. Boje adds that the translation problem arises from the fact that sometimes the words were in conflict with the cultural context of the source text (2021). Brashi also finds that style shifting in an Arabic translation is related to Arabic language system and culture (2021). A translator must be able to choose the strategy used in finding the right equivalent of meaning in the target language, especially in translating a novel.

One of the bestseller novels is *The Anastasia Syndrome and Other Stories* by Mary Higgins Clark. She is one of the #1 *New York Times* bestselling author who wrote forty suspense novels, four collections of short stories, a historical novel, a memoir, and two children's books. This novel was published in Pocket Books for 1st edition in 1989. (Clark, 1989). This novel was later translated into Indonesian by Ade Dina Sigarlaki and published by Gramedia Pustaka Utama in 2002 with the title *Sindrom Anastasia dan Kisah-kisah lainnya* (Clark, 2002). This novel tells the story of a novelist who lives in London and named Judith Chase. Judith who is orphaned during the Second World War wants to trace her origins. She contacts a well-known psychoanalyst to hypnotize her so that her memories can go back in time. It turns out that Judith is not just going back to her childhood. She is caught in the vortex of history, which is the theme of his books. Judith has Anastasia Syndrome because of the hypnosis.

This study focuses on two things; *first*, the cultural words, which are found in Mary Higgins Clark's novel *The Anastasia Syndrome* and its translation, and *second*, the strategies used in translating cultural words from English to Indonesian. The cultural words are classified based on Newmark's cultural category (1998) and the translation strategies analyzed based on Baker's theory (Baker, 2011).

2. Literature Review

Translation is a process of transforming messages or transferring written messages from the source language into the target language by reconstructing the sentence containing the message. According to Nida and Taber (1982), translation is the re-disclosure of messages from the source language into the target language with the closest and reasonable equivalent, first, in terms of meaning and second, in terms of language style. Another opinion is stated by Wills (2001) that translation is a procedure carried out to guide the realization of the transfer of a written source language text to a target language text with an optimal level of equivalence and requires an understanding of the syntax, semantics, style, and pragmatics of the text from the translator of the original text. Catford, in Hatim and Munday (2004) adds that writing a text into another language can be the same through

several different elements (wholly or only partially the same), at different levels (contextual, semantic, grammatical, lexical, etc.).

The main purpose of translation is to re-express a message. However, translation is often seen as only a process of transforming words from one language to another. This is not quite right. The assumption that, when translating every word has the same value and is only translated into the target language and not a single word can be lost, it is not true. Translation must prioritize the equivalence of the meaning of the message conveyed by the source language to the target language. Translation includes the activity of translating the source language into the recipient language, starting from the first language form to the second language form using a semantic structure. In this case, it is the meaning that is transferred and must be adhered to. Only the shape has changed. This opinion implies the importance of equivalence of meaning in translation.

Nida (1982) classifies two types of equivalence in translation, namely Formal Equivalence and Dynamic Equivalence. Dynamic equivalence refers to the equivalence of the effect obtained by the recipient or the equivalence of the expected response. Nida implies the importance of understanding the culture of the target language user. The form may change because of the very different linguistic and social systems between the source language and the target language, but the commensurate effect or the level of naturalness of the source language message is the main goal. Dynamic equivalent translation is described as the closest natural equivalent to the source language message.

Culture is revealed in the form of explicit culture in the form of artifacts produced by the community such as clothing, food, technology and others and implicit culture such as beliefs, attitudes, perceptions of values and norms in society (Liliweri, 2001). Understanding other cultures is not an easy thing because culture cannot be directly observed. The step of understanding a culture can be done by first understanding the situation, view of life and cultural values because the three core cultures will be actualized in the behavior of the supporting human beings. This behavior can be observed because humans interact and communicate with people within one culture and from outside their culture.

Nida (1966) argues that the obstacles in translation are differences in four things, namely language, social culture, religious culture and material culture. In view of the importance of the essence of cross-cultural understanding in translation, various experts in the field of translation have attempted to examine the cultural differences between various languages. One of the concepts based on the results of these studies is the Newmark concept which reveals that in a text all aspects of culture are revealed through culturally charged terminology called cultural category.

Newmark (1998) classifies the cultural words into five categories, namely: (1) Ecology, which is everything that is already available in nature such as plants, animals and geographical conditions, (2) Material Culture (artifacts), everything that is produced by humans such as food, clothes, houses and means of transportation, (3) Social Culture, work and leisures, (4) Organizations, traditions, activities, procedures, concepts, (5) Gesture and habits.

In relation to translation problems that arise because of cultural words, Baker (2011) suggests several strategies as follows: a) Translation by a more general word (superordinate), b) Translation by a more neutral/less expressive word, c) Translation by cultural substitution, d) Translation using a loan word or loan word plus explanation, e) Translation by paraphrase using a related word, f) Translation by paraphrase using unrelated words, g) Translation by omission, h) Translation by illustration.

3. Research Methods

This research is qualitative descriptive research with content analysis method or content analysis. The data used in this study are in the form of cultural words in English version *The Anastasia Syndrom and other stories* and in Indonesian which was translated by Ade Dina Sigarlaki with the title *Sindrom Anastasia dan Kisah-kisah lainnya*. This research is basic research. It means that the aims is only to understand a problem without leading to finding ways to solve problems with actions that are practical applications (Sutopo, 1996) .

The researcher used Newmark's cultural category (1998) to classified the cultural words into five categories, namely: (1) Ecology, which is everything that is already available in nature such as plants, animals and geographical conditions, (2) Material Culture (artifacts), everything that is produced by humans such as food, clothes, houses and means of transportation, (3) Social Culture, work and leisures, (4) Organizations, traditions, activities, procedures, concepts, (5) Gesture and habits.

For techniques of data collection, the researcher analyzed the novel of English version then compared it with the Indonesian version. After that, the researcher identified all words or phrases in the novel to find the cultural words in both of English version and Indonesian version novel by several activities, such as; reading both novels, finding the cultural words in both of the novels. To justify identification of the words, the researcher used encyclopedias, and dictionaries and finally, classified the words based on the source language and target language.

4. Results and Discussion

In this study, the researcher analyzed the data based on the original text (*The Anastasia Syndrome and Other Stories* by Mary Higgins Clark), called SL (source language) and the translated text (*Sindrom Anastasia dan Kisah-kisah lainnya* that was translated by Ade Dian Sigarlaki), called TL (target language). There are 74 cultural categories and translation strategies found in this novel. The findings are shown below:

No	Cultural Words	Translation Strategies	Amount
1	Ecology	- by cultural substitution	2
2	Material Culture (artefacts):		
	a. Food	- by a more general word (superordinate)	3
		- by cultural substitution	9
		- using a loan or loan word plus explanation	8
	b. Clothes	- by a more general word (superordinate)	5
		- by cultural substitution	12
		- using a loan or loan word plus explanation	2
	c. Houses	- by a more neutral/less expressive word	2
		- by cultural substitution	3
		- using a loan or loan word plus explanation	2
	d. Transportation	- by cultural substitution	5
		- using a loan or loan word plus explanation	2
3	Social Culture (work and leisure)	- by a more neutral/less expressive word	5
4	Organization, customs,	- by a more neutral/less expressive word	1

	activities, procedures, concepts	- by cultural substitution - using a loan or loan word plus explanation	3 7
5	Gestures and Habits	- by cultural substitution	3
		Total Amount	74

Table 1. Cultural Words and Translation Strategies used in *The Anastasia Syndrome and Other Stories*

Based on the findings in table 1, the cultural phrases translation is divided into several strategies. Here are the examples of the Source Language (SL) text and Target Language (TL) text.

1) Translation by using a more general word (superordinate), or common words.

SL: *"No need. I sent out for all the makings. Very simple. Chops and salad and a wonderfully large baked potato for carbohydrate energy. Will that do?"*

TL: *"Tak perlu. Aku sudah membeli semua bahan. Sederhana sekali. Daging dan salad serta kentang bakar besar untuk member tenaga. Cukup tidak?". (h.132)*

The word "chops" has a special meaning, namely meat that has been cut into pieces to make it easier to cook. However, this word translates to "daging" with reference to a more general word. The word "chops" belongs to the second category of food-material cultural expressions. The examples illustrate the use of a general word (superordinate) to overcome a relative lack of specificity in the target language compared to the source language (Baker, 2011).

For English, other food terms are in a different category. As Newmark (1998) said that food is for many the most sensitive and important expression of national culture; food terms are subject to the widest variety of translation procedures.

Other example of this strategy can be found in the example below.

SL: *Although the warmth of the sun flooded the handsome room, she was wearing a heavy cardigan, and the vital energy that had always characterized her was somehow missing.*

TL: *Walaupun ruang yang megah itu hangat oleh siraman sinar matahari, wanita itu mengenakan mantel tebal, dan semangat berapi-api yang biasanya menjadi ciri khasnya sekarang tak tampak. (h.47)*

The word "cardigan" is a type of women's clothing in the form of a jacket made of a thin t-shirt or cotton, usually without buttons that is worn over a t-shirt or upper garment. The word "cardigan" translates to "mantel" with reference to its function as a top cover or sweater. "Cardigan" belongs to the second category of clothing-material cultural expressions. Clothes as cultural terms may be sufficiently explained for TL general readers if the generic noun or classifier is added (Newmark, 1998).

2) Translation by using a more neutral/less expressive word

SL: *When they stopped in front of the imposing mansion, Carpenter got out of the car and saluted him as Rory held open the car door.*

TL: *Ketika mereka tiba di depan kediaman megah itu, Carpenter turun dari mobil dan memberi salam hormat pada Stephen saat Rory membuka pintu mobil. (h.47)*

The word "mansion" has the meaning of a large and luxurious residence or house located on a large area of land. Mansions were usually owned by the British nobility in the Middle Ages. This word translates to "kediaman megah", referring to the more neutral use of the word. "Mansion" belongs to the second category of material-house cultural phrases. Many language communities have a typical house which for general purposes remains untranslated; *hotel, bungalow*, etc. (Newmark, 1998).

Other example of this strategy can be found in the example below.

SL: *And that night Stephen had escorted her home and come up for a nightcap.*

TL: *Dan malam itu Stephen mengantarnya pulang, lalu naik sebentar untuk minum-minum. (h.15)*

The source-language word may express a concept which is totally unknown in the target culture. (Baker, 2011). The word "nightcap" is an alcoholic drink that is usually drunk before going to bed. In British culture, it is customary to continue after dinner with an alcoholic drink while conversing. Drinks that are drunk can be *brandy, scotch* which is generally called *nightcap*. The word "nightcap" is translated using a more neutral word, namely "minum-minum". In considering social culture one has to distinguish between denotative and connotative problems of translation. (Newmark, 1998).

3) Translation by using cultural substitution.

SL: *Not bothering with the menu the waitress offered, she ordered tea and toast.*

TL: *Tanpa memedulikan buku menu yang disodorkan pramusaji, ia memesan teh dan roti bakar. (h.132)*

Indonesian is familiar with tea drinks and baked bread, so the word "tea and toast" can be matched with "teh dan roti bakar". This expression belongs to the second category of food-material cultural phrases. food is for many the most sensitive and important expression of national culture; food terms are subject to the widest variety of translation procedures (Newmark, 1998).

Other example of this strategy can be found in the example below.

SL: *Ninety years old when she finally gave up her flat to go to a retirement home.*

TL: *Umunya sudah sembilan puluh ketika akhirnya dia mau meninggalkan apartemen dan masuk ke rumah jompo. (h.152).*

The word "retirement home" is a place devoted to caring for people who are old and need the help of others in their daily activities. The word "retirement home" is translated with the same concept as the culture in Indonesia, namely "rumah jompo". This word belongs to the second category of house-material cultural expressions.

4) Translation by using loan words or loan words with explanations

SL: *Her first stop the next morning was the Public Records Office at Chancery Lane.*

TL: *Keesokan paginya tempat pertama yang dikunjungi Judith adalah The Public Records Office di Chancery Lane. (h. 28)*

The word "the Public Records Office" is the office that maintains records relating to the births and deaths of residents. In Indonesia, this place has the same function as *Dinas Kependudukan dan Catatan Sipil (Dukcapil)*. However, there are broader functional

differences from The Public Records Office that prevent translators from translating this group of words. Newmark (1998) added that the political and social life of a country is reflected in its institutional terms. This includes the expression of organizational culture.

Another example can be found as follows.

SL: *They went to Brown's Hotel for dinner. Over salad and sole Veronique, Stephen told her about his day.*

TL: *Mereka makan malam di Brown's Hotel. Sambil menikmati salad dan ikan Veronique, Stephen menceritakan kesibukannya hari itu. (h. 22)*

The word "sole veronique" is the most French famous cooking, fillet of sole poached in white wine, covered with a white sauce and garnished with white grapes. In this case, the translator using a loan word with explanation (*ikan Veronique*), because in our culture, we don't have the same food like them.

From the examples and the translation strategies above, what the translators have done is go up a level in a given semantic field, to find a more general word that covers the core propositional meaning of the missing hyponym in the target language.

Non-equivalence in Translating Cultural Words

There are some non-equivalence translations that are found in the translation of cultural words in this novel. The researcher tried to provide alternative translations as described below.

SL: *Lady Margaret stepped from the carriage.*

TL: *Lady Margaret turun dari kereta. (h.64)*

Alternative of TL:

Lady Margaret turun dari kereta kuda.

The word "carriage" translates to "kereta". This translation is not correct. The story is plotted in a flashback to the Middle Ages where (modern) trains did not yet exist. The reader will misinterpret the meaning of the translation of the sentence above. It is better if "carriage" is translated into "kereta kuda" to clarify the difference between the meaning of "train" (modern) and "kereta kuda" (horse carriage used in medieval times).

Another example can be found as follows.

SL: *They had prepared an apartment for John in the hidden rooms that were once known as priest holes*

TL: *Mereka sudah menyiapkan apartemen bagi John dalam ruangan-ruangan tersembunyi yang pernah dikenal dengan nama lubang pastor. (h.64)*

Alternative of TL:

Mereka sudah menyiapkan kamar bagi John dalam ruangan-ruangan tersembunyi yang pernah dikenal dengan nama lubang pastor.

In the sentences above, the word "apartment" is not appropriate if it is translated into "apartemen". The definition of an apartment in Indonesian is a tall and big building that functions as a residence. Meanwhile, what is meant by the sentence above is a place provided for hiding. The suggested alternative translation is the word "kamar".

Another example can be seen as follows.

SL: *At nine, she laid out a plate of cheese and crackers and the brandy snifters, then went back to her desk.*

TL: *Pada pukul 21.00 ia menyiapkan sepiring kue kering dan keju serta gelas brendi, lalu kembali ke mejanya. (h.117)*

Alternative of TL:

Pada pukul 21.00 ia menyiapkan sepiring biskuit tawar dan keju serta gelas brendi, lalu kembali ke mejanya.

In the sentence above, the word "crackers" is not appropriate when translated into "kue kering". The definition of *kue kering* in Indonesian is a cake made from flour, eggs and sugar, usually a home-made cake. Meanwhile, what is meant by "crackers" in the sentence above is a kind of factory-made snacks in the form of biscuits. There are crackers that taste bland, sweet and salty. In the sentence above ... *a plate of cheese and crackers...* implies *plain crackers* because they are eaten with cheese. The suggested translation alternative is to replace the phrase "kue kering" with the phrase "biskuit tawar".

The above are some of the more common examples of non-equivalence among languages and the problems they pose for translators. In dealing with any kind of non-equivalence, it is important first of all to assess its significance and implications in a given context.

5. Conclusion

Based on the research, there are 74 cultural words that are found in this novel. They are divided into the following categories; 1) Ecology, 2) Material Culture (food, clothes, houses, transportation), 3) Social-Culture, 4) organizations, customs, activities, procedures, concepts. There are four strategies that used in translating the cultural phrases in this novel, namely: a) Translation by a more general word (superordinate), b) Translation by a more neutral/less expressive word, c) Translation by cultural substitution, d) Translation using a loan word or loan word plus explanation. There are three non-equivalence in translating the cultural words.

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THE ATTITUDINAL MEANING BUILT BY *KONDE.CO* REGARDING THE RATIFICATION OF CHEMICAL CASTRATION PENALTY

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Abstract

The rise of sexual violence against women and children encourages the government to establish Government Regulation (*Peraturan Pemerintah*) hereafter (PP) number 70 of 2020, which contains the application of the chemical castration penalty for the offenders of sexual violence. This regulation causes pros and cons from the various parties, including women and children's observer community, selected in this case *Konde.co*. This study aims to discuss the Attitude or position built by *Konde.co* toward the Government Regulation (PP) ratification concerning the chemical castration penalty for the sexual violence offenders. This research uses a qualitative approach, especially discourse analysis. The discourse analysis in this research uses the appraisal theory, which studies the Attitude system explicitly. The result of this research shows that the Attitude that appears in the text is generally negative. Furthermore, the Attitude aspect with the highest frequency is negative judgement. The negative Attitude refers to the incompatibility and inability of the chemical castration penalty in overcoming the sexual violence problem in Indonesia. The chemical castration penalty has negative impacts, such as exacerbating sexual violence in Indonesia in the future, disturbing, like an inclement regulation, and violating human rights. The positive Attitude refers to the PP's capacity for the chemical castration penalty of the sexual violence offenders in upholding the rights of the underprivileged. Other priorities that *Konde.co* considers more critical in overcoming the sexual violence problem are the recovery of the victims and the immediate ratification of the Bill on the Elimination of Sexual Violence.

Keywords: Appraisal, Sexual Violence, Chemical Castration Penalty

1. Introduction

The sexual violence case in Indonesia is still high, the sexual violence case mainly occurred to women and children, registered in 2020, raised from the years before. Based on the Women's National Commission (*Komnas Perempuan*) annual record in 2020, 431.471 cases of violence against women registered are reported and handled, this number of cases raised to 6% from the year before. The Women's National Commission (*Komnas Perempuan*) also recorded that in 12 years, the violence against women raised to 792%, which means the violence against women in Indonesia in 12 years increased almost 8 times (*Komnas Perempuan*, 2020). According to the data from the Ministry of Women Empowerment and Children Protection (*Kementerian Pemberdayaan Perempuan dan Perlindungan Anak*), from

the 1st January to 19th June 2020, there were reported 3.087 cases of violence against children, including 852 physical violence cases, 768 physicist violence cases, and 1.848 sexual violence cases (Kementerian PPPA, 2020).

To overcome this high number of sexual violence cases, the government established Government Regulation (*Peraturan Pemerintah*) hereafter (PP) Number 70 concerning procedures for implementing chemical castration, installing electronic detection devices, rehabilitation, and announcing the identity of offenders of sexual violence against children. The President signed this PP on December 7, 2020 (Dharmastuti in *detik.com*, 2021). The enactment of the PP related to chemical castration for offenders of sexual violence has drawn pros and cons from various parties, including women's activists and observers of women and children's issues. One of them is *Konde.co*.

Konde.co is a media that focuses on women and minorities perspectives, and the work scope is in publishing articles on the website, producing a movie or video, and giving the public information through social media, such as Facebook, Instagram, and Twitter, regarding women and minorities' problems (*Konde.co*, n.d.). *Konde.co* formed in 2016 that was managed by individuals who have the same perspective in perceiving women and minorities. *Konde.co*'s establishment purposes to manage public space from the perspective of women and minorities as part of the critical power awareness (*Konde.co*, n.d.). On its website, many articles highlight various problems of women and minorities with critical views, including the sexual violence issues that are rife against women and children.

Regarding the issue that is currently as a public discussion, namely the ratification of the Government Regulation (PP) on chemical castration procedures for sexual offenders, *Konde.co* as a media that is focused on the perspectives of women and minorities, also highlighted this case, which can be seen through the posting articles on its official website. It was interesting to see *Konde.co*' Attitude as a media that moved on a critical view of women and minorities towards the ratification of the PP on chemical castration for offenders of sexual violence. Linguistically, to see *Konde.co*'s Attitude, this case could be studied through appraisal theory.

The appraisal is a framework for analyzing the interpersonal systems in semantic discourse from systemic functional linguistics (Martin & White, 2005). Pérez (2019) states that the appraisal system is a part of the linguistic analysis model in systemic linguistics. The language is described as a whole network of interconnected systems and allows speakers to express meaning. Appraisal theory is the development of Halliday's Functional Grammar theory of interpersonal meaning. This appraisal theory is an analytical device within the scope of discourse analysis that emphasizes the readers' position of a text with three main domains, which are (1) engagement, (2) Attitude, and (3) graduation, each of which becomes a single unit to analyze interpersonal meaning in one text (Martin & White, 2005). Stosic (2021) mentions the benefits of using appraisal in discourse analysis based on the fact that, (1) the appraisal is a well-established analytical framework (has a systematic annotation scheme) that is included in the broader SFL theory to detail the interrelationships between texts and social contexts, (2) Aspects of engagement, Attitude, and graduation can be adjusted in terms of the analysis purpose, (3) the appraisal can distinguish between implicit and explicit Attitudes.

This research focuses on the appraisal system, especially the Attitude aspect on *Konde.co* concerning the Government Regulation (PP) ratification Number 70 of 2020 regarding the implementation of chemical castration for the sexual violence' offenders. This research aims to describe the Attitude or position built by *Konde.co* towards the ratification

of the chemical castration penalty for the sexual violence offenders. The benefit of this research can be to see the perspective of the media or community of women and minorities observers toward government policies related to chemical castration for the sexual violence' offenders. This research can also contribute to considering the government in passing regulations regarding the punishment for sexual violence offenders by considering the perspectives of women and minorities.

2. Literature Review

The appraisal system analysis in this research refers to Martin & White (2005), focusing on the Attitude aspect. Martin & White (2005) mentions that Attitude describes how a writer or speaker evaluates something, including the expression of the speaker's/writer's feelings, emotional reactions, an assessment of a person's Attitude and evaluation of something. This assessment is both positive and negative. Attitude consists of three aspects, namely, affect, judgement, and appreciation (Martin & White, 2005). Affect relates to emotional responses towards something, such as sadness, joy, hatred, etc. Affect consists of un/happiness, in/security, and dis/satisfaction (Martin & White, 2005). The judgement relates to positive or negative judgments, such as praising, criticizing, blaming, or admiring (Martin & White, 2005). Judgment is divided into five aspects: normality, capacity, tenacity, veracity, and propriety. Appreciation relates to the assessment of natural phenomena that are aesthetic. Appreciation is divided into reaction, composition, and valuation (Martin & White, 2005)).

Previously, Indrayani (2019) had performed research related to the appraisal system on the discourse of sexual violence, which examined victims of sexual harassment represented in news texts and readers' Attitudes in responding to the news text. The analysis used transitivity to see the representation of sexual harassment victims in the text, appraisal analysis, mainly on the Attitude aspect, to see the reader's Attitude, and reception analysis to see the reader's acceptance. The research results showed the sexual harassment victims described by Detik.com, especially on the news of sexual harassment by Baiq Nuril, declared as a victim of verbal abuse. Attitudes that are appeared in the reader's comment box tended to show negative judgment. The reception that was found most in the reader's comment box was the negotiated position. Zamzuardi & Syahrul (2019) had also performed research regarding the sexual violence discourse on the news with a critical discourse analysis approach of Sara Mills, a model. The findings revealed that women were visually dominant in the news while underrepresented in terms of meaning. Suprihatin and Lestari (2019) also conducted research related to the discourse of sexual violence in the news, especially on Tirto.id with a critical discourse analysis approach of Norman Fairclough, a model. The results showed that based on lexical and grammatical textual analysis, *Tirto.id* used supportive vocabulary towards victims and survivors of sexual violence and chose vocabulary with negative connotations aimed at the sexual violence offenders. *Tirto.id* also used active sentences to emphasize the presence of sexual violence actors from the text.

The study in this research differs from the previous ones in twofold. First it focuses on the news outlet specifically engaged in women and minorities perspectives. Secondly, the issue is to do with the offenders instead of the victims. That is the legalization of the use of a chemical castration penalty for sexual violence offenders. This heated topic is currently a public concern and has raised pros and cons in the public sphere.

3. Research Method

This research uses a qualitative approach. A qualitative approach is an approach that explores and understands the social problems or human problems and creates significant interpretations of the data (Creswell and Creswell, 2018). The data in this research are clauses that contain the Attitude or position that *Konde.co* builds towards the Government Regulation (PP) regarding the chemical castration penalty to the sexual violence offenders. This research's data source comes from the articles posted on the *Konde.co* website with the topic of ratifying the (PP) concerning the chemical castration penalty for the sexual violence offenders, eight articles in total.

The method used to collect the data is listening with a note-taking technique (Sudaryanto, 2015). At this point, the listening method is performed by carefully listening or reading the data, which are the clauses that contain *Konde.co*'s Attitude in ratifying the (PP) regarding the chemical castration penalty for the sexual violence offenders. In addition, the data are recorded by using Microsoft Word and the annotation on the data performed based on the aspects of the appraisal device, especially on the Attitude aspect, which afterward, the data is transferred into a *txt* form and inputted into the data processing device.

This research uses the linguistics corpus method in processing the data. The linguistics corpus method implicates text collection analysis that saves electronically in a large number, assisted by computer software (Baker, 2010). This research uses *LancsBox* software. *LancsBox* used to be a data processing device in this research since this software provides convenience in identifying the annotated text. Furthermore, the features provided can be used to observe the frequency of the data shown, the context of use, and data visualization. This frequency calculation is used to compute the data occurrences percentage and the sub-appraisal Attitude tendency that appears in the data, leading to a description of the use Attitude pattern at *Konde.co* regarding the (PP) of chemical castration approval.

The data analysis in this research uses appraisal system theory (Martin and White, 2005), especially in the sub-appraisal Attitude consisting of affect, judgement, and appreciation. Attitude used is to reveal *Konde.co*'s Attitude in ratifying the Government Regulation (PP) regarding the chemical castration penalty for the sexual violence offenders. In conclusion, the analysis result is presented with the informal presentation method (Sudaryanto, 2015), which is the formulation and decomposition in words.

4. Results and Discussion

This research focuses on the appraisal system analysis, specifically on the Attitude aspect based on the theory of Martin and White (2005). The appraisal system, especially the Attitude aspect, is identified based on three aspects, namely affect, judgment, and appreciation. The details of the Attitude aspect are listed in table 1 as follows.

Number	Attitude	Aspect	Frequency	%
1	affect	un/happiness	0	0.00%
		in/security	8	7.92%
		dis/satisfaction	0	0.00%
2	judgement	Normality	4	3.96%
		Capacity	38	37.62%
		Tenacity	12	11.88%
		Veracity	0	0.00%
		Propriety	12	11.88%

3	Appreciation	Reaction	8	7.92%
		composition	1	0.99%
		Valuation	18	17.82%

Table 1. Attitude Occurrence Frequency

Based on the table of Attitude occurrence frequency above, the most Attitude aspect appeared is negative judgement, followed by positive appreciation and adverse affect. The following is a summary of the Attitude in *konde.co* regarding the ratification of the chemical castration penalty.

4.1 The Evaluation Summary Based on the Sub-appraisal Attitude on the Text

Based on the text description, the appraisal system, primarily the most appeared of Attitude aspect relatively is judgement, followed by appreciation and affect. The most appeared judgement on the data is negative. The assessment on this JUDGMENT aspect shows that the Government Regulation (PP) is considered unable to be a proper solution for the sexual violence case in Indonesia. In addition, the PP of chemical castration is considered inappropriate, does not answer, and cannot change the sexual violence problem in Indonesia. The PP of chemical castration is also considered inappropriate to humanity and violent human rights. In fact, the women activist strictly refuses the PP of chemical castration. In addition, there is also a positive judgment, which is the PP of chemical castration that can be populist, promoting the rights of the underprivileged.

The APPRECIATION that appears on the text is positive valuation, positive and negative reaction, and negative composition. This positive valuation relates to the other priorities considered more crucial to be handled regarding sexual violence, driving the sexual violence victims, autopsy assistance, and the regulation that can answer the sexual violence. However, the reaction aspect shows positive and negative assessments. Based on the reaction aspect, the positive evaluation refers to the ratification of the Bill on the elimination of sexual violence that is considered a concrete solution or a proper solution to overcome sexual violence. In addition, the negative evaluation shows that the Government Regulation (PP) of chemical castration is a regulation that is considered harmful, ruthless, and inhumane. The composition shows that the chemical castration penalty is not balanced with the form of the crime committed.

Affect relates to the emotions or feelings felt by the writer/speaker towards something (Martin and White, 2005). The affect aspect that appears on the data is insecurity associated with the sense of restlessness, worries, disappointment over the issuance of the PP No. 70 of 2020 regarding the implementation of chemical castration penalty for sexual violence offenders. So, the affect that appears on the data is included in the negative affect.

Based on the analysis of the Attitude aspect that appears on the text, the most frequent assessment is negative judgement. The negative evaluation of the data refers to the Government Regulation (PP) of chemical castration penalty for sexual violence offenders considered incapable and inappropriate to overcome the sexual violence problem in Indonesia. In addition, this PP of the castration can also cause a negative impact, such as exacerbating acts of sexual violence in Indonesia in the future, considered disturbing and violates one's human rights, ruthless and a bad rule. The positive evaluation is only found on the judgment aspect, which is the positive capacity, and the appreciation, which is the positive valuation and reaction. The positive evaluation refers to the potential or ability of the PP of the chemical castration penalty for sexual violence offenders in upholding the

rights of the underprivileged. Subsequently, other priorities are considered more critical in overcoming the sexual violence problem in Indonesia, which is handling the recovery and protection of the victim. Moreover, the other things considered substantial are the provision of humane and deterrent penalties for sexual violence offenders and the ratification of the Bill on the Elimination of Sexual Violence (*RUU Penghapusan Kekerasan Seksual*), which is regarded as a concrete solution to resolve sexual violence in Indonesia.

4.2 The Attitude of *Konde.co* towards the Government Regulation (PP) of Chemical Castration for the Sexual Violence Offenders

Konde.co is a media that focuses on the perspective of women and minorities, which the primary concern in the violence issues and women and children's harassment, marginalization of women and minorities such as transgender, LGBT, and people with disabilities. This research focuses on the *Konde.co*'s Attitude regarding the issues that cause pros and cons from the various parties, which is the PP ratification of chemical castration for sexual violence offenders. The Attitude analysis on *Konde.co*'s articles regarding the PP of chemical castration shows that the most dominant Attitude that appears is negative. Therefore, *Konde.co*'s Attitude towards the PP regarding the chemical castration for sexual violence offenders can be negative. *Konde.co* shows their rejection Attitudes described based on the analysis of the previous appraisal system, the emergence of judgement, appreciation, and affect which are predominantly negative in value.

Konde.co evaluate that the chemical castration penalty for sexual violence offenders is not a proper way to overcome the sexual violence problems in Indonesia, it will also exacerbate sexual crimes in the future. *Konde.co* agrees that the handling of this violence is more focused on the recovery of the victim's condition, and supports the legalization of the Bill on the Elimination of the Sexual Violence (*RUU Penghapusan Kekerasan Seksual*). Moreover, in this case, even though *Konde.co* shows their rejection, *Konde.co* also provides the other alternatives or options as suggestions and hopes to the government to handle sexual violence. Therefore, *Konde.co*'s rejection is accompanied by their critical and solution-oriented Attitude in responding to the legalization of the Government Regulation (PP) on chemical castration for sexual violence offenders.

5. Conclusion

This research discusses *Konde.co*'s Attitude regarding the ratification of the chemical castration penalty for sexual violence offenders. Based on the Attitude aspect of the clause, it is dominated by negative evaluation. The negative evaluation refers to the inappropriateness and inability of the PP on the chemical castration penalty to overcome the sexual violence problem in Indonesia. *Konde.co* also views PP on chemical castration for sexual violence offenders as a bad policy. The PP of this castration is also considered to have negative impacts such as extinguishing the sexual violence in Indonesia in the future, unsettling, and violating human rights. Based on the data, the positive evaluation refers to the potential and capability of the PP of the chemical castration penalty for sexual violence offenders in upholding the rights of the underprivileged. Other priorities are considered more important in overcoming the sexual violence problems in Indonesia, which is handling the recovery and protection of the victims. In addition, another solution considered more concrete in overcoming the sexual violence problems is the legalization of the Bill on the Elimination of Sexual Violence (*RUU Penghapusan Kekerasan Seksual*). It means that even though *Konde.co* shows the negative Attitude through their rejection towards the chemical

castration penalty, *Konde.co* also provides another alternative and option as suggestions and hopes to the government in handling the sexual violence in Indonesia. Therefore, *Konde.co*'s rejection is accompanied by their critical and solution-oriented Attitude in responding to the legalization of the chemical castration penalty for sexual violence offenders. *Konde.co*'s rejection of legalization of the Government Regulation (PP) on chemical castration for sexual violence offenders is accompanied by a critical and solution-oriented Attitude.

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HEALTH PROTOCOLS AND HEALTHY LIFESTYLE SUGGESTIONS DURING COVID-19 IN INDONESIAN MINISTRY OF HEALTH'S *KOMIK SEHAT*: A PRAGMATIC APPROACH

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Abstract

The government has enforced much socialization on health protocols and healthy lifestyle implementation during Covid-19, one of them through social media by presenting comics featuring utterances of characters. Accordingly, this research explains the utterances of comic characters that represent suggestions for implementing health protocols and healthy lifestyles during Covid-19. The objective of this study is to explain the strategy of delivering comic character messages that suggest health protocols and healthy lifestyles implementation. The data used in this paper are 38 Comics strips uploaded by the Indonesian Ministry of Health in their Instagram account entitled *Komik Sehat*. The results showed that of the 212 illocutionary speech acts, only 40.57% of utterances conveyed messages implementation of health protocols suggestions, and 6.6% of utterances conveyed messages implementation of healthy lifestyle suggestions. Therefore, the strategy of delivering messages on recommended health protocols and healthy lifestyles through stories in Healthy Comics is not effectively carried out by the Ministry of Health of the Republic of Indonesia.

Keywords: illocutionary act, directive speech act, health protocol, healthy lifestyle, comic, and Covid-19.

1. Introduction

Since the emergence of Covid-19 in Indonesia, the Indonesian Ministry of Health has become forefront in dealing with Covid-19. There are many ways to overcome the handling and socializing the importance of health protocols and healthy lifestyles implementation in the community, one of which is through comics uploaded through Instagram entitled *Komik Sehat*. In relation to language, comics are tools for delivering messages. In line with Eisner (1985, 8), comics use a series of images, symbols, and languages to deliver various kinds of ideas or thoughts. Cohn (2012, 92—93) also completes the argument that comics are social objects produced from two aspects, writing and drawing. Comics are also a common method to use visual language in a culture.

In the digital era, comics have changed from printed to digital, one of which can be found on Instagram. Zappavigna (2016) explains that Instagram is a social photography 'app' designed to run on smartphones where social media users can create visual and textual meanings, and other users can interact with those meanings. Based on data obtained by the

British Institute We Are Social and Hootsuite, reported by Kemp (2021), Indonesia is one of the countries with social media users reach out 170 million active users in January 2021, which made Indonesian user data in Instagram occupy the third-highest position with a percentage of 86.6%. Meanwhile, the first and second positions are YouTube (983.8%) and WhatsApp (87.7%). Based on this condition, the Indonesian Ministry of Health certainly sees an opportunity to deliver important information through the socialization of *Komik Sehat* on Instagram.

Kearns and Kearns (2020, 139) state comics as a familiar entertainment media can be enjoyed by various demographics of audiences and ready to share on social media for efficient mass information socialization. The Indonesian Ministry of Health performed this condition in delivering mass information regarding the prevention of Covid-19 in Indonesia through *Komik Sehat* on Instagram account @kemenkes_ri. The researchers observe *Komik Sehat*'s stories delivered by the characters trying to present suggestions for implementing health protocols and healthy lifestyles during the Covid-19 pandemic. Pragmatics has an illocutionary act that can be used to see the speech in *Komik Sehat*, which contains a message of suggestions.

Illocutionary acts are speech acts or sentences from someone who takes action on the speech (Searle, 1969, p. 24). The illocutionary act theory can be used in speech acts that show suggestions. Licea-Haquet (2019, p. 45) explains that the illocutionary act is the intention of the action performed by the speaker through a certain sentence. Witek (2015) completes that illocutionary acts are performed to deliver the results of locutions in a conventional style, for example, making an agreement or statement. In *Komik Sehat*, illocutionary acts come from the utterances delivered by comic characters to convey the information or message.

Abdel-Raheem (2020) says that the pictorial illocutionary acts cannot stand alone without a headline or opinion from the author. Images contained in a comic always relate to the opinion of the comic artist who is represented through the comic character's utterance. In addition, comics also present a narrative or story. According to Norrick (2015), a narrative is a source of conversation to describe what is happening and represent expressive and directive conversation delivery. The comics used in this research describe the current situation of Covid-19. Therefore, research is needed to observe the process of delivering speech messages by comic characters, especially regarding recommendations for implementing health protocols and healthy lifestyles during the pandemic.

This research is conducted to prove the effectiveness of comics' usage as the media to deliver information to the wider communities in modest methods and can be used by government, institutions, or other organizations to deliver other important information. Based on the previous discussion, the problem in this research was the strategy of the Indonesian Ministry of Health in delivering suggestions for health protocols and healthy lifestyles implementation during Covid-19 through the character' utterances in *Komik Sehat*. So that, this research aims to explain the strategies used by the Indonesian Ministry of Health in delivering suggestions for health protocols and healthy lifestyles implementation through the characters' speech in *Komik Sehat*.

2. Literature Review

Searle (1969, p. 16) explains all language or communication activities always involve speech acts, such as producing symbols, signs, words, or sentences to create speech acts. Therefore, speech acts are used in this research to observe the results of symbols, signs,

words, or sentences that contain recommendations for implementing health protocols and healthy lifestyles. The speech acts that will be used are illocutionary speech acts because the locutionary act expresses a statement through the meaning of words and sentences. Searle (1969, p.24) explains that the illocutionary speech act is the act of saying the utterance or sentence of a typical person who also acts he says. In addition, illocutionary acts also see the action with a distinctive power and can make the speaker do according to what he says, so illocutionary acts can also observe suitability between his speech and his actions. Illocutionary acts can also have a relationship with social functions.

Searle (1976, pp. 10–15) has proposed a revision of Austin's illocutionary opinion speech acts. There are 5 types of illocutionary speech acts: representative/assertive, directive, commissive expressive, and declarative. First, representative/assertive speech acts are speech acts that bind the speaker to something that happens, with the truth of the proposition expressed. For example, all assessment actions include accepting or rejecting, suggesting, boasting, complaining, claiming, reporting, and warning (Searle in Cruse, 2004, 356). Second, directive speech acts are speech acts that indicate an attempt by the speaker to make the interlocutor do something. For example, all actions include ordering, commanding, requesting, begging, advising, reminding, and recommending (Searle in Cruse, 2004, 356). Third, commissive speech acts aim to commit the speaker to the action in the future. For example, all actions include promising, swearing, offering, and threatening suggestions (Searle in Cruse, 2004, 356). Fourth, expressive speech acts are acts that intend to express the psychological state determined in the sincerity condition about the state specified in the propositional content. For example, all actions include the act of saying thank you, congratulating, apologizing, forgiving, condolences, praising, and blaming (Searle in Cruse, 2004, 356). The last is declarative speech acts that guarantee the success of the speaker's action with the reality that occurs. The actions included in declarative speech acts include resigning, dismissing, divorcing, baptizing, excommunicating, naming, punishing, lifting, purifying, and others (Searle in Cruse, 2004, 356).

Previous research showed speech acts could be used as a method to achieve the desired communication goal, one of which is using memes (Grundlingh, 2018). Tsomou (2020) also completed that speech acts are the flexibility of communicative speech. Directive speech acts in an image on social media can be used for delivering information to have an impact that makes consumers curious and encourages consumers to share their messages (Ordenes et al., 2019). Ludwig and de Ruyter (2016) explain that speech acts in text-based conversations on social media that present more than just content. Meanwhile, Qi (2020) also adds that directive, expressive, and assertive speech acts in a video are the most common types of speech acts encountered in terms of mobilizing the specific segment to suit the speaker's demands. Previous research showed speech acts in an image or video are used as a purpose to communicate, deliver information, or more than just content. This is the trigger in this research to look deeper into the use of speech acts—especially illocutions—will focus on comics. Therefore, this research uses comics as the data to take a deeper look at speech acts.

Previous research related to comics or social media as a transmitter of information during Covid-19 has been performed. Kearns and Kearns (2020) have researched comics as a media that is familiar and accessible to a wide audience and can transcend language, knowledge, age, and cultural barriers. Comics are also considered to deliver the right facts to the right people, especially in Covid-19, which causes global chaos and misinformation (Kearns and Kearns, 2020). In addition to comics, social media is also used as a tool to deliver

information or messages to wider communities. Hussein and Aljamili (2020) explain memes and caricatures related to Covid-19 shared on Jordanian social media sites have helped reduce the psychological impact of the pandemic on society. These two studies have triggered this research to observe the use of comics in social media to deliver information to wider communities, especially the information regarding suggestions for health protocols and healthy lifestyles implementation.

3. Research Methods

This research uses a mixed approach as a research methodology. A mixed approach is an investigative approach by collecting quantitative and qualitative data, integrating two forms of data, and using different designs may involve philosophical assumptions and theoretical frameworks (Creswell and Creswell, 2018). Quantitatively, all speech data that have passed the identification process will be grouped based on the types of speech acts. Then, grouped data will describe the percentage number occurrences of the largest types of speech acts. Numerical data consisting of the number of speech acts' types will be able to show the tendency of speech acts' types that shape the process of delivering suggestions for health protocols and healthy lifestyles implementation. Qualitatively, this research is conducted to explain data in speech form by using the illocutionary speech act' theory. This research use data from utterance contained in *Komik Sehat*. The Indonesian Ministry of Health published this comic on the Instagram account @kemenkes_ri. The data source used is 38 comic strips with 3 main criteria, data that show health protocols and healthy lifestyle suggestions, data showing complete utterances, and data from April 2020 to April 2021.



Figure 1. *Komik Sehat* published in the Indonesian Ministry of Health's official Instagram

4. Results and Discussion

This study only focuses on the illocutionary speech acts of the characters *Komik Sehat*. It aims to see a distinctive power generated by comic characters in their strategy to deliver important messages through utterances, especially messages regarding recommendations for implementing health protocols and healthy lifestyles. Furthermore, this distinctive power is expected to recommend for the community in implementing health protocols and healthy lifestyles during Covid-19. Discussion is explained in two parts, analysis of speech acts that contain the elements of health protocols implementation and analysis of speech acts that contain elements of healthy lifestyle implementation. After classifying and identifying the data, the number of illocutionary speech acts found in Healthy Comics is 212 utterances consisting of three types of speech acts, 19 expressive, 82 assertive, and 111 directive. The following table shows the number of illocutionary speech acts in *Komik Sehat*.

Illocutionary Speech Act	Total Utterances	Percentage
Expressive	19	8,96%
Assertive	82	38,68%
Directive	111	52,36%
Total	212	100%

Table 1. Illocutionary Speech Act in *Komik Sehat*

4.1 Utterances Regarding Suggestion for Health Protocols Implementation

The first part explains the utterances of comic characters that contain illocutionary speech acts related to suggestions for implementing health protocols during Covid-19. Indonesian Ministry of Health (2020, 25) said the health protocols implementation must be carried out strictly in every activity as an effort to prevent transmission of Covid-19 cases. Searle (1976, pp. 10-15) has explained that there are five types of speech acts, but in *Komik Sehat*, only three types of illocutionary speech acts are found, expressive, assertive, and directive. Table 1 shows expressive speech acts usage in comics is only 8.96%. Meanwhile, directive speech acts are the most frequently used speech acts in *Komik Sehat* with 52.36% occurrences, and assertive speech acts are the second-highest speech acts with 38.68% occurrences.





Illocutionary Speech Act	Total Utterances		
	Related to Health Protocols	Not Related to Health Protocols	Total
Expressive	0	19	19
Assertive	11	71	82
Directive	75	36	111
Total	86	126	212

Table 2. Total Utterances Related to Health Protocols Implementation

Table 2 has presented the overall results of the utterances in comics related to the delivery of messages suggesting health protocols implementation. Based on table 2, expressive illocutionary speech acts do not show utterances that contain messages suggesting health protocols implementation during Covid-19. In the 19 utterances that include expressive speech acts, all of them only deliver expressions of the characters. Therefore, Table 3 can show expressive utterances without the elements of health protocols implementation. In addition, Table 3 will also show examples of assertive and directive speech acts.

In Table 3, the utterances that show expressive illocutionary speech acts are speech I.3. The utterance has the expressive power to warn the child and apologize to the female character with the yellow headscarf. Of course, the utterance does not indicate health protocols implementation. Meanwhile, based on Table 2, there are 11 assertive speech acts that indicate the element of implementing health protocols. One example of assertive speech acts that can be found is WK.1, which is found in Table 3. WK.1 utterances show an act of acceptance by the female character with the yellow headscarf against the utterance spoken by the previous character regarding the correct use of masks. However, the assertive illocutionary speech act contained in *Komik Sehat*—as in the example of WK.1 speech—is not included as a message of suggestion because the assertive illocutionary speech act does not show a special power or action to invite other characters or comic readers to the health protocols implementation during Covid-19. Then, the number of assertive speech acts that

contain elements of health protocols also tends to be low, even much lower than assertive speech acts that do not contain elements of implementing health protocols, namely 71 utterances. However, the 11 assertive speech acts still reflect the suggestions of health protocols.

No.	Figure	Utterances In Bahasa	Utterances In English
1.		I.1: <i>"Memakai masker wajah di tempat umum adalah cara yang efektif untuk mencegah penularan antar-manusia pakai maskernya pun gak boleh ngasal."</i> A.1: <i>"Memang yang benar seperti apa Bu?"</i>	I.1: <i>"Wearing a mask in public is an effective way to prevent human-to-human infection, so don't wear the mask carelessly."</i> A.1: <i>"So, how is it mom?"</i>
2.		I.2: <i>"Masker harus menutupi hidung sampai mulut dan dagu. Harus pas dengan wajah dan jangan longgar. Jika hal itu terjadi, maka sia-sia lah kegunaan masker yang kamu pakai."</i>	I.2: <i>"The mask should cover the nose to the mouth and chin. It should fit perfectly and not be loose. If that happens, then the use of the mask you wear is useless."</i>
3.		A.2: <i>"Seperti tante ini ya Bu?"</i> I.3: <i>"Iya benar. Eh... masa tunjuk-tunjuk orang, gak sopan kan. Maaf ya Mba."</i> WK.1: <i>"Hihi... ndak papa Bu. Alhamdulillah saya pakai maskernya sudah benar."</i>	A.2: <i>"is it like she did, mom?"</i> I.3: <i>"Yeah, you're right. Hei... it's unnecessary to point at people, it's impolite. Sorry, ma'am."</i> WK.1: <i>"Hihi... it's okay, ma'am. Alhamdulillah, I wear the mask correctly."</i>
4.		I.4: <i>"Gantilah masker jika rusak, kotor, atau basah. Lepas kaitan masker dari telinga atau ikatan masker, pastikan tidak memegang bagian depan masker."</i> A.3: <i>"Ayo, jangan kendor! Disiplin pakai masker."</i>	I.4: <i>"Replace the mask if it is defact, dirty, or wet. Unhook the mask from the ears or the ties of the mask, make sure don't touch the surface."</i> A.3: <i>"Let's use our mask in a proper way and be dicipline!"</i>

Notes: A=Anak, I=Ibu, WK=Wanita berkerudung kuning.

Table 3. Expressive, Assertive, and Directive Speech Acts Related to Health Protocols Implementation

Table 2 has also shown the results of directive speech acts that contain elements of implementing health protocols. Meanwhile, the number of directive speech acts related to health protocols implementation during Covid-19 was 75 utterances, and those unrelated to health protocols were only 36 utterances. The data shows that directive speech acts are illocutionary speech acts with the highest level of use to show health protocols implementation compared to other types of illocutionary speech acts. Meanwhile, Table 3 also shows examples of utterances representing directive speech acts related to health

protocols implementation; they are I.1, I.2, I.4, and A.3. In Table 3, the number of directive speech acts also has the most frequent occurrences. In addition, all the directive speech acts in the comics also contain messages that suggest health protocols implementation. The directive's speech shows that there is a special power spoken by the character to advise (I.1, I.2, and I.4) and remind (A.3) the interlocutor regarding the proper use of masks during Covid-19. In addition, the act of advising and reminding can also influence the reader to follow the advice given by the comic characters. Based on this, the four directive utterances can represent utterances that show suggestions for the health protocols implementation through utterances that describe the actions of advising and reminding.

Table 4 shows illocutionary speech acts related to health protocols are 40.57 %. The directive speech act is the most widely used illocutionary speech act in *Komik Sehat*. From the 111 directive speech acts, 67.57% are related to health protocols implementation. Then, based on 82 assertive speech acts, 13.41% show health protocols implementation. Meanwhile, 19 expressive speech acts in comics did not show any relation to health protocols implementation. Thus, it can be seen that directive speech acts are the most widely used illocutionary speech acts in the process of delivering messages related to health protocols. These directive speech acts are used to give advice and influence interlocutors in comics and comic readers in implementing health protocols. In line with Searle (1976), directive speech acts indicate an attempt by the speaker to get the interlocutor to do something. Therefore, the purpose of the Indonesian Ministry of Health to educate the communities—especially Instagram users—about the importance of health protocols implementation can be represented by comics' usage.

Illocutionary Speech Act	Percentage
Expressive	0%
Assertive	13.41%
Directive	67.57%
Total	40.57%*

Notes:

* Percentage calculation was obtained from total illocutionary speech acts related to health protocols (N=86) compared to the total speech acts (ΣN=212).

Table 4. Percentage Utterances Related to Health Protocols Implementation

Based on the analysis, *Komik Sehat* uses many directives speech acts as a strategy for delivering messages to perform recommended messages according to the characters in the comics. However, what needs to be noted is the use of illocutionary speech acts as a whole which shows that the process of delivering messages recommending health protocols implementation tends to be low. It can be a special concern for institutions who want to deliver an important message through comics by increasing the number of speech acts that reflect this important message. *Komik Sehat* has tried to deliver messages suggesting health protocols implementation with directive speech acts. Based on that case, the strategy of delivering messages through directive speech acts in *Komik Sehat* should be the media for delivering health protocol suggestions, especially people who use Instagram. However, based on data that has been obtained, the Indonesian Ministry of Health can further increase the use of utterances that have special power to their interlocutor/readers to do things that are exemplified, such as increasing the use of directive speech acts.




4.2 Utterances Regarding the Suggestion for Healthy Lifestyles Implementation


A healthy lifestyle is an important aspect that must be concerned while Covid-19 can easily attack human health. The Indonesian Ministry of Health (2020, 110) has said that one of the methods that can be used as a self-preventive step to deal with Covid-19 is increasing body resistance by implementing a clean and healthy lifestyle such as consuming balanced nutrition, doing physical activity for at least 30 minutes a day, having adequate rest, and using the traditional health. The Ministry of Health of the Republic of Indonesia also tries to provide insight regarding a healthy lifestyle through *Komik Sehat*. Table 5 presents the number of utterances in comics-related to healthy lifestyle implementation.

Based on the three types of speech acts found in Table 5, only the directive speech acts show the delivery of the messages regarding the suggestion of healthy lifestyle implementation. The utterances consist of 14 utterances. Meanwhile, 19 expressive speech acts and 82 assertive speech acts did not show any message of advice for a healthy lifestyle during Covid-19. In order to show the form of directive speech that contains a message suggesting healthy lifestyle implementation, Table 6 shows an example.

Illocutionary Speech Act	Total Utterances		
	Related to Healthy Lifestyle	Not Related to Healthy Lifestyle	Total
Expressive	0	19	19
Assertive	0	82	82
Directive	14	97	111
Total	14	198	212

Table 5. Total Utterances Related to Healthy Lifestyle Implementation

No.	Figure	Utterances In Bahasa	Utterances In English
1.		I.1: <i>"Ya ampun, anak muda udah sore begini masih tidur, bangun Nak!"</i>	I.1: <i>"Oh my goodness, why you are still sleeping in this afternoon, wake up son!"</i>
2.		A.1: <i>"Habisnya aku lemes, Bu."</i> I.2: <i>"Kamu nggak nurut sama Ibu, sih! Kita harus tetap jaga asupan gizi dan pola hidup sehat selama berpuasa lhoo."</i>	A.1: <i>"I'm not feeling good, ma'am."</i> I.2: <i>"I told you so, but you didn't listen to me! We need to continue to maintain nutritional intake and a healthy lifestyle during fasting."</i>
3.		I.3: <i>"Ya lemes lah. Dimasakin makanan sehat malah makan mi instan. Kamu juga antara buka dan sahur jarang minum, sekalinya minum malah air es, sakit tenggorokan baru nyesel deh."</i>	I.3: <i>"Of course, you feel bad. You choose instant noodle rather than healthy food i cooked. You also rarely drink between iftar and sahur, once you drink iced water, you just have a sore throat."</i>

4.		B.1: "Anak muda kok loyo. Selesai Ashar olahraga bareng Bapak sini. Biar gak mager mulu." A.2: "Siap Pak."	B.1: "Why young people are languid. After Ashar time, let's exercise with me. Let's not be lazy." A.2: "Yes, Sir"
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Notes: I=Ibu, A=Anak, B=Bapak.

Table 6. Directive Speech Acts Related to Healthy Lifestyle Implementation

Table 6 shows 3 utterances that include directive speech acts related to healthy lifestyle implementation during Covid-19, I.2, I.3, and B.1. In I.2, the utterance is included in the directive advising speech act because the utterance delivered by the mother character shows the act of giving advice or suggestions to her interlocutor—the child's character—to maintain nutritional intake and a healthy lifestyle during fasting at a pandemic. In those utterances, the mother advises maintaining health because it is triggered by the speech of the child's character in A.1. Meanwhile, I.3 is also the utterance included in the directive advising speech act. That is because the utterance delivered by the mother has a special power to deliver messages to her son regarding healthy foods that must be eaten during fasting and advise her son not to drink and eat carelessly. Furthermore, utterances that include directive speech acts related to a healthy lifestyle are B.1. In B.1, the father has a special power or action to ask his son to join him in exercising so that a healthy lifestyle is maintained and the body is not weak.

Illocutionary Speech Act	Percentage
Expressive	0.00%
Assertive	0.00%
Directive	12.61%
Total	6.6%*

Notes:

* Percentage calculation is obtained from total speech related to a healthy lifestyle (N=14) compared to total speech (ΣN=212).

Tabel 7. Percentage Utterances Related to Healthy Lifestyles Implementation

The three utterances that have been discussed previously have shown the strategy of using directive speech acts as a way to deliver messages that suggest healthy lifestyle implementation. However, from the 212 utterances, only 14 utterances show healthy lifestyle implementation. This can lead to a lack of public attention—especially people who use Instagram—to implement a healthy lifestyle during Covid-19. Table 7 shows the percentage utterances usage deliver messages suggesting healthy lifestyle implementation. Overall, there are only 6.6% of utterances deliver the suggested message. Meanwhile, the utterance that delivers a message is only found in directive speech acts of 12.61% among other directive speech acts. It has shown that delivering messages suggesting healthy lifestyle implementation by the Indonesian Ministry of Health through Komik Sehat on Instagram is less effective. The lack of utterances that show suggested messages healthy lifestyle implementation is cause ineffectiveness of delivering these messages.

5. Conclusions

This research examines the strategy for delivering messages as a suggestion for health protocols and healthy lifestyles implementation during Covid-19 through *Komik Sehat* by the Indonesian Ministry of Health. This research mainly explains the strategy of delivering messages through the utterances in comics. The data used in this research came from *Komik Sehat* uploaded by the Indonesian Ministry of Health on Instagram. In this research, the utterances examined are utterances included in the type of illocutionary speech act. Based on data processing, 212 utterances in the comics are illocutionary speech acts consisting of 19 expressive speech acts, 82 assertive speech acts, and 111 directive speech acts.

Based on the analysis, this research's first finding is the character utterances shown in the messages' delivery suggesting health protocols implementation. The strategy of delivering messages on the health protocols implementation in *Komik Sehat* can already be one of the media for delivering important messages by using directive speech acts. It is based on the percentage of directive speech acts related to the suggestion for health protocols implementation to get a fairly high result, 67.57% of the 111 directive speech acts contained in comics. In addition, another type of speech act that shows elements of implementing health protocols is assertive speech acts, with a percentage of 13.41% of 82 utterances. In this finding, important aspects need to be underlined; the percentage of overall speech that shows the suggested elements of implementing health protocols tends to be low, 40.57% of the 212 utterances. Based on this, the Indonesian Ministry of Health can increase utterances usage that has a special ability to interlocutor/readers to do something shown in comics, such as increasing the use of directive speech acts reflect suggestion messages.

The second finding is character utterances that show the delivery of messages suggesting healthy lifestyle implementation. The analysis results show that there are fewer strategies for delivering messages suggesting healthy lifestyle implementation in *Komik Sehat*. Based on the 212 illocutionary speech acts, only directive illocutionary speech acts suggest the implementation of a healthy lifestyle. Meanwhile, the directive speech acts that delivered the message were 12.61% of the 111 directive speech acts. Overall, 6.6% of the 212 utterances delivered messages suggesting healthy lifestyle implementation. These results indicate the strategy of the Indonesian Ministry of Health in using comics to deliver messages suggesting healthy lifestyle implementation through utterance in comics is less effective. This can lead to a lack of public attention to healthy lifestyle implementation during Covid-19.

In conclusion, the strategy of delivering messages suggesting health protocols and healthy lifestyles implementation through utterance in comics is less effective. It is based on the overall data processing, which indicates a low percentage, 40.57 % of utterances that deliver suggestions for health protocols and 6.6% of utterances that deliver suggestions for healthy lifestyles. This research is conducted to prove the effectiveness of *Komik Sehat* as the media for delivering messages suggesting health protocols and healthy lifestyles implementation during Covid-19. However, this research has limitations with the analysis of utterances in comics. Future research needs to conduct a broader analysis on *Komik Sehat* from the Indonesian Ministry of Health, especially in the analysis of visual meaning shows the delivery of the suggested messages as well as an analysis of the relevance of utterance and visual meaning in comics that realize the delivery of the suggested messages.

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INTERACTIONS IN CONVERSATIONS BETWEEN THREE PEOPLE IN PODCAST: A STUDY OF PRAGMATICS

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Abstract

The interaction process between each party can affect the course of the conversation. This study aims to investigate the characteristics of podcast conversations and the communication style used between two interviewers and one resource person in *Catatan Psikologi's* podcast entitled Quarter Life Crisis. This study used qualitative methods with a conversational analysis (CA) approach as well as collaborative communication and competitive communication theories. The process of conversations transcription used the conventions written by Du Bois. The results showed minimal response phenomena, interruptions, and overlaps in the conversation, leading to collaborative communication both at the word and sentence. However, the collaborative communication style has a more significant emergence. Based on the analysis above, the parties involved in the communication tried to build togetherness and cooperation which can be seen in the narrative. When one speaker told a story, the others also participated in the conversation by providing minimal responses, showing sympathy, and also comments or opinions.

Keywords: podcast, conversation analysis, collaborative communication, competitive communication

1. Introduction

Previously, people would interact and communicate with someone who is quite far away by writing through letters. However, the emergence of the internet for the first time in the world in 1969 which was initiated by ARPA (Rustendi, 2018: 3) and can be enjoyed by everyone until now, could break these barriers. Currently, people can communicate wherever they are, no exception in remote areas as long as they have an internet network.

Communication provides the power to fulfil human needs which cannot be separated from its nature as social beings. Panuju (2018: vi) in the preface of book "Communication Studies", mentioned that people start to communicate since they exist in a mother's womb until death. In fact, communication is very important to promote something, convince something, tell something, and so on. This principle also brings new trends in modern communication. Interaction in communication is no longer limited as a meeting between (at least) two humans (Wilkinson, 2019) to convey a message, but because humans also have affective needs to be fulfilled (Coupé et al, 2019) and also increase self-existence.

This can be observed with the emergence of various communication interactions from various parties which were recorded and uploaded to the digital world. One of them is podcasts, which have become quite popular in Indonesia recently. Podcast is an acronym for

iPod-Broadcasting which refers to the Apple iPod device as the first podcast distribution platform (Bonini, 2015). In simple terms, podcasts can be interpreted as audio files uploaded on the internet, and available on demand (listeners might potentially listen at any time and choose any topic). This file can be downloaded or directly played on each device.

The special characteristic of this podcast, coupled with the increasing number of people who create podcasts, made me interested in researching the conversations in podcasts. I chose a podcast with a theme that was quite interesting for teenagers and young adults. This podcast was created by the Institute for Psychological Records with the title Quarter Life Crisis. This podcast was first uploaded on March 20, 2019. There were two questions that were discussed in this study: (a) What are the characteristics of conversations that occur among a group of people, especially in terms of how they build conversations. (b) What are the collaborative and competitive communication styles that occur in conversations.

The interesting thing regarding the emergence of various kinds of podcasts is the conversational style of each participant. In podcasts we could not see the participants' expression, therefore, the research was only focused on the results of the conversation transcription.

2. Literature Review

Initially, this study used conversation analysis. According to Schegloff (in Gonzalez-Lloret, 2011: 309), "Conversation Analysis (CA) studies of speaking practices across languages and cultures can provide a basis for comparison of L2, or language learner, speaking practices with L1 speaker norms in both L1 and L2." Kasper (2006: 285) conveys that "Conversation Analysis (CA) has accrued by far the largest and most coherent cumulative body of research, lending high credibility to its theoretical foundations and methodology. CA therefore recommends itself not only as a lens for critical scrutiny of speech act research but provides a well-documented alternative."

Based on both statements above, it can be concluded that Conversation Analysis is a good alternative theory for researching conversations. Conversational analysis tries to observe that utterances in conversational interactions are not single events, but have interdependencies.

The second theory is Collaborative Communication and Competitive Communication theory. Collaborative Communication or collaborative communication is a communication style that is cooperative and helps each other in conversation. In collaborative communication, each party will not feel that his ideas and phrase are useless (Coates, 2015), which are usually indicated by minimal responses such as "yeah", "mhm" (Albaqami 2017: 6612).

Competitive Communication covers a competitive style that is considered more assertive and dominating. This type of communication might occur when a speaker interrupts another speaker's (Ersoy, 2008: 9). There are three factors that can affect collaborative communication and competitive communication as mentioned above, namely (a) minimal response, (b) interruption, (c) overlap (Ersoy, 2008: 10-16).

In a study conducted by Tannen (2005), he recorded a conversation session during a dinner between him and his five friends. The objective of this study is to analyze the conversational style of each participant. One thing that needs to be considered is the meaning of the words. It is also necessary to know the emotion of speaker whether he was angry, sad, happy, and so on. A similar study conducted by Guritno (2008) investigated the conversations of three women who speak bilingual and grown in several countries other

than Indonesia by recording the conversation between the researcher and two of his friends. The purpose of this research is to investigate the way of these three people in building and maintaining interaction by studying the characteristics of their conversation. The interesting thing is in the conversation there was cooperation in building speech, overlapping utterances, minimal responses and laughter, as well as partial and complete repetition of utterances.

Another research about Communication Analysis was also conducted by Wardhani (2016). Wardhani analyzed humour that occurs in conversations on talk shows that are often brought up by Late Show host, John Oliver. In this study, the researcher found that the four conversational actors had alternating roles, both as speakers and interlocutors. In addition, a pattern of humour was also found in the conversation. The pattern that usually generated is when someone asked a question or statement, then it must be responded to and closed by laughter. This indicates that in every conversation, it is very important for each speech partner to understand the context of conversation. So that, we can also conclude that the interaction process between each party can affect the course of the conversation. All studies above show that a conversational analysis and collaborative communication is needed in order to analyze a conversation thoroughly.

Based on the review of researcher, there is no previous research that discusses conversational research on podcasts by utilizing conversational analysis. Conversation analysis is often used on live conversations studies, but this research focused in pragmatics on conversations between speakers in podcasts. In addition, there was limited research that discussed about conversation in Indonesia. For this reason, the researcher decided to conduct a study on the conversations that occur on podcasts. It is expected that this research can provide contribution to conversational analysis, especially conversational analysis on podcasts.

3. Research Method

This study used qualitative research methods in order to investigate the conversations of people in a podcast. The qualitative method is considered to be the suitable method for this research because it can assess the condition of objects naturally and can also find out a deeper potency from a data (Sugiyono, 2016). Moreover, this method is able to reveal and understand the possibility of speakers to mention certain speech and the meaning behind them (Guritno, 2008: 48).

This research was analysed further using Conversation Analysis (CA). Conversation analysis is an approach that studies social interactions in order to investigate further about how the actions and speech of each individual can affect the conversational framework in people interaction (Heritage in Guritno, 2008).

Meanwhile, the data was collected with an unstructured observation technique. This method allows researchers to observe the necessary parts, record interesting things, as well as analyse and make conclusions (Sugiyono, 2016). Sugiyono (2016: 229) further stated that this technique requires a space component (the location where situation take places), actors (person who play a role), and activity (action played by actors). It is expected that this research analysis can provide useful explanations to understand the conversation in podcasts.

A transcription system with the conventions of Du Bois (Tian, Jimarkon, & Singhasiri, 2011)) was used in the preparation process of transcription. However, the researcher did not use the entire existing symbols. The researcher only used certain symbols that related to the

object that was studied. The symbols used in the transcription of IB, SH, and KJ conversations according to the Du Bois (Tian, et al., 2011) convention are:

Symbol	Meaning
IB	Ibnu
SH	Shifa
KJ	Kang Jay
PP	Podcast Listeners
..	Short pause (< 150 milliseconds)
...	Long Pause (>150 milliseconds)
@	Laughter
@you're @...	Laughter accompanied by talking
###	Uncapturable words (one # symbol per syllable)
#word	Unclear word
[]	Overlap (speech that overlaps the first part)
[2]	Overlap (words that overlap the second part)
((WORDS))	Researcher comments
((CHUCKLE))	Vocalism (sound) chuckle
.	Termination
,	Continuity
?	Question
-	Word cutting
:	Elongation
=	Latching (no pause between turns of two speakers)
[...]	Conversation cut-off
[Connecting line between utterances
<i>Capital initial</i>	Start a sentence with a capital letter

4. Results and Discussion

The researcher analysed the conversations between actors who were involved in the interview: IB, SH, and KJ on the *Catatan Psikologi* podcast with the title Quarter Life Crisis. This analysis is used to find out how the three conversational actors can build and maintain interactions by studying the characteristics of their conversations. In the conversation, these three parties have different contributions. SH and IB acted as presenters, therefore, their dialogues were dominated by questions addressed to the guest star (KJ). Meanwhile, KJ, based on the data, was known as a guest star, talked more and provided information according to the questions asked by SH and IB.

The data that was obtained shows that IB, SH, and KJ had an alternate role as speakers as well as addressees. This can be seen in the below conversation.

[...]

(1) SH; *Apa sih dari sisi psikologinya si?*

How about the psychology point of view?

(2) IB; *Dari sisi psikologinya wajar gak si quarter life crisis sebenarnya?*

Does the quarter life crisis really reasonable from a psychological point of view?

(3) KJ; *Oke, jadi kalo misal kita bedah dari kata per kata yah.*

OK, so for example we go through word for word.

[...]

When SH asked (1) *Apa sih dari sisi psikologinya si? How about the psychological point of view?* It means that SH was a speaker. IB and KJ were interlocutors. On the other hand, when IB asked (2) *Dari sisi psikologinya wajar gak si quarter life crisis sebenarnya? Does the quarter life crisis really reasonable from a psychological point of view,* it shows that IB was a speaker, while SH and KJ acted as interlocutors. Similar things can be found in the following statement (3) *Oke, jadi kalo misal kita bedah dari kata per kata yah. OK, so for example we go through word for word.* In this utterance, KJ acts as a speaker, while IB and SH act as interlocutors.

The dialogue between SH, IB, and KJ resulted in a good conversation. This can be seen from the interactions in each utterance. When SH, IB, and KJ become speakers they not only convey questions and answers, but also pay attention to common ground so that each other can understand the speaker's intentions and can produce conversations that can be understood by each interlocutor. The similar culture between them, were identified by the similarity in the area where they live, namely in Indonesia and they both use the casual Indonesian language, which is considered to be able to further enlarge the common ground between them. The importance of the awareness of each speaker was to formulate the shared knowledge possessed by the interlocutors, have the opportunity to induce the interlocutors gained the meaning correctly.

However, there are some factors that affect the dialogue in conversation, namely collaborative communication and competitive communication as mentioned above. These factors are (a) minimal response, (b) interruption, (c) overlap.

4.1 Minimal response

The minimal response is a support for the speaker from the interlocutor. This response can be expressed verbally, such as mm, mhm, ah, owh, yes, of course, agree, right, okay or non-verbally, such as nodding, smiling, laughing. These responses are spoken to signal engagement with the speaker. The minimal response is very important as a signal for the active participation of both parties. Minimal responses were also found in the data studied. This can be seen in the following conversation.

[...]

(25) KJ; *Nah, jadi karena remaja ke dewasa nih kadang labil nih.*

So, because the transition phase from teenagers to adults are sometimes unstable

(26) *Suka berubah-ubah, maka masuklah berupa tekanan-tekanan dari luar yang menyebabkan dia bingung dengan dirinya sendiri.*

They are easily changed, then external pressures enter their life that cause them to be confused with themselves.

(27) SH; [Owh:]
Oh.

(28) IB; [Owh:]
Oh.

[...]

The statement from KJ (25) *Nah, jadi karena remaja ke dewasa nih kadang labil nih.* So, because the transition phase from teenagers to adults are sometimes unstable, (26) *Suka berubah-ubah, maka masuklah berupa tekanan-tekanan dari luar yang menyebabkan dia bingung dengan dirinya sendiri.* They are easily changed, then external pressures enter their life that cause them to be confused with themselves. This sentence is intended to provide

information. The statement got a very short response by SH and IB (27) and (28) *Owh Oh*. The response given by SH and IB is one of the minimum response expressions commonly used by Indonesians. The response in the context of the conversation above can be interpreted that SH and IB have understood on KJ's intention.

In the next part of the conversation, it was found the minimum response given by the speaker was found.

[...]

(59) KJ; *Jadi ada dua faktor yah internal dan eksternal.*

So there are two factors, internal and external.

(60) *Nah jadi kalo temen-temen memasuki masa-masa dua puluhan tahun keatas kayaknya harus memperhatikan dua faktor itu deh.*

So if you are entering your twenties and above, it seems that you have to pay attention to those two factors.

(61) *Gitu. I see.*

I see

(62) IB; [Oh, gitu. Oh I see.

Oh I see.

(63) SH; *Kalau tanda-tandanya ada gak si mas?*

Is there any signs, sir?

(64) *Misalnya kita lagi quarter life crisis itu apa aja si ciri-cirinya?*

For example, what are the characteristics if we are in a quarter life crisis?

(65) IB; *[Iya, iya.*

Yes yes

(66) KJ; *Nah kalo kita yang parah ya yang ekstrim ya tanda-tandanya itu bisa berujung pada sampe depresi,*

Well if we are severe, the extreme signs can lead to depression

[...]

In the conversation above, the first speaker KJ gave information (59) *Jadi ada dua faktor yah internal dan eksternal. So there are two factors, internal and external.* (60) *Nah jadi kalo temen-temen memasuki masa-masa dua puluhan tahun keatas kayaknya harus memperhatikan dua faktor itu deh. So if you are entering your twenties and above, it seems you have to pay attention to those two factors.* (61) *Gitu. I see. I see.* IB responded to KJ's speech by giving a minimal response (62) *Oh, gitu. Oh I see. Oh, I see.* The response from IB is a signal to the speaker who was providing KJ information that he is listening and understands the speaker's intent. However, SH responded to KJ differently.

SH responded to KJ's by asking a follow-up question (63) *Kalau tanda-tandanya ada gak si mas? What are the signs, sir?* (64) *Misalnya kita lagi quarter life crisis itu apa aja si ciri-cirinya? For example, if we are having a quarter life crisis, what are the characteristics?.* After the question from SH was finished, IB immediately gave a minimal response by responding (65) *Iya, iya. Yes, yes.* IB's intention in responding by using this utterance was not only to show good character as a listener for both of them, but also to show that he was enthusiastic. With the question posed by SH, it is possible that IB also has the same question as SH, but SH first asked the question.

The minimal response in the conversation above has a function so that the speaker feels comfortable knowing that his conversation is being responded to by the interlocutor, on the

other hand the interlocutor also has a need to emphasize that he is a good listener and wants to listen carefully.

4.2 Interruption

Coates (2015) defines an interrupt as a situation in which the next speaker has started speaking while the first speaker is still speaking. Interruptions are a violation of the rules of conversation and are described as uncooperative, especially to the interlocutor. The style of speech that is often found with interruptions can be seen as a speaker who is aggressive, dominant, and has high competitiveness. According to Khan, Qadir, & Aftab (2019: 9) there are two types of interruptions, namely the reason that causes the sentence to be cut off, the previous speaker hasn't finished the sentences and the next speaker has started when the new speaker just started his sentence.

The researcher also found interruptions in the conversation data between IB, SH and KJ. This can be seen in the following conversation:

[...]

(68) SH; *Owh; parah juga yah*

Oh, too bad.

(69) KJ; *[Itu yang eksrimnya si. Tapi kalo misal yang sederhana yang simple-simpel kita mengalami quarter life crisis itu sudah kita ketahui dengan cara.*

That's the extreme one. But if it's a simple, when we experienced a quarter life crisis, we already know how to do it by.

(70) *Ada satu momen kita bertanya kepada diri kita, kita ini siapa yah sebenarnya?*

There is a moment when we ask ourselves, who am I?

(71) SH; [who am I?

who am I?

[...]

In the except above, there are two interruptions, where the next speaker speaks right after the previous speaker finishes. The first interruption is found in the statement from KJ (69) *Itu yang eksrimnya si. Tapi kalo misal yang sederhana yang simple-simpel kita mengalami quarter life crisis itu sudah kita ketahui dengan cara.* That's the extreme one. But if it's simple, when we experienced a quarter life crisis, we already know how to do it by...(70) *Ada satu momen kita bertanya kepada diri kita, kita ini siapa yah sebenarnya?* There is a moment when we ask ourselves, who am I? The interruption from KJ also implied a message that KJ as the informant was happy with SH's response which implies that SH understood with had been informed earlier by KJ.

This can explain why there was no pause in the statement from KJ towards the previous statement from SH. The second interruption in this conversation is in the statement spoken by SH (71) *who am I?* The interruption spoken by SH can be interpreted as that SH was very interested with the statement that had been mentioned earlier from KJ. Thus, when he has an appropriate idea, he immediately wants to throw it out. This is also the reason for the absence of a pause in the dialogue between SH and KJ.

The following excerpts of the conversation also show that there were interruptions in some of his utterances.

[...]

(86) IB; *Owh jadi tergantung masing-masing orang yah. Ada yang quarter life crisisnya sebentar ada yang lama.*

- Oh, so it depends on each person. Some have a short quarter life crisis, some take a long time.
- (87) *Owh gitu.*
Oh I see.
- (87) KJ; *[betul sekali.*
That's right.
- (88) IB; *Terus kalo menurut kang Jay.*
Then, what do you think, Bro Jay?
- (89) KJ; *[Oke..]*
Okay..
- (90) IB; *[Solusinya nih gimana si untuk teman-teman milenial ini mengatasinya ini?*
So, what is the solution for these millennial deal with this situation?
[...]

This conversation also has two interruptions, the first by KJ on (87) *betul sekali*. '*that's right*' and the second by IB *Solusinya nih gimana si untuk teman-teman milenial ini mengatasinya ini?* 'So, what is the solution for these millennials to deal with this situation?' KJ conveyed the first utterance right after IB showed a minimal response utterance that symbolized the message that he had understood the meaning. Meanwhile, IB was asking because he was interested in that statement, so the idea of the spontaneous question caused no pause with the previous speech. Interruptions are part of individual habits, one of which is influenced by how the person was raised in a family environment. Interrupts have a complex characteristic. Many people feel that someone who is older or more respected has the right to interrupt, but that depends on the individual. For some of the examples we found above, it can be seen that the interrupted party does not object to the presence of other speakers who interrupt. The conversation data also did not find any interruptions that interfered with the conversation.

4.3 Overlapping

Another phenomenon found in podcast conversations between IB, SH, and KJ was the overlapping phenomenon. According to Coates (2015), overlap can be observed if two or more people speak the almost similar statement, with a small time difference. This phenomenon does not always indicate the same words, it can also with the same meaning, other words for similar or the same expressions or paraphrasing other phrases. However, it is also possible that the overlapping statements, convey different statements in the same theme (Coates, 2015: 113-116).

The researchers also found overlapping in the conversational data between IB, SH and KJ. This can be seen in the following conversation

- [...]
- (3) IB; *Mas Jay, eh bukan-bukan, bukan Mas Jay, Kang Jay:*
Bro Jay, oh no, not Bro Jay, Bro Jay
- (4) KJ; *[Bro Jay..]*
Bro Jay
- (5) SH; *[Bro Jay..]*
Bro Jay
- (6) IB; *Iya.. [Kang Jay]. Say hi dulu dong Kang Jay..*
Yes.. *[Bro Jay]. Say hi, Bro Jay..*

(7) KJ; *Halo Mas Ibnu, halo Mbak Ziva.*

Hello Mas Ibnu, hello Mbak Ziva.

(8) IB; [*Halo Kang Jay*].

Hello Bro Jay.

[...]

The conversation snippet above has a function as a podcast opener. There are 4 overlapping utterances. KJ and SH both of them said (4) & (5) Kang Jay. *Bro Jay*. The overlapping statement at the beginning which was intended to greet guest stars is quite common. This utterance serves to show enthusiasm for the presence of guest stars. The interesting thing is that KJ mentioned his own name, it can be considered that KJ as a guest star was not reluctant and he was happy. The overlapping speech at the beginning of the conversation is considered not to disturb the next speaker, because the next speaker, IB, can continue his statement. The one who said (6) 'Iya. Kang Jay. Say hi dulu dong Kang Jay'. Yes. [*Bro Jay*]. *Say hi, Bro Jay*. There is also an overlapping speech at the end of the conversation which is spoken by IB on (8) Halo Kang Jay. *Hello Bro Jay*. It can also be concluded that IB as one of the presenters wants to be polite by greeting the guest stars. This causes the statement to overlap with the previous speaker. The next snippet of conversation was also found to be overlapping as follows:

[...]

(50) KJ; *Setelah dapet kerja ditanyain lagi,*

After getting a job, people will ask again

(51) IB; = *kapan nikah?*

when are you getting married?

(52) KJ; *kapan nikah? Setelah nikah kita ditanyain lagi kapan punya anak, gitu kan?*

When are you getting married? After marriage, we are asked again when we have children, right?

(53) IB; = *gitu terus.*

and so on.

(54) SH; [*kapan mati?*]. *Gak ada pertanyaannya yah. @@@*

When will you die. There's no question about that.

(55) KJ; [*@@@*] *Iya, kapan mati.*

Yeah, when will you die.

(56) IB; [*Gak ada yah*], *gak ada yang nanya gitu yah. Setelah punya anak kapan mati @@@.*

No, no, no one asked that. After having children when will you die?

(57) KJ; *Kapan mati. Kita bales dengan pertanyaan kayak gitu aja yah seharusnya.*
 ((CHUCKLE)

"When will you die. It's better to reply them with questions, right?"

Conversation from [50] – [57] can be defined as dialogues that signifies a time sequence. This is indicated by the presence of the word 'after' in the utterances [50], [52], and [54] but the word 'after' has an omission. The jokes that are built are based on common ground, especially among teenagers to young adults who often get questions about going to college, when to work, when to get married, when to have children, and so on. But the question was added by a joke by SH on (54) *Kapan mati. When will you die.*

In the dialogue there is a question *kapan mati when will you die* which overlaps with the previous statement. The speech phenomenon (54) *kapan mati when will you die*, seems to convey the anxiety and annoyance caused by too many questions addressed to teenagers and young adults, but still ends with laughter. The overlapping speech is also seen in the next speech (55) *Hahaha. Iya, kapan mati. Hahaha. Yes, when will you die?* Overlapping laughter is a natural thing to happen in conversation. Laughter can have a variety of purposes. However, in the context above, the laughter that occurs has the intention that the previous utterances are funny which cause the speaker KJ to laugh. The statement from IB [56] *Gak ada yah, gak ada yang nanya gitu yah. Setelah punya anak kapan mati. Hahaha. No, no, no one asked that. After having children when do you die*, shows that as a presenter it is necessary to clarify to the other interlocutors that this is just a joke and not a real question that needs to be asked. The urgency of the clarification that IB wanted to convey as the host, caused him to say it quickly which led to an overlapping phenomenon of the statement delivered by IB.

Each overlapping phenomenon has the potential to violate the next speaker to speak. However, there were no sentences that were not finished due to this phenomenon in this podcast. The overlapping does not only occur at the beginning of the sentence, but can occur in the middle or the end of the sentence. The overlapping phenomena that have been analysed above have various effects. However, the researchers found that overlap in podcast conversations between IB, SH, and KJ was included in collaborative communication because they showed successful collaboration between speakers. Cooperation is considered successful and cooperative if the speaker who did the overlap includes encouraging words or elaboration on the topic instead of complete sentences with different subjects.

5. Conclusion

This study investigates collaborative communication and competitive communication in podcast conversation data, between three parties, IB, SH, and KJ. Based on the results of conversational analysis, it was found that the factors that could influence collaborative communication and competitive communication, namely minimal responses, interruptions, and overlaps, were present in the research data, both at the word and sentence structure. However, the collaborative communication style has a more significant emergence. Based on the analysis above, the parties involved in the communication tried to build togetherness and cooperation which can be seen in the narrative. When one speaker told a story, the others also participated in the conversation by providing minimal responses, showing sympathy, and also comments or opinions. Thus, it can be concluded that in this podcast conversation, a collaborative communication style gets a higher priority than a competitive communication.

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STUDENTS' PREFERENCES ON ONLINE LEARNING IN THE NEW NORMAL PERIOD OF THE COVID-19 PANDEMIC

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Abstract

This study aims to investigate the students' preferences on online learning systems in the new normal period of the Covid-19 pandemic. This study used descriptive qualitative research and adopted a survey method to collect the quantitative data from 95 students in two universities related to students experiences on learning classes, devices and mediums, learning environment, material format and comprehension, resources, time management, peers and lecturer communication, and limitation and benefit of online learning. This study also highlights the lecturer's effort to overcome the general obstacles amid the online learning process. The use of various formats of learning materials is effective for students who face poor internet access in remote areas. Moreover, feedback is vital for both lecturer and students in maintaining the engagement of communication. Finally, the results of this study provide essential information in understanding the effectiveness of online learning particularly amid the new normal period from the university setting.

Keywords: online learning, experiences, student preference, obstacles, medium

1. Introduction

Since the outbreak of the Covid-19 in March 2020 in Indonesia, social distancing and lockdowns have changed the way of working and learning. The government enacted rules to carry out activities from home nationwide through the Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020 dated March 17, 2020, regarding Online Learning and Working from Home to Prevent the Spread of Covid-19. The Point 4a of the decree explains the application of online learning at home for students. Point 4b describes the teaching and learning process or lectures from home through video conferencing, digital documents, and other online facilities. (Minister of Education and Culture of the Republic of Indonesia, 2020).

Students and faculties experience stress that obviously by a dramatic decline in learning satisfaction. The students are studying at home while learning activities in class are prompt to online. The learning system shifted from face-to-face into a distance learning (Hamid et al., 2020). The massive distance learning enforces throughout Indonesia, from early childhood education to higher education and other institutions. Since then, online learning has become the only learning system during the pandemic. However, the online learning system is like a coin that offers its advantages and disadvantages. The main advantage is that education is continuing even though it is not possible to meet face-to-face. Another

advantage is the reduction in travel costs, time, and space. On the other hand, its drawbacks are the lack of physical interaction and fatigue. According to several studies, the obstacles of online learning implementation are the limitations of technological devices and users' technology literacy. These limitations reduce the communication and learning experiences that affect the students' satisfaction with ongoing learning (Atqia et al., 2021; Churiyah et al., 2020; Syahrudin et al., 2021).

The problems regarding online learning above were found in several areas. The objective of this study is to describe the conditions of online learning carried out in Medan, North Sumatra through the learning experiences of students who take English courses in two universities. The main problem observed on the surface is that students are less motivated to interact in the online learning system. The fact indicates that most students turn off video conferencing face-to-face online, in addition to not providing comments or questions about the topics discussed. On the other hand, the attendance rate is relatively low. Most students are not present during the course schedule via video conferencing but are present at other times to access learning materials. This causes a lack of input that can be used by lecturers to improve the quality of learning.

Based on the description above, this article aims to present the students' preferences for online learning since the new normal, March 2021. These preferences reflected the problems in connection with the lack of interaction in teaching and learning, the lack of attendance, the preferred learning media, and the desired learning system in the future. The results of this study enrich the references in understanding the effectiveness of online learning in Indonesia.

2. Literature Review

2.1 Online Learning during the Covid-19 Pandemic

The outbreak of COVID-19 has changed many ways of doing human activities since the beginning of 2020. In Indonesia, the government has also established a social distancing policy to break the chain of transmission of the Covid-19 virus and limit human interaction. This policy keeps the social distancing, carries out all activities at home, includes educational activities online. The Covid-19 pandemic has also stimulated global educational institutions to find out the effective way to undergo education activities in a short time (Muthuprasad et al., 2021). Educational institutions in Indonesia are no exception to support social distancing and switch from face-to-face learning to online teaching and learning activities.

Online learning is a new thing for most students. Although some universities already have e-learning portals, distance learning has never used by regular students before the pandemic. Thus, most of the universities were not ready. The available learning and meeting applications such as Zoom, Google Meet, WhatsApp are commonly applied to assist in the implementation of online learning and means of communication between lecturers and students (Rizaldi & Fatimah, 2020). Many universities use social media to facilitate teaching and learning activities and online learning-based learning management systems (LMS) (Mulyono et al., 2021).

2.2 Response to Online Learning Implementation

During the covid-19 pandemic, students' experiences with online learning are varied. The positive impact of online learning is the growth of students' independence in learning. Thus, the students' satisfaction was crucial. Five components suggested becoming pillars of

online teaching are effectiveness, accessibility, cost-effectiveness, student satisfaction, and faculty satisfaction (Violante & Vezzetti, 2015).

Students' responses to online learning have been reported in recent studies. Most students are well-prepared to carry out online learning programs with the support of adequate internet network infrastructure. In several studies, students prefer online lectures rather than offline and mixed interaction models between face-to-face and non-face-to-face. Most of the students also feel they understand the material provided and are satisfied with the online class (Redaputri et al., 2021). However, a different response was suggested by (Utami, 2021) that most students prefer face-to-face learning.

The reasons are also similar to other findings. Most students are not satisfied with how the lecturers teach using e-learning. Lecturers' performance and students' experience in using e-learning platforms, and accessibility to e-learning websites have been shown to have a significant impact on students' satisfaction. The better and skilled the lecturers in using e-learning, the higher the student satisfaction in learning. Lecturer performance in e-learning is influenced by several factors, including the time-consuming production of e-learning materials that can interfere with the availability of technical support during e-learning implementation and various strategies to facilitate e-learning (Bani Hani et al., 2021).

2.3 Online Learning Problems and User Readiness

Distance learning, which is still new for students and lecturers, requires both technical and mental readiness. It affects the satisfaction of online learning users. The main obstacle faced by lecturers and students is the poor internet connection. It leads to delay in assignments submission and interruption during the class (Hutauruk & Sidabutar, 2020). Similar to this argument, the difficulty of the internet network, limited quotas, unfamiliarity with the use of learning media, and a less supportive environment for conducting online learning are obstacles to the ineffectiveness of online learning (Arifin et al., 2021).

Many e-learning users question the effectiveness of online learning. Developing effective online learning programs and increasing the uptake of online learning should consider the barriers to online learning. One solution to these obstacles is to adopt an online LMS that is following the goals and learning needs of students. Although there has been an increase in the implementation of online learning globally, there are still some obstacles in countries (Thepwongsa et al., 2021).

Difficulties in adopting an LMS include financial and technological limitations, insufficient support and more time spent by lecturers to build online modules, suitable learning designs for students and lecturer needs, and the uncustomized LMS design (Barteit et al., 2020). Although online lecturers also have time flexibility on virtual classes that can be accessed anytime and anywhere, online learning becomes a new challenge for both. Students are required to play an active role in exploring the material prepared by the lecturer to make it easier to understand the material (Sadikin & Hamidah, 2020). Other things to consider include the procedures implemented during online exams to minimize the possibility of cheating. Appropriate e-learning resources must be available to ensure the implementation of this major change. The ideal assessment was based on an optimal evaluation strategy. In addition, lecturers and universities must coordinate to estimate sufficient time for students to complete exam questions (Elzainy et al., 2020).

3. Research Method

This study used descriptive qualitative research. The participants of this study were students of Al-Azhar University and the University of North Sumatra. The technique used to determine the participants is purposive sampling. The participants of this study are students of Economic Faculty and Engineering who are in semester 2 for academic year 2020/2021. The setting of this study is the online learning for English class conducted from March 2021 to August 2021.

A set of questionnaire that consisted of 28 items are distributed to 95 respondents. The questionnaire items are grouped into three categories, namely student preferences for online learning, learning medium and material formats, and advantages and limitations of online learning. Each items were assessed in Likert-type three-point scales namely, A = Agree, N = Neutral, and D = Disagree. In addition, there are several questions with choices.

The students responses to those questions were collected in Google Form. Each description of the statement is prepared based on a review of the literature and the results of other studies to minimize researcher bias. In analyzing and summarizing perceptions, statements were graded on a three-point continuum scale. Frequency and percentage were calculated for each item to summarize the responses score. The students' preferences were analyzed based on the scores finding.

4. Results and Discussion

4.1. Student Preference on Online Learning

Learning English at Al-Azhar University and North Sumatra University from mid-March 2020 to September 2021 was conducted online. The students' preferences in online learning is presented in the following figures:

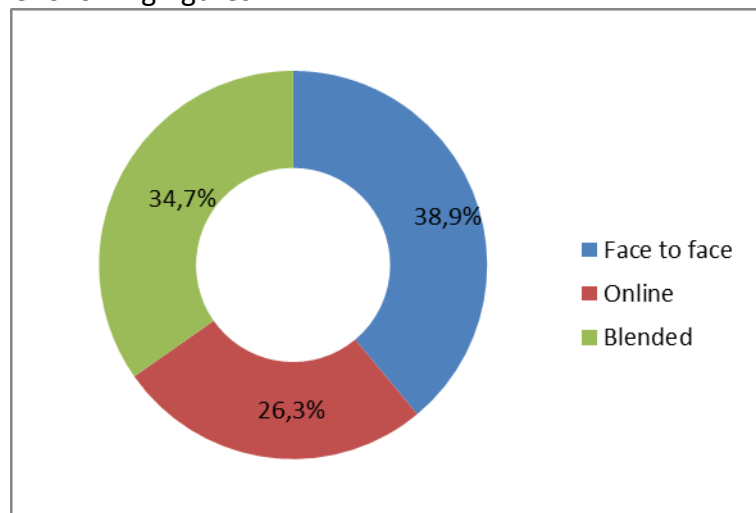


Figure 1. Preferred learning system

Based on data analysis in the current semester that was carried out from March to August 2021, it was identified that most of students preferred face-to-face learning system. It was shown Figure 1, where out of 95 students, 38,9% of them prefer face to face learning system, 26,3% of students prefer online learning, and 34,7% of students prefer blended learning system.

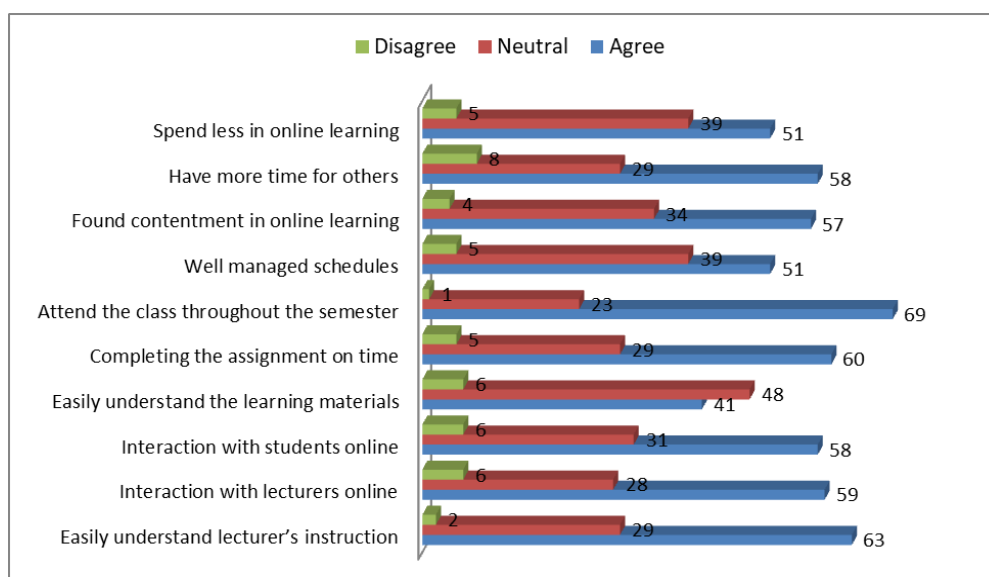


Figure 2. Learning experience

Some of the reinforcing factors are reflected in the easier way for students to understand the instructions given in face-to-face learning. Although most of the students spend less expenditure in online learning, only 69 (72%) students attended all the class throughout the semester. In addition, 58 (61%) students had more time to do other activities. Concerning the materials, only 48 (43%) of students were easily understand the learning materials in live conferences.

4.2 Learning Medium and Material Format

The application platform used for learning English at Al-Azhar University and North Sumatra University from mid-March 2020 to August 2021 used various media and formats as presented in the following figures:

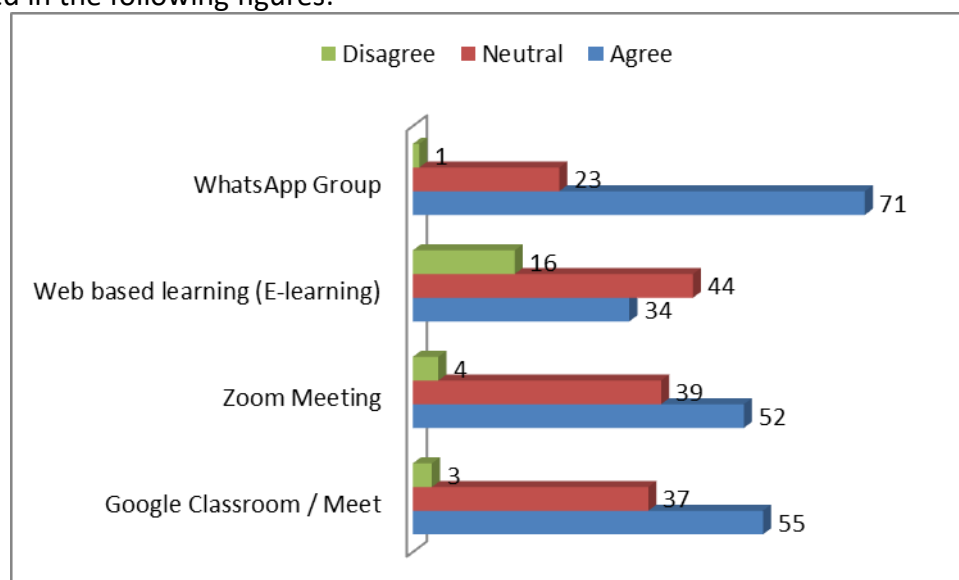


Figure 3. Preferred online learning medium

Indeed, at the beginning of the pandemic, the change in the learning system required an adaptation for both lecturers and students. Among the difficulties face by students and lecturers are the using of the media/platforms, changes in learning methods, tools and

facilities that did not meet the requirements, and limited mastery of technology. Lecturers have started to learn, adapt, and innovate in creating effective learning media and techniques during the pandemic. Mixed learning are also in demand by lecturers and students, because the offline class will fill the gap of online presence. The learning media most widely used by students and lecturers is Google Classroom/Meet. Students feel the ease of using Google Classroom/meet because they can access and work on questions or assignments through their respective devices on time.

The effectiveness of using Google Classroom is the easeness in using this media, namely the ease of downloading files from student work and providing grades to students. In addition, the time limit can be set in collecting assignments that save much of lecturers' time. For students, it is a way to practice self-managing time. Another online learning medium that is also often used by students and lecturers is Zoom Meeting. This learning media that provides a virtual meeting facility between students and lecturers is classified as very helpful in the implementation of online learning. The lecturer uses Zoom as a means to present material directly to students. Students also feel the ease of using Zoom because they can ask questions directly or write messages to lecturers during live session lectures through the chat menu that has been provided by Zoom. In addition, online learning through live sessions can also be recorded and sent to the e-mail addresses of lecturers and students.

Both universities also provide web based E-learning. Students and lecturer expected the E-Learning portals to accomodate the online learning activities. But this platform needs more preparation and improvement. Both students and lecturers complain that Web based learning (E-Learning) is often inaccessible or under maintenance. In line with (Redaputri et al., 2021), the effectiveness of online learning is underlying on the preparedness of institution.

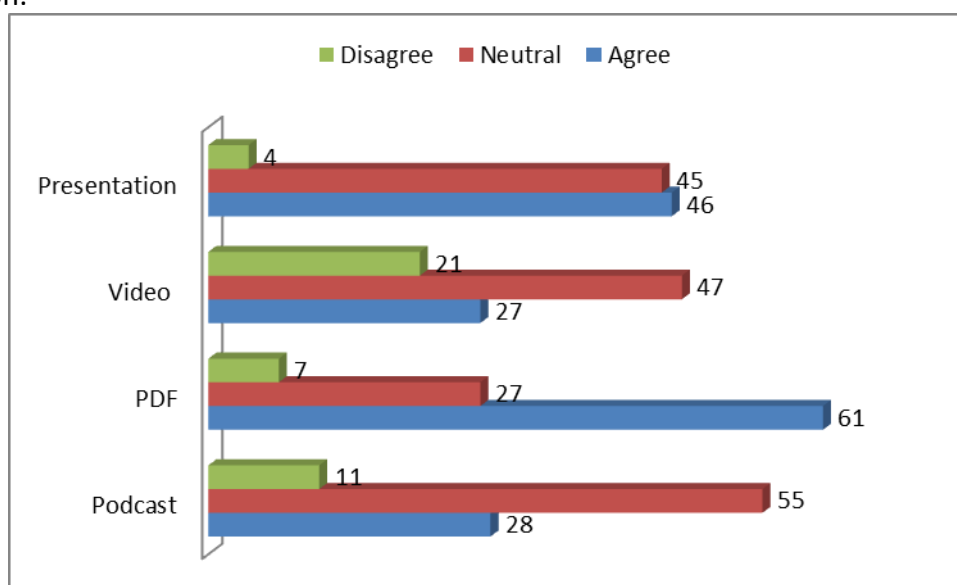


Figure 4. Preferred material formats

Other medium used for online learning are audio media and podcasts. The use of this media is limited to voice but can be used as an effective learning alternative in delivering learning instructions when the lecturer is not available to face to face online, for example when the lecturer is unable to attend. This learning media only takes place in one direction. Students listen to material from audio media or podcasts. This learning media is used quite

often, it's just that its use is limited to certain materials related to the listening aspect, for example, to learn pronunciation.

Based on the results of the study, it can be concluded that the learning media used by lecturers and students to carry out online learning. There are learning media that are proven to be effective to use so that they are in demand by lecturers and students, for example, WhatsApp Groups, Google Classroom/Meet, and Zoom Meetings. Meanwhile, learning media that are less attractive to lecturers and students are E-Learning, audio media, and podcasts. Each learning media has its own advantages and disadvantages. The best way to increase student interest is to use media that are most suitable for learning objectives. For example, podcast media is very suitable to be used in learning topics related to pronunciation. The video format is focused on visuals, while the pdf document format is for reading.

4.3 Advantages and Limitiation of Online Learning

Carrying out the online learning courses encountered various obstacles. These obstacles are divided into two main obstacles, namely the students' problems while attending the online learning process, and comprehension of learning materials. The following table will present obstacles experienced by students and lecturers in the implementation of online learning.

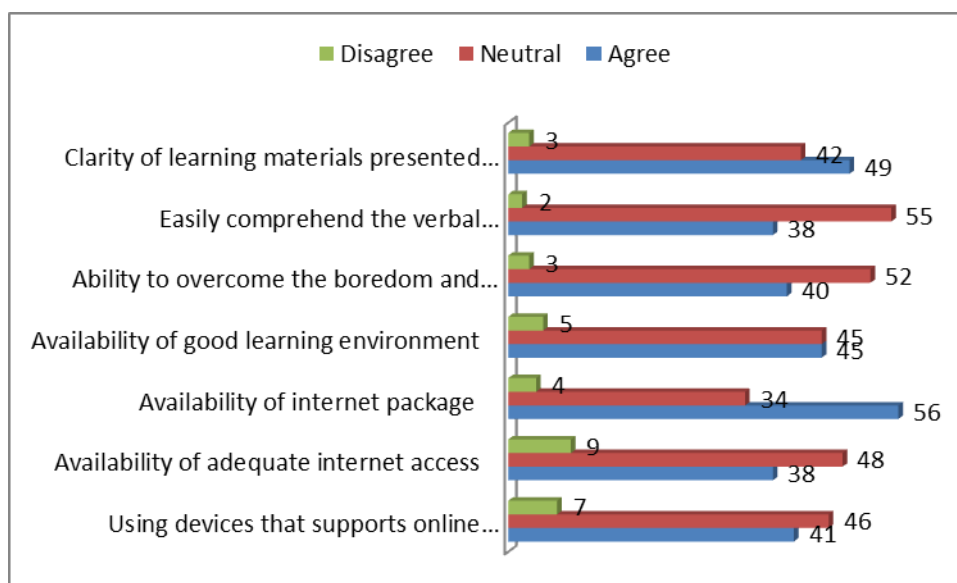


Figure 5. Learning devices, environment and material comprehension

The advantages and limitations of online learning are identified based on students' preferences on the learning devices, environment, and material comprehension. Students used the adequate devices to attend the online learning. Out of 95 students, 38 (40%) of students admitted that they had a the adequate internet access to participate in online learning. Most of students live in remote area where the stable internet access was not available in their areas.

The combination of supporting devices and internet access is a key factor in online learning implementation. This affects the quality of verbal teaching carried out by lecturers. Similar to internet access result, it is found that 40% of students can easily understand the instructions when the lecturer teaches verbally. It shows that the quality of audio and video

in online learning through zoom and google meet is the key students comprehension on material presented verbally.

Another obstacle faced by students is related to the availability of resources to buy internet packages. Out of 95 students, 35,8% of students experiences the unadequate internet packages. In addition, 4 students admitted that they had limited resources to pay for the internet package for online learning. Students who live in distances with difficult internet access generally experience it. The more difficult it is to find an adequate internet network, the greater the costs that should be borne. However, the government has provided assistance to help smooth online learning by providing internet packages for students. However, this is not a solution for students living in rural areas, where only 2G and 3G internet networks are available, while 4G is needed for meeting. This is affirmed by (Cahyadi et al., 2021), that the students in Indonesia face challenging to meet their online learning requirements such as the limited-capacity mobile networks. To overcome this obstacle, lecturers prepare learning instructional materials in the form of podcasts instead of videos and use pdf documents that may be accessed anytime with a limited internet network.

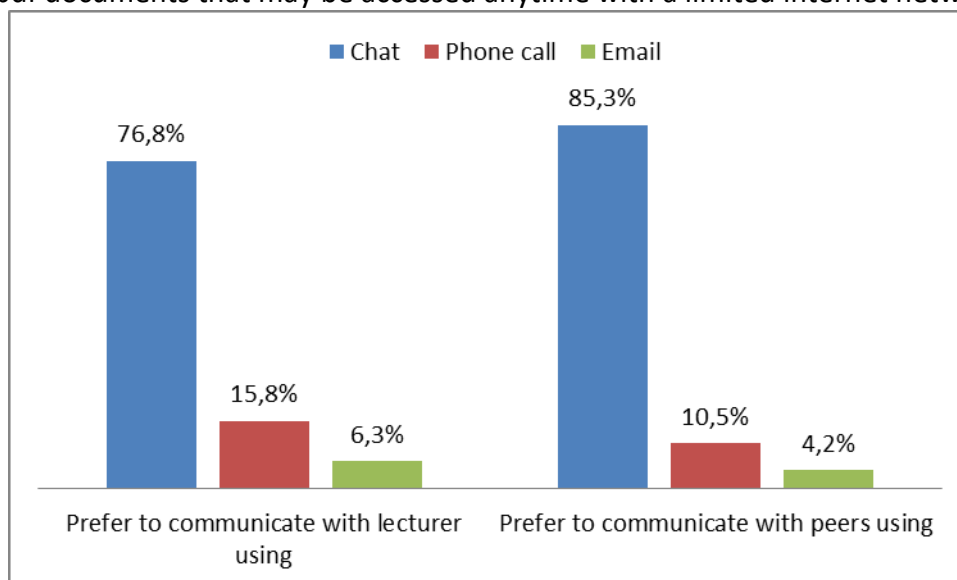


Figure 6. Preferred communication medium

In terms of communicating, as shown in Figure 6, chat applications such as WhatsApp Groups are the most frequently used online learning media by students and lecturers in communicating. Phone calls has second place as a medium of communication between students and lecturers. It is align with the finding of (Lemay et al., 2021), students who are missing to contact with peers and lecturer use technology to keep contact.

WhatsApp Groups have proven to be the most widely used communication media between students and lecturers, or between students and their colleagues because it functions as a communication medium, a means of information, and a medium for sharing document files of learning materials, while email is usually used to send the task files.

5. Conclusion

Based on the findings above, this study summarizes several conclusions, namely (1) students prefer the implementation of online learning; (2) online learning media that are proven to be effective for use and interest by students, namely WhatsApp Groups, Google Classroom, Zoom/Google Meet; (3) the main obstacle in learning is an unstable signal. These

obstacles resulted in some students not being able to attend lectures via Zoom/Google Meet. The lecturer should provide recordings for those who did not attend the live session lectures. Another obstacle is also in understanding the material taught online. This understanding seems to lie in the willingness of students to take part in live learning sessions or to do independent learning after class activities. However, another aspect that should be taken into consideration is the effectiveness of lecturers in using media and presenting online learning materials.

Students are increasingly comfortable with online learning. As long as students have devices and internet connections, students can access information from anywhere, anytime. Online learning is saving cost. There are no more travel and accommodation costs. Students from out of town can continue to be with their families and study from home without incurring the high cost of renting housing around campuses in the city.

Although online learning may be convenient and flexible, it requires user independence. It will not be easy for all students to be comfortable with self-study. Some want to participate in face-to-face discussions. Users also need constructive feedback which can be very effective, but if it is not provided properly or on time it will reduce the students' satisfaction. No matter how hard the lecturer and students engaged in communication to online platforms, nothing can replace human contact. Constant stay in front of a screen can result in physical complaints such as causing poor eyesight, strain injuries, and other physical problems. Lecturers need to divide learning sessions and provide time for students to relax before moving on to the next session. It helps lecturers and students to obtain the energy needed to continue the class. Online learning requires self-discipline. If students lack self-discipline, they are less likely to be motivated to self-study. Face to face learning have the benefit of tracking progress and lags easily. In online learning, there is always a risk that students will just study the material without paying attention.

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Appendix

No	Questions	Responses						Total Respon- ded	Unres- ponded
		A	%	N	%	D	%		
A	Learning Activities								
1	Easily understand lecturer's instruction	63	66,3%	29	30,5%	2	2,1%	94	1
2	Interaction with lecturers online	59	62,1%	28	29,5%	6	6,3%	93	2
3	Interaction with students online	58	61,1%	31	32,6%	6	6,3%	95	0
4	Easily understand the learning materials	41	43,2%	48	50,5%	6	6,3%	95	0
5	Completing the assignment on time	60	63,2%	29	30,5%	5	5,3%	94	1
B	Time Management and Attendance								
6	Attend the class throughout the semester	69	72,6%	23	24,2%	1	1,1%	93	2
7	Well managed schedules	51	53,7%	39	41,1%	5	5,3%	95	0
C	Interest and Resources								
8	Found contentment in online learning	57	60,0%	34	35,8%	4	4,2%	95	0
9	Have more time for others	58	61,1%	29	30,5%	8	8,4%	95	0
10	Spend less in online learning	51	53,7%	39	41,1%	5	5,3%	95	0
	Choice	1*		2*		3*			
11	The learning system mostly needed today	37	38,9%	25	26,3%	33	34,7%	95	0

Desription: A = Agree; N = Neutral; D= Disagree

1 = Face to face ; 2 = Online learning; 3 = Blended Learning

N = 95

Table 1. Student Preferences for Online Learning

No	Questions	Responses						Total Respon- ded	Unres- ponded
		A	%	N	%	D	%		
A	Learning medium								
1	Google Classroom / Meet	55	57,9%	37	38,9%	3	3,2%	95	0
2	Zoom Meeting	52	54,7%	39	41,1%	4	4,2%	95	0
3	Web based learning (E-learning)	34	35,8%	44	46,3%	16	16,8%	94	1
4	WhatsApp Group	71	74,7%	23	24,2%	1	1,1%	95	0
B	Material format								
5	Podcast	28	29,5%	55	57,9%	11	11,6%	94	1
6	PDF	61	64,2%	27	28,4%	7	7,4%	95	0
7	Video	27	28,4%	47	49,5%	21	22,1%	95	0
8	Presentation	46	48,4%	45	47,4%	4	4,2%	95	0

Desription: A = Agree; N = Neutral; D= Disagree

N = 95

Table 2. Preferred Learning Medium and Material Formats

No	Questions	Responses						Total Respon- ded	Unres- ponded
		A	%	N	%	D	%		
A	Devices and learning environment								
1	Using devices that supports online learning	41	43,2%	46	48,4%	7	7,4%	94	1

2	Availability of adequate internet access	38	40,0%	48	50,5%	9	9,5%	95	0
3	Availability of internet package	56	58,9%	34	35,8%	4	4,2%	94	1
4	Availability of good learning environment	45	47,4%	45	47,4%	5	5,3%	95	0
5	Ability to overcome the boredom and fatigue after online learning	40	42,1%	52	54,7%	3	3,2%	95	0
B	Comprehension on learning materials								
6	Easily comprehend the verbal instruction of the lecturer	38	40,0%	55	57,9%	2	2,1%	95	1
7	Clarity of learning materials presented in the form of documents, videos, and podcasts	49	51,6%	42	44,2%	3	3,2%	94	1
C	Communication medium	C		T		E			
8	Prefer to communicate with lecturer using...	73	76,8%	15	15,8%	6	6,3%	94	1
9	Prefer to communicate with peers using	81	85,3%	10	10,5%	4	4,2%	95	0
Description: A = Agree; N = Neutral; D= Disagree									
C = Chat ; T = Phone call; E =Email									
N = 95									

Table 3. Advantages and Limitations of Online Learning

THE DISCURSIVE CONSTRUCTION OF INDIGENOUS BELIEF ISSUE IN THE JAKARTA POST

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Abstract

As indigenous belief acknowledgement in Indonesia is still progressive, debatable but limitedly investigated from critical discourse analysis perspective, this research is aimed at revealing the discursive construction of indigenous belief issue in The Jakarta Post. This research focuses on analyzing indigenous belief as phenomenon, indigenous believers and government as social actor through the analysis of nomination and predication strategies. Articles published in The Jakarta Post online newspaper from 2013 - 2020 are chosen as corpus data. To analyze this research, Discourse-Historical Approach by Wodak and Meyer (2009) is used as the framework. This research also employs corpus analysis using Sketch Engine. The finding suggests that the issue centralized in the discussion of identity card and human right framed in five different periods. The use of collective proper name, anthroponym and deixis are significant to refer to indigenous believers, meanwhile institutional name, anthroponym and synecdoche are mostly used as referent for government. There is a shift of predication strategies from negative to positive when it discussed government policy on putting indigenous belief column on identity card. This research suggests that the use of corpus software as well as manual corpus screening is important to locate more detail language data.

Keywords: corpus linguistics, discourse-historical approach, discursive construction, indigenous belief.

1. Introduction

Creating inclusive society becomes important agenda of many countries including Indonesia. It is a type of society where people embrace tolerance, accept any kinds of diversity, and hear other people's voice (Kapur and Ghose, 2020). The idea of inclusive society is not merely about acceptance of disability, age, sex, origin, but also about religious practices that people uphold. One of the dynamic religious issues that is widely concerned in Indonesia is the existence of indigenous belief. Indigenous belief refers to the practice of believing in nature and spiritual power, then people create meaning-making on it. Tafjord (2013) defines indigenous religion as the religions that have originated among or are considered original to groups of people who are regarded as indigenous people. Furthermore, *indigenous belief* term is coined and collocated as opposed to major religions society upholds.

In Indonesian context, Indigenous believers have constitutional right protection (Sumarto, 2017) or guaranteed by the state; however, in the practical level, they are

currently striving for advocacy to gain acknowledgement and fighting against discrimination. To begin with, Indonesian government in New Order era only acknowledged Islam, Catholicism, Protestantism, Buddhism, Hinduism, and Confucianism. Indigenous believers conflict with government body, face difficulties to access health care and economic aid. Furthermore, they receive discriminatory acts in societies because they are seen as “outgroup” with 245 national organizations, 954 local organizations and almost one million followers (Budjanto, 2016).

The perception of society toward indigenous believers is highly determined by the discourses developed and reproduced around them, one of which is powered by mass media. Construction of meaning of discourse is based the context of mode, time, place, and people (Afrianto, 2017; Puspita & Pranoto, 2021b) meaning that mass media is the active platforms where discourse is always produced and reproduced. Mass media, like other media, in the first level has the role to share information about what happened to the world today to public especially what people are not familiar with (Happer & Philo, 2013). In the next level, McCombs & Valenzuela (2007) agrees that media do have roles in shaping public opinion. Interestingly, media becomes the fourth pillar of states that become the partner for activist, political leader and policy maker to try to change the waves of society (Sharma, Sharma, & Rawat, 2018). As consequence, media readers stand either in favor or opposite of certain issue, then will affect how they react to the issue.

One of the mass media intensively reported this issue in *The Jakarta Post*, an English newspaper from Indonesia. *The Jakarta Post* is the first Indonesian newspaper written in English firstly published in 1983 (Irianto, Sukarno, Joko, & Mursid, 2018) and also becomes credible newspaper in Indonesia, and targets foreigner and educated Indonesian (Morissan, 2019). Furthermore, *The Jakarta Post* has more news coverage on this issue compared to other Indonesian English newspapers.

The focus of this research is to see how the issue of indigenous belief is discursively constructed in *The Jakarta Post*. The issue of indigenous belief has risen approximately for 41 years in Indonesia, and it has evolved to many directions. Thus, this issue cannot be seen synchronically, but diachronically. To uncover this, Discourse-Historical Approach (DHA) is employed.

2. Literature Review

The issue of indigenous belief advocacy cultivated by and presented in mass media is within the interest of linguistics and critical discourse analysis. Discourse analysis itself means analyzing the language beyond the sentence (Afrianto & Restika, 2018) and *critical* means that context and justification should be taken into account. Because language conveys distinctive meaning and expression from the people we speak to (Anigbogu, 2015) the selection of linguistic devices in communication will determine how certain issue is portrayed. In addition, mass media have articulatory function where it raises issues that are rarely discussed and addressed (Sen, 2011) like indigenous belief.

The research on Critical Discourse Analysis on mass media with the context of Indonesian issues were extensively conducted in the past few years. (Utami & Kurniawan (2017) investigated the representation of President Jokowi in *The Jakarta Post* using DHA focusing on nomination and predication strategies. Evayani & Rido (2019) analyzed the representation of social violence in *The Jakarta Post* newspaper and *The New York Times* using the framework of Van Leuween’s social actor representation. In addition, Utami (2018) studied how LGBT is represented in *The Jakarta Post* and *Jakarta Globe* using Fairclough’s

three-dimensional framework. However, the research on underrepresented issue in mass media like indigenous belief is very limited to discuss. Furthermore, analyzing this issue in The Jakarta Post is important as it becomes the mirror of Indonesia in international eyes.

DHA is one of the approaches under Critical Discourse Analysis (CDA) developed by Ruth Wodak from Vienna School of Discourse Analysis that take historical, social, and political context into account (Wodak, 2011). Furthermore, DHA has strong roots in linguistics, and it concerns with discourse and discrimination, discourse in the media, discourse and history, discourse and identity, discourse and politics, and discourse and ecology (Reisigl, 2012).

DHA consists of five strategies to reveal the representation. Those strategies are “nomination strategies, predication strategies, argumentation strategies, perspectivization strategies, and intensification strategies” (Wodak, 2015: 12). Two strategies becoming the focus of this study are nomination, and predication. Nomination strategies can be seen from linguistics device such as pronoun, deictic, membership categorization devices, proper name, rhetorical devices, anthroponyms used to refer to the actors and action (Wodak & Meyer, 2001). Nomination strategies focuses on the use of linguistic referents to persons, things and events. Predication strategies are observed from the use of adjective, collocation, explicit predicate, etc (Wodak & Meyer, 2001). Predication strategies are strategies of attributing positive or negative qualifications of persons, things and events. These strategies are to see how indigenous religion believers, governments and the issue of indigenous religion are attributed to.

3. Research Method

In line with the research objective which to investigate the discursive construction of indigenous knowledge issue, this research employed descriptive qualitative method. This method focuses on multiple perspective analysis, applies both inductive and deductive processes (Cresswell, 2009) concerns on verbal description of each data (Perry, 2005 in Kuswoyo & Susardi, 2018; Ivana & Suprayogi, 2020) and aims at understanding the construction of meaning made by people (Merriam & Tisdell, 2016).

Data in this research were text related to indigenous belief taken from *The Jakarta Post* online newspaper's articles accessed in www.thejakartapost.com. *The Jakarta Post* was selected because of its credibility and extensive outreach and coverage of the indigenous religion issues. The articles published in the period of 2013 - 2021 with 33 articles containing 21,936-word token of specialized corpora. The eight years' span indicates the first news and the last news on indigenous religion in Indonesia published by *The Jakarta Post* website.

Data were collected through search engine of *The Jakarta Post* official website from page one until the the last page of the official website featuring the keyword for the article search is *indigenous religion, indigenous belief and native faith*. The articles used in this research were the articles discussing indigenous belief in Indonesian setting later called as *Indonesian indigenous belief* (IIF) corpus. The articles are compiled in notepad text format (.txt) to make it compatible for corpus software used in this research, that is Sketch Engine. By using Sketch Engine, the corpora can be uploaded in online database (Pranoto & Yuwono, 2019) and enables the corpora to be grammatically tagged making it possible for analyzing the collocation online (Baker, Gabrielatos, & McEnery, 2013). Furthermore, Sketch Engine is used to analyze corpus in in large data so that the findings are more reliable.

Several steps of analysis were arranged to answer the research question. The first is the analysis of word list or the most frequent word to see the dominant issue portrayed in the discourse. The second analysis is the analysis of representation of indigenous belief,

indigenous believers, and government by analyzing the nomination and predication strategies employed. The analysis of intertextuality, interdiscursivity and the diachronic development of the issue are intertwined in the discussion of the strategies.

4. Results and Discussion

Wordlist or most frequent word is believed to reflect the main discussion in a corpus. In the context of CDA, wordlist is assumed to carry the most widely discussed topic in discourse. The following is the table showing the top five most frequent words in noun, verb and adjective part of speech in relation to Indonesian indigenous belief. These three parts of speech are considered significant in contributing the discursive construction of the issue.

Noun	Frequency	Verb	Frequency	Adjective	Frequency
<i>Faith</i>	440	<i>Have</i>	380	<i>Native</i>	180
<i>Religion</i>	437	<i>Say</i>	294	<i>Indigenous</i>	159
<i>Follower</i>	257	<i>Recognize</i>	117	<i>Religious</i>	153
<i>Card</i>	220	<i>Do</i>	93	<i>Indonesian</i>	71
<i>Belief</i>	162	<i>Leave</i>	57	<i>local</i>	62

Table 1. Most frequent words in Indonesian Indigenous Belief corpus

The discourse on indigenous belief that *The Jakarta Post* presented is always linked to the discussion on those 15 words. The noun *faith*, *belief* and *religion* strengthen the discourse that what matters in indigenous religion advocacy itself is the religion affair in the eyes of government and society. The word *follower* centralizes the discourse on the believer of the indigenous religion. Then, the word *card* appears since indigenous believers have struggled for obtaining identity card to the same rights as what other religions have since the New Order era in Indonesia. Among the five verb in the top list, verb *recognize* and *leave* signifies that the biggest struggle of indigenous believers is the recognition from the state itself where they should leave the religion column in their identity card in the past before having some policy changes in the following decade. The word *native* and *indigenous* are dominant adjective that collocate with the word *belief* or *believer* as the central issue. From these 15 words, it can be implied that *The Jakarta Post* centralize the discourse construction on ID card issue, recognition and its implication. Furthermore, the interpretation of these wordlist is the starting point to see the significant words surrounding the issue. Thus, they are elaborated in the analysis of nomination and predication in the following discussion.

3.1 Nomination and predication strategies of *indigenous belief*

In DHA, the main discourse topic is called as event, phenomena, and object. To begin with, in the corpus data, the term *belief* in the phrase *indigenous belief* is interchangeably used with term *faith*, and *religion* in most of context with the occurrence of 162 times, 440 times and 437 times respectively. It implies that *The Jakarta Post* refers to the same thing. According to Newman, belief, faith, and religion are different terms; however, they are often used interchangeably. Belief is the things that can make people believing in faith meanwhile faith is the things that can make people know and worship in certain religion, and religion is the action of the faith (Newman, 2004). The use of different names referring to one name shows that *The Jakarta Post* positions these three terms equally as the spotlight regardless their scope of acknowledgement.

The frequent **adjective** of *native* and *indigenous* modifies the word *faith*, *belief* and *religion*. There are 229 concordance lines for **native** and 163 concordance lines for

indigenous. These two refer to the origin of a thing that in this context, *native faith* signifies the faith that is not brought from outside of a region, it is clearly from and born inside of the region. There is a concept of “native” versus “brought” religion. Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism were brought to Indonesia through migration in different periods. According to Krom (1950, in (Rani, 2010), Hinduism and Buddhism reached Indonesia in the first century brought by traders and Brahmins from India. Islam was brought by Muslim traders from Gujarat, Arabia and Persia in the 15th century AD (Sunarso, 2018) meanwhile Christianity and Catholicism were disseminated by the Portuguese then followed the Spanish spices traders who traded spices in 15th century AD (Haris, 2013) while Confucianism was originated from China and brought by Chinese immigrants as early as third century BC (Yang, 2005).

- (1) *Bonnie had to submit a letter from Majelis Luhur Kepercayaan Indonesia (MLKI), an organization which accommodates followers of **local religions** and indigenous beliefs throughout Indonesia, to the agency.*

The adjective **local** as seen in example (1) is also used to modify *faith* appearing 61 times. The term *local* refers to small scale region. *The Jakarta Post* used in this term to show the small outreach and regional scope of indigenous faith because usually the term *local* collocate with term *regional* and *national* that are showing wider geographical area. For instance, there is an indigenous belief from North Sumatera Province worshipped by Batak tribes, Indonesia, called Malim with 5,000 followers called *Parmalim* centralizing in the province (Gultom, 2018).

The term *minority faith* used in the corpus to be the opposition of term *majority religion* which are the religion acknowledged by states. The word *minority* usually refers to minority groups. The theory of minority explains that minority groups get stressed from experiences of discrimination and stigma that come from society which affect to their mental health (McConnell, Janulis, Gregory, Truong, & Michelle, 2019). These minority religious believers might have same treatment like other underprivileged society such as LGBT, disable community, race and ethnic minority. The Jakarta Post selects the term *minority* to make the society and reader connect the issue of other minority groups in Indonesia that often get negative perception and discriminatory threat from society. The example (2) shows how minority faith follower is linked to the problem in building worship place.

- (2) *Even for those who subscribed to **minority** faiths recognized by the government, the bureaucracy could find ways to discriminate against these people, especially when they set out to build a place of worship.*

The discourse about indigenous belief also involves the use of **proper name**, that is the specific name of indigenous belief itself. Some of the examples are *Malesung, Sundanese Wiwitan, Javanese Kejawen, Padma Buwana, Javanese mysticism, Marapu and AKP, Aliran Kebatinan Perjalanan, Kaharingan, Agama Adam*. These nomination strategies show that indigenous religions are very diverse in Indonesia in line with its ethnic diversity and further signify that indigenous belief is not an exclusive issue centralized in Java island as the area of capital city is located, rather it is a national issue where the beliefs have also existed in other parts of Indonesia such as in Sumatera island, Borneo island, Celebes Island, and Nusa Tenggara archipelago.

Label	Collocates
ID Card	<i>Special, different, hope, revise, obtain, seek, issue, create, change.</i>
Right	<i>Equal, civil, political, fundamental, ignored, denied, freedom, protect, ensure.</i>

Table 2. The collocation of *ID card* and *right*

The term *ID card* and *right* are important to highlight in this research as they appear significantly in the corpus and collocate with verbs related to the indigenous believers' struggle in advocating their status. Table 2 shows specific **collocates** that have the tendency to portray the struggling process of indigenous belief advocacy. *ID card* collocate with adjective *special* and *different* indicates that the issue concern on differences of ID card that indigenous believers got compared to the ID card owned by people who uphold one of the acknowledged religion. The difference lies on how to fill religious column, in which in the beginning they have to choose one of the acknowledged religion. The term *obtain*, *issue*, and *seek* were to describe indigenous believers' difficulty to get ID card and other civil document like marriage administration document that they are considered not fulfilling religion requirement. The difficulty of issuing ID card is widely debated until the level of Constitutional Court of Indonesia, that is why in the discourse the term *create*, *revise* and *change* are significant. The discourse construction of ID card issue is consequently linked to the term *right* in the corpus signifying that equal right, right protection, right of freedom for indigenous believers. *The Jakarta Post* support the idea that Indigenous believers is positioned equally among other acknowledged religious believers. However, the right to obtain civil administration documents were denied and ignored. The historical milestone of indigenous belief advocacy is illustrated in the following table.

New Order	2006	2013	2017	2019
Indigenous believers were forced to choose one of the state religion to be put in ID card. The believers were accused of being communist and atheist.	Govt Imposed 2006 Population Administration Law: require the religion column in id card is left blank.	Govt Imposed 2013 Civil Administration Law stating that the column of religion should be left blank.	Constitutional Court Ruled. Indigeneous belief is put in id card column (judicial review of the 2013 Civil Administration Law) MUI suggested special ID card for faith believers.	Regional administration issued ID card with faith field "Belief in Almighty God".

Table 3. Timeline of indigenous belief advocacy

The process of obtaining current ID card with faith field "Belief in Almighty God" instead of religion field started from New Order Era 1967 – 1998 (President Soeaharto). This process is intertwined with the discrimination, accusation, and rejection by the government as well as the society that live around them. The revision of the law has done by government for several times indicated responding debates among the followers.

3.2 Nomination and predication strategies of *indigenous believer*

Reisigl and Wodak (2001) stated that there are certain political, social and psychological function in the process of how actors in the discourse are labelled. Thus, referring to the context of social actors in this issue, why certain naming is selected is important to discuss. To begin with, let's start from the main actor, that is indigenous believer. The term *believers* in *indigenous believers* is interchangeably used with other nouns such as *followers*, *worshippers*, and *subscriber* as seen in the example (3), (4), and (5). These terms share similar meaning that they are committed groups of people performing the religious practices in their daily activities. However, the term *worshippers* show that they are loyal and committed follower that do the practice of indigenous belief depicted in traditional way. In addition, the Indonesian term for indigenous believers that is *penghayat kepercayaan* is frequently mentioned in the article. *The Jakarta Post* introduce this term to international audience that this issue is exclusive in Indonesian context.

- (3) *But for a leader, not every decision should be motivated by political expediency, not when it involves the fate of millions of native faith **subscribers** who have fought against discrimination for decades.*
- (4) *"Indonesia's indigenous faith **followers** have experienced fluctuating government recognition, as seen in Atas Nama Percaya (In the Name of Belief), a 2019 documentary film that premiered at a special screening in Jakarta on Nov. 30 to an audience comprising teachers, indigenous faith followers and the general public.*
- (5) *All of the **worshippers** were barefoot and clad in traditional Batak attire. Women were dressed in kebaya with ulos cloth draped over their shoulders.*

Another nomination strategy prominently found in this research is **proper name**. Proper name referring to **collective individual** in organization such as *Majelis Luhur Kepercayaan Indonesia (MLKI)*, *Indigenous Peoples Alliance of the Archipelago (AMAN)*, *Native Faiths Followers Organization (HPK)* are mentioned. This is to show that the believers are affiliated, not standing alone, and they have community to pursue their advocacy. Furthermore, it also reflects the diversity of indigenous religion group. When the institutional names are used, it means that *The Jakarta Post* makes the case not brought personally but institutionally; therefore, it affects all the members in the institution. Some examples of anthroponym were mentioned also by *The Jakarta Post* such as *Dewi Kanti*, *Rukka Sombolinggi*, *Nanang*, *Hadi Prajoko*, and *Bonnie*. The use of personal anthroponym is to personalize the issue and to portray that certain issues does happen in everyday context. These anthroponyms usually appear together with the organization name as seen in the example (6).

- (6) *Today, **Retno** is one of the 254 indigenous faith instructors who have been assessed by the **Majelis Luhur Kepercayaan Indonesia (MLKI)**, an organization that groups the followers of Indonesia's indigenous belief systems.*

Deixis also plays quite significant roles in positioning the indigenous believers. The person deictic word of *they*, *he*, *she*, *I* and *we* are extensively used and refer to various context as seen in the example (7), (8), and (9). *They*, *she* and *he* were used in the context of how government talks about the believers, showing exclusion of government party meanwhile the *I* and *we*, that are more intensively used in the text, were employed by *The Jakarta Post* to exploit the vivid narrative and personalized phenomena experienced by the believers.

- (7) *"This is only a matter of administration and the government is responsible for protecting all Indonesian citizens regardless of **their** adherence to a certain religion or native faith. The most important thing is **they** believe in God the Almighty," Tjahjo said*
- (8) *Another Parmalim, Jonga Gultom, said that **he** and **his** family had been subject to alienation from **his** community before he registered as a Christian.*
- (9) *"I feel that it is getting easier for us to work on administrative arrangements, specifically regarding the inclusion of local faiths on **our** identity cards, after the Constitutional Court's ruling," he told The Jakarta Post on Tuesday.*

Indigenous believers were attributed with various qualities and features by *The Jakarta Post*. To see further how indigenous believers are predicated, the collocation analysis was conducted through Sketchengine by identifying words surrounding the label of believers and the beliefs.

Label	Collocates
<i>Believers</i>	<i>Banned</i>
<i>Followers</i>	<i>Survive, suffer, experience, blank</i>
<i>Indigenous religion, native religion</i>	<i>Target, various, unrecognized</i>
<i>Indigenous faith, native faith</i>	<i>Countless, accused, adopt, exclude, grant, allow, lump</i>
<i>Indigenous belief, native belief</i>	<i>Stigmatized, forced, religionized, replaced, regarded</i>

Table 4. Collocation of indigenous belief and indigenous believers

Collocates in Table 4 shows that indigenous believers are in general portrayed in negative ways. The term *banned* appear when one of them were banned to hold religious celebration, in this case is *Seren Taun* or annual paddy rice harvesting celebration. The various negative verbs employed by *The Jakarta Post* signifies that indigenous believers experienced multiple injustice and humiliation acts. The term *accused* was widely used in the context during New Order regime (1967 – 1988) when the believers were accused to be communist or atheist, a group that is opposed by the regime. The term *suffer* and *experience* associated with the context of struggle and difficulty in assessing public administration documents such a marriage liscence, family card and birth certificate, meanwhile the term *recognized* mostly appear in the discussion of only six religions were acknowledged by the state.

- (10) *Ex-members of Gafatar, which has been **banned** by the government, have been the **victims** of intolerant acts, including **suffering** the humiliation of being **evicted** from their homes in Kalimantan in January 2016*
- (11) *Euis, who has been married since December 2014, **faced numerous hurdles** in processing her registration, ranging from **prolonged** bureaucracy matters to repeated **rejections** by authorities.*

The predication strategies employed by *The Jakarta Post* to see the predicates attached to indigenous believers is analysed through manual screening document analysis in which each article is checked one by one. This is to see special linguistic features that could not be screened through Sketchengine. From this next layer analysis, it is found that there are noun, adjective and verbs that are arranged subsequently to create vivid imagery of the

issue. The Jakarta Post employed the term *pariah* and *second class citizen* to depict how strong the treatment indigenous believers have got. The example (10) and (11) show that the suffering of indigenous believers occurred in many layers.

Seeing the milestone of indigenous believe advocacy from New Order until 2019, the predication of indigenous believers changes slightly. In the article covering indigenous believers's treatment in New Order era, the predicates are mostly negative indicated by repetitive words *forced*, *choose*, and *communist*. Negative attribute in this context refer to negative treatment received by the believers. In the period of 2006, 2013 and 2017, the negative attributes attached to the group as well in most of article coverage. In this period, the dominant diction used to describe them are *discriminatory* and *difficult* because the decision to leave the religion column blank can be interpreted that they don't have any religion thus called atheist meanwhile the term difficult is associated to the context of difficulty to build place of worship. However, in the article covering 2017 and 2019 policy regarding the faith column that is filled with "Belief in God the Almighty" showing both positive and negative predicate. The term *celebrate* and *jubilant* were intensively used to describe the positive feeling of the believers. The selection these words are selected to express the relief and excessive happiness after long struggle of advocacy they strive. However, the term *difficult* remains intensive in this time frame because although the new policy has been issued, these group still face difficulty in accessing administrative services.

3.3 Nomination and predication strategies of government

Government, as the main institution towards indigenous religion advocacy, is constructed through various linguistic devices in this newspaper. Institutional name is widely used in the news text referring to government as a body or institution. There are *local government*, *The Culture and Education Ministry*, *The Religious Affairs Ministry*, *police*, and *house of representative*. The use of *local government* shows how indigenous believers do not only interact with the central but also local government. Local governments, as the first access gate for indigenous believer to express their voice, usually await decisions from the central government because the policy making is in the level of central government. Furthermore, in this case, the inconsistent policy on indigenous religion result in the diverse interpretation in the level of local government. The referent *The Culture and Education Ministry* appears because Indigenous belief phenomena is positioned as a part of culture, so it is the responsibility of the Ministry of Education and Culture. In addition, the ministry has responsibility in formulating the curriculum for all schools in Indonesia including inclusive education that provide rooms for the believer's children to learn indigenous religion at school. Another ministry referent that is apparent in this research is *The Religious Affairs Ministry*. As the name suggest, the appearance of this referent is to show how the indigenous religion issue is under the affair of this ministry. The referent *police* reflect the condition that clashes between indigenous religion community and other groups were so serious that results in violence, and police takes a part in mediating both parties.

Nomination strategies referring to government is also seen from the use of anthroponym, where government is represented as individual. The word *Jokowi* dan *Tjahjo Kumolo* as **synecdoche** significantly appear in the text as seen in the example (12) and (13). Jokowi is Indonesian president in the period of 2014 – 2019 and 2019 – 2024. One of the Jokowi-Jusuf Kalla's government missions is to create a developed, balanced society and control based on the rule of law. The mission includes a system of law enforcement, protection of marginal groups and law enforcement and human rights (Radjab, 2018). Tjahjo

Kumolo, on the other hand, is the Ministry of Home Affairs Republic of Indonesia in the period of Joko Widodo Presidency. The ministry has the functions to regulate population and civil registration. In this case, this ministry has responsible to manage and provide the population administration service for all Indonesian citizens from the center to the region. The use of **anthroponym** as government actor shows that The Jakarta Post concerns on the vital figure that directly related to the issue of indigenous believers.

- (12) *“President Joko **“Jokowi”** Widodo’s administration, which had earlier revised Law No. 23/2014 on local administrations to enable citizens to leave the religion column blank on identification and family cards”*
- (13) *“Home Minister **Tjahjo Kumolo** has said the e-ID cards would be available to native faith followers after the 2018 regional elections in June”*

The term *state* and *Indonesia* are also often used as form of synecdoche to refer to government. The term *state* refers to broader scope of organization that does not only involve government as the element but also population, sovereignty and territory (Marume, Jubenkanda, Namusi, & Madziyire, 2016) meanwhile *Indonesia* refers to the country of Republic of Indonesia. The use of these term by *The Jakarta Post* signifies that the government is handling the bigger scope of territory and matters even more that intersect to many aspects such as politic, economy, social and education.

Referent	Collocates
Government	<i>Repression, inaction, recognize, responsible, proactive, ban</i>
Police	<i>Criticized, mobilized.</i>
State	<i>Discrimination, interference, refuse, not recognize</i>
Indonesia	<i>Adhere, recognize, try.</i>

Table 5. Collocation of government referent

The referents of government are also attributed to various **predicates**. Tables 5 indicates the most frequent collocates appear in the corpus. From the table, it is shown that government tends to be mostly labelled with negative predication by *The Jakarta Post* with some positive labels also appear. The government treats indigenous believers by banning them in religious practices, refuse their existence to be acknowledge and discriminate them in accessing public and administrative services. In addition, some strong attributes are attached surround the government referent as stated in the following example.

- (14) *The government and the President **have done very little** to change the state of affairs. Twenty-eight of the 31 cases recorded by Imparsial this year were committed by local residents with the support of hard-line mass organizations.*
- (15) *Although this decision is the best the government could do, it is **wrong-headed** on so many levels, adding yet another bureaucratic layer to the already complicated bureaucracy.*
- (16) *The watchdog group said the country was paving the way for further discrimination against minority groups by preserving a number of problematic and **draconian regulations**.*
- (17) *The call **fell on deaf ears** when lawmakers and the government pressed ahead with an amendment to the 2006 Civil Administration Law, which continued to impose a ban preventing adherents of non-recognized religions from putting their faiths on their ID cards.*

These four selected samples show that government is depicted as an institution that is not aware of the indigenous religion issue and has problematic regulation. These terms were used to give strong image that indigenous belief issue need to be known by public, addressed as well as seriously taken into account by government. Furthermore, government is represented variously throughout the timeline of indigenous belief advocacy as seen in Table 3. In the time frame of New Order, term *excessive control* and *authoritarian* dominate the corpus. It is related to government stance in recognizing only five religions and forcing the society to choose one of them. In the time frame of 2006, the term *discriminatory* was dominant, indicating government policy on leaving the religion column of ID card blank. Moving to the time frame of 2017 referent, Tjahjoe Kumolo as Home Minister dominates the corpus with a many positive attributes such as *coordinate*, *push*, *urge* in the context of coordinating with Ministry of Religious Affairs and push local government to serve indigenous believers without any discrimination, and to compile the indigenous believer data. This positive attribute shows government's seriousness to accommodate the voice of indigenous believers. In the time frame of 2019, government is represented as local administration that focuses on the issuance of ID card with "Belief in God The Almighty" column. In this context, *The Jakarta Post* position government as the institution that directly interact and give the service to the indigenous believer community as seen in the following example.

- (18) ***The Bandung City Population and Civil Registry Agency in West Java has for the first time issued identity cards (KTPs) with a column for faith rather than religion.***

This positive representation in the time frame of 2019; however, is added with negative portrayal of government stating that the 2019 policy is only for native followers that becomes the member of particular organization, thus it is still considered that government is not fully accommodative yet. From this, it can be seen that each time frame will not focus on one side of representation.

4. Conclusion

This research examines the discursive construction of indigenous belief issue by analyzing the nomination and predication strategies employed by *The Jakarta Post* to indigenous belief object, indigenous believer and government. This research also considers historical development of the issue as it is one of the cores of Discourse-Historical Approach (DHA) assisted with Sketch Engine for corpus analysis.

Overall, the indigenous belief, indigenous believer, and government are referred and predicated variously. Nomination strategies of indigenous belief are seen from the use of various referent such as proper name of indigenous belief organization and alternative term of *belief* such as *faith* and *religion*. Indigenous belief is predicated with adjective to strengthen its representation as marginalized object like the use of *minority*, *local* and *native*. The indigenous belief issue is also centralized in the discussion of identity card and human right and divided into five different phases of advocacy namely new order, 2006, 2013, 2017, and 2019 period. Furthermore, indigenous believer is nominated through alternative terms (e.g. followers and worshippers), collective proper name referring to indigenous believers' organization, anthroponym and deixis. The use of the proper name of organization refers to voice of indigenous believers collectively as well as the existence indigenous belief that is already institutionalized. Anthroponym is used to highlight personalized experience of discrimination from the believers meanwhile deixis is employed to exclusion of indigenous believers towards government. Social actor of government is

mostly indicated through institutional name, anthroponym and synecdoche. The use of institutional name indicates certain government institution directly involved and related to the indigenous belief advocacy. Anthroponym is employed to indicate which government individual are and should be handling this issue so that it can link to who has the responsibility to solve meanwhile synecdoche is used to refer the issue that has scope as big as the state or country.

The predication strategies employed by *The Jakarta Post* to indigenous believers and social actors reflect the same tendency. In the time frame of New Order era until 2017, negative attributes attached to government showing the discriminative policy and treatment meanwhile the negative attributes attached to indigenous believers showing the struggle and discriminatory act they received. The negative attributes gradually change in the time frame of 2019 in which government is considered accommodative towards the voice of indigenous believers, and the indigenous believers express their joy for the fulfilled advocacy, that is recognition of their belief in identity card.

This research concludes that *The Jakarta Post* has constructed the discourse of indigenous belief issue into the portrayal of indigenous believers' advocacy processes and at the same time the portrayal of government's response towards the issue. The research has further highlighted that indigenous believers side more than the government. It shows that the issue needs to be addressed through the factual information that *The Jakarta Post* has served to public. This further methodologically contributes that corpus linguistics using Sketch Engine did help the analysis in term of finding majorly discussed issues and general representation of social actors through the use of keyword, concordance and collocation features; however, in the context of analyzing using Discourse-Historical Approach (DHA), manual corpus screening is highly needed to see the time frame of an issue and to analyze the dominant nomination and representation of social actors within the certain time frame.

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ADJECTIVES IN THE EXPRESSION OF EPISTEMIC MODALITY IN APPLIED LINGUISTICS RESEARCH ARTICLES

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Abstract

Research in academic writing has shown that writers have a strong tendency to communicate their ideas interactively with readers. This study examines how professional writers use adjectives as part of interactional metadiscourse when writing research articles. A total of 255 research articles published in distinguished journals in the field of applied linguistics between 2015 and 2020 were systematically compiled and quantitatively and qualitatively analysed. The extent to which epistemic adjectives and typical phraseological patterns are used in research articles was investigated with the help of corpus linguistics methods, as was their epistemic strength indicated by writers. The interpersonal model of metadiscourse was used as the theoretical framework for the study. The findings suggest that the academic writing corpus, in essence, is interactionally oriented, while the use of adjectives as an epistemic modality reflects a methodical approach by article writers when presenting propositions and discussing their knowledge claims. This study provides a deeper understanding of these linguistic features to impact the reader. Pedagogically, the study can be useful for teaching academic writing to postgraduate students and help them and novice writers develop writing competency through epistemic devices, especially in research articles intended for publication.

Keywords: epistemic modality, adjectives, writing for publication, research articles

1. Introduction

Traditionally, academic writing has widely assumed that researchers should be objective and produce an unbiased writing style when reporting on studies. However, this conventional view of academic writing was challenged and discredited by a number of researchers (Harwood, 2005; Hyland, 2004, 2005, 2009; Flowerdew, 1999, 2008). Thus, scholars have become more interested in the ways in which writers convey meaning in academic discourse through metadiscourse elements as various approaches have been adopted in linguistics (e.g. Abdi, 2011; Del Saz-Rubio, 2011; Ghahremani & Biria, 2017; Hyland, 2005, 2007; Jalilifar et al., 2018; Letsoela, 2014; Lin, 2005; Loi & Lim, 2013; Molino, 2018).

The topic of how writers deploy metadiscourse in English academic texts has received much attention in recent decades (e.g. Hyland 2005; Hyland & Tse, 2004; Harwood, 2005; Lee & Deakin, 2016; Ho & Li, 2018), and the definition of metadiscourse has been interpreted from different perspectives. According to Hyland (2005), metadiscourse can be

used to persuade others by appealing to reason, credibility, character and emotion. Metadiscourse is also seen as a linguistic resource that writers can use to intrude themselves into the text, to interact with the reader (Crismore & Farnsworth, 1990; Hyland, 2005) and to modify their propositions to produce coherent and persuasive texts (Hyland & Tse, 2004). In the same vein, Vande Kopple (2012) defines metadiscourses as resources that help readers to "connect, organize, interpret, evaluate and develop attitudes towards the materials" (p. 93).

Meanwhile, research on writing in English for Academic Purposes (EAP) has shifted from the production of academic texts by students to writing problems in professional scholarly communication. This research interest has highlighted the importance of linguistic knowledge and rhetorical patterns in published texts, mainly research articles in journals (e.g. Kanoksilapatham, 2015, Flowerdew & Li, 2009). Meanwhile, much of the research on research articles (e.g. Babaii, Atai, Mohammadi, 2015; Chovanec, 2012; Salager-Meyer, 2008) has asserted that non-native academics need to use choice and linguistic features to meet the expectations of the respective discourse community, which are often based on Anglo-American norms (Chen, 2010; Chovanec, 2012; Lin & Evans, 2012; Martínéz, 2005) in order to be accepted for journal publication. According to Hyland (2003), the linguistic knowledge base of L2 writers differs from that of native English speakers and professional writers. While most native speakers have lexical items and "an intuitive ability to deal with the grammar of the language when they begin to write, L1 and L2 writers often carry the burden of learning to write and learning English at the same time" (p. 34). For this reason, many newcomers to the L2 context and EFL face challenges and difficulties when it comes to publishing their research articles in distinguished academic journals.

In recent decades, a considerable amount of research has been carried out on the use of epistemic modality as a rhetorical feature for presenting claims and arguments in academic research papers written by native English speakers (Ardizzone & Pennisi, 2012; Chovanec, 2012; Giannoni, 2008; Hyland 2005, 2007, 2010, 2012; Orta, 2010; Thompson, 2001; Vold, 2006). In general, findings show that writers whose first language is not English tend to adopt a normative scientific writing style to share knowledge and gain international recognition (e.g. Flowerdew, 2008; Ngula, 2015, 2017; Vandenhoeck, 2018). Likewise, the frequency of linguistic features expressing interactional and interpersonal metadiscourse in academic writing can also vary considerably from one discipline to another due to their differences and cultural backgrounds (Gillaerts & Van de Velde, 2010; Hyland, 2005; Hong & Cao, 2014; Salager-Meyer et al. 2003; Varttala, 2001). Some studies (e.g. Fintel & Gillies, 2007; Ngula, 2015, 2017) have attempted to identify the expressions of epistemic modality used in scientific English and proposed a classification that highlights the necessity and/or possibility of an underlying claim in relation to a body of evidence.

Despite the growing body of research concerning metadiscourse in academia, there is very little empirical research that thoroughly and robustly examines the use of epistemic adjectives expressing modality in science articles. Moreover, research studies have shown that modality expressions are used for different purposes depending on the writer's intention. Given the importance of linguistic devices used in academic texts, this study focuses on the modality and epistemic adjectives in a particular genre. Its aim is to investigate the use of epistemic adjectives in research articles taken from the field of applied linguistics to achieve persuasion, acceptance and ratification by potential readers. The overall aim is to examine common epistemic adjectives and their application and distribution of markers or their phraseological patterns used to reinforce the expressed modal meaning

(Huddleston & Pullum, 2002) in research articles. The present study specifically aims to find answers to the following questions:

- I. What are the epistemic adjectives used in research articles in applied linguistics?
- II. What are the typical phraseological patterns of core epistemic adjectives found in these research articles?
- III. What are the degrees of epistemic adjectives (weak, medium or strong) in the discipline of applied linguistics?

2. Literature Review

2.1 Interactions in academic writing and taxonomy of metadiscourse features

According to Hyland (2010), academic texts are no longer "as completely author evacuated as we had once supposed. Instead, they are actually comprised of careful evaluations and interactions" (p. 116). He claims that research articles are places where authors not only reveal their new perspectives but also seek to build and maintain relationships with their credible readers. In academic discourse, Hyland (2010) has focused on the concept of interpersonality, which refers to the ways in which the writer and reader(s) establish, maintain and signal their relationships.

Researchers have discussed interactional or interpersonal linguistic resources in academic texts under broad terms such as metadiscourse (Hyland & Tse, 2004; Hyland, 2005; 2013), stance (Biber, 2004; 2006), evaluation (Hunston, 1994; Hunston & Thompson, 2000, 2006) and appraisal (Martin, 2000; Martin & White, 2005). There seems to be a great deal of overlap in the interpersonal linguistic resources covered by these terms. However, most of them include categories that fall within the domain of epistemic modality. In terms of metadiscourse, Hyland (2013) discusses that metadiscourse refers to the self-reflective expressions used to negotiate interactional meanings in a text, assist the writer to express a viewpoint and engage with readers as members of a particular community. This includes the personalities, attitudes and assumptions of those who are communicating (Hyland, 2005). Based on the assumption that writing is a two-way process between the writer and the reader, metadiscourse features are the elements through which the writer projects and represents him/herself in the course of writing and shows his/her attitude towards the content and readership of the message (Hyland & Tse, 2004; Hyland, 2013).

Based on the above principles, Hyland (2005) developed his interpersonal model or taxonomy of metadiscourse, which consists of two main categories - interactive and interactional. The function of interactive metadiscourse is to guide the reader through the text, while the function of interactional metadiscourse is to engage the reader in the text. Each category has its own sub-category as follows:

Categories	Functions	Examples
Interactive metadiscourse		
Transitions	Express relations between main clauses.	<i>In addition, but, thus, and</i>
Frame markers	Refer to discourse acts, sequences and stages.	<i>Finally, the aim is, in conclusion, the purpose is</i>
Endophoric markers	Refer to information in other parts of the text.	<i>As mentioned above, in the next paragraph</i>
Evidentials	Refer to information from other texts.	<i>XX argued that, according to YY</i>
Code glosses	Elaborate propositional meanings.	<i>That is, for example, in other words, namely, such as, e.g.</i>

Interactional metadiscourse		
Hedges	Withhold commitment and open dialogue.	<i>May, might, perhaps, probably, I guess</i>
Boosters	Emphasise certainty or close dialogue.	<i>Certainly, in fact, it is clear that</i>
Attitude markers	Express writer's attitude to propositions.	<i>(un)fortunately, (un)deniably, surprisingly</i>
Self-mentions	Refer to the writer explicitly.	<i>I, we (exclusive), our</i>
Engagement markers	Build a relationship with readers explicitly.	<i>You, we (inclusive), note...</i>

Table 1. An Interpersonal Model of Metadiscourse Features (Hyland, 2005)

The concept of interactional metadiscourse is indeed an uncommon phenomenon in academic texts. Previous research has shown that interactive metadiscourse is used more frequently than interactional metadiscourse in various types of academic texts written by advanced and professional writers. For example, in argumentative essays written by university students (Lee & Deakin, 2016; Ho & Li, 2018), in master's or doctoral theses written by postgraduate students (Hyland, 2004) and in research articles written by professional writers (Mu, Zhang, Ehrich & Hong, 2015). These studies demonstrate some degree of deviation from the prevailing discursive practise of academic writing in terms of different preferences of the two main categories of metadiscourse. They also assume that metadiscourse serves only to help the writer organise a text and be persuasive through appeals to rationality, credibility, character and emotion (Hyland, 2005).

2.2 Epistemic modality markers and epistemic adjectives in academic writing

According to Halliday (1994), epistemic modality is part of the interpersonal aspect of the three functional components of human language (ideational, interpersonal and textual), which in Systemic Functional Linguistics (SFL) are called "metafunctions". Flowerdew (1998) points out that epistemic modality is a sub-type of linguistic modality that involves knowledge, belief or confidence in a proposition. Epistemic modality refers to the reliability of the information conveyed, and epistemic modality markers are linguistic expressions that qualify the true value of the content of a statement. The evidence of epistemic modality available to the writer determines the degree of confidence and force supporting an assertion, statement or proposition. The linguistic expressions used to represent epistemic modality indicate varying degrees of commitment, with one end expressing doubt/doubtfulness and the other end expressing certainty/confidence on the continuum of epistemic modality (McEnery & Kifle, 2002; Vold, 2006).

The fact that there are markers of epistemic modality in academic texts is positive evidence of the pragmatic aspects of such discourse (Hyland, 2013). More importantly, the writers' ability to appropriately manage the use of such devices in a text would reinforce the pragmatic aspect of their discourse, which may also reflect their high mastery of pragmatic writing skills. Consequently, this ability can also be indicative of the writers' overall linguistic competence (Chen, 2010), as it contributes to a more successful interaction with the content and the reader (Hyland, 2000, 2010, 2013).

As for the linguistic devices and resources used to express epistemic modality, the modal verbs (e.g. may, would, could, must) seem to be the prototypical and best known for

this purpose. However, in addition to modal verbs, there are other useful lexical items that express epistemic modality. These include adjectives such as *possible*, *probable*, *likely*; adverbs such as *perhaps*, *maybe*, *possibly*; lexical verbs such as *seem*, *appear*, *suppose*; and nouns such as *hope*, *possibility*, *assumption* (Brogaard & Gatzia, 2017; Holmes, 1988; Hoyer, 1997). Rizomilioti (2006) discussed that epistemic modality markers can be represented through various linguistic forms and types including epistemic modal auxiliaries (*might*, *would*), epistemic lexical verbs (*seem*, *suppose*), epistemic adverbs (*possibly*, *perhaps*), epistemic adjectives (*likely*, *probable*) and epistemic nouns (*claim*, *view*). Similarly, Kranich and Gast (2012: 4) proposed four major syntactic types of epistemic modal markers in English, including modal auxiliaries (*may*, *might*, *can*, *could*, *must*), lexical modal verbs (*seem*, *appear*), modal adjectives or adverbs (*likely*, *probably*, *perhaps*), and modal periphrases (*I would wager that ...*, *I doubt it ...*, etc.). Therefore, it can be said that whatever terms have been proposed and used to explore such relations in discourses, these linguistic resources are employed to highlight and express more or less asserted knowledge and the representation of stance in academic text (Aull & Lancaster, 2014).

One of the semantic categories was identified by Conrad and Biber (2000) who advocated that epistemic stance refers to the degree of certainty or reliability of a writer's proposition. However, the most interesting and influential taxonomy of epistemic stances was posited by Biber (2006). His taxonomy includes syntactic patterns that often occur in conjunction with epistemic modality and thus can lead to different meanings or perhaps pragmatic meanings. Biber's (2006) taxonomy of epistemic stance devices is presented in Table 2.

Epistemic devices	Examples
Adjective + <i>that</i>-clause	It is also clear [that their cordiality and mutual respect was enhanced rather than hampered by the geographical distance between them].
Adjective + <i>to</i>-clause	It is still scarcely possible [to distinguish between an identity, securing core of tradition and a periphery open to revision].
Adverb	But, what I really have to do though is to keep the total time frame for each person, almost exact, to fifteen minutes.
Noun + <i>that</i>-clause	I started out with the assumption [that consciousness is complete with the ontological proof].
Verb + <i>that</i>-clause	We recognize [that it's a real error [unclear words] because he pursues the ideal out of this world].
Verb + <i>to</i>-clause	Many deep ecologists of today seem [to define human beings as an alien presence on the earth].

Table 2. Epistemic stance devices (Adapted from Biber, 2006: 105-113)

Since linguistic features or interpersonal rhetorical features play an important role in academic writing, scholars and researchers of composition theory have been interested in how writers use these interactional features to achieve persuasion, acceptance and ratification by readers. A number of studies investigated the use of metadiscourse markers in academic texts in terms of different variables such as genres, disciplines and languages. Özdemiş and Longo (2014) used Hyland's taxonomy to compare the use of metadiscourse in MA thesis abstracts written by Turkish and US doctoral students in English. The investigation revealed some cultural differences in the amount and type of metadiscourse. In her dissertation, Çapar (2014) examined the use of interactional metadiscourse devices in

academic research articles written by Turkish and American writers in a corpus of 150 research articles in the field of foreign language teaching and found that American academic writers used interactional metadiscourse markers more frequently than their Turkish counterparts. It is also worth noting that Turkish authors used more interactional metadiscourse markers when writing in English than in Turkish. Some studies have highlighted the importance of cultural differences as well as disciplines. In his comparative study of metadiscourse markers in two corpora that included 36 Persian and 36 English research papers, Abdi (2009) found that Persian writers express a distinct cultural identity when using interactional metadiscourse markers. Similarly, Blagojevic (2004) attempted to examine the use of metadiscourse markers in research articles written by English and Norwegian scholars in three different fields. He focused on the habitual cultural rhetoric of academic writers and discovered that psychology writers used more standard forms in their writing, whereas philosophy writers organised their work in a more diverse manner.

In addition, previous studies (e.g. Al-Shunnag, 2014; Biber et al., 1999; 2006; He & Wang, 2012, Ngula, 2015; 2017, Orta, 2010, Siddique et al., 2019, Tenula et al., 2015) have used the lexico-grammatical framework of stance (Biber et al., 1999; 2006) to explore how writers from different backgrounds and disciplines use grammatical and lexical devices. Meanwhile, researchers have observed the use of epistemic devices in different text types. For example, Hyland (1996) found its use in scientific writing; Holmes (1988) and Hyland (1994) observed its use in textbooks; He and Wang (2012) and Mirahayuni (2002) noted its use in academic texts written by non-native speakers; and Tenuta et al. (2015) investigated the use of epistemic modality in English essays written by native Brazilian speakers. Similarly, Moskowich and Crespo (2019), Ngula (2017) and Orta (2010) discovered the use of epistemic modality in research articles; Bista (2009) in political discourse; Molina (2012) in maritime conversations and texts; Narthey and Yankson (2014) in political manifestos; and Siddique et al. (2019) in autobiographies.

The literature has thus shown that the use of epistemic modality markers is critical for writers of academic texts and research articles to enhance their credibility in the context of scholarly communication. Unlike other studies in the literature that focus on linguistic devices such as modal verbs, auxiliary verbs and adverbs, the study specifically selected modal adjectives using a combination of quantitative and qualitative methods of analysis for its investigation. It is important to mention here that the present study only highlights the linguistic manifestations of the idea in research articles published in applied linguistic journals. It is hoped that the results obtained from the study can provide more insight and a comprehensive understanding of how academic writers in the field recognise its value and construct arguments in writing by using epistemic modalities, when appropriate. This will enable them to soften their statements and minimise contradictions or demeaning actions.

3. Research Method

3.1 Data compilation

Tognini-Bonelli (2001) suggested criteria that must be taken into account when doing a corpus-based analysis. Firstly, the corpus must be composed of authentic samples collected in a realistic context. Secondly, the corpus must be machine-readable so that it can be processed and read by electronic software. Finally, the corpus created must be balanced and representative because "it contains all the types of text, in the correct proportions, that are needed to make the contents of the corpus an accurate reflection of the whole of the language or variety that it samples" (McEnery & Hardie, 2012, p. 250).

The corpus for the present study comprises 255 research articles published in two leading journals in the field of EAP and applied linguistics – the Journal of English for Academic Purposes and the International Journal of Applied Linguistics. Their selection was based on the Social Sciences Citation Index (SSCI) journal rankings in terms of impact factors on the Web of Science and their reputation and prestige in the field. The aforementioned research articles were published between 2015 and 2020. Given the fact that the target journals contain not only research articles but also reviews, commentaries and editorials originating from a wide range of researchers and subfields, each of the articles was carefully checked for content, as their genres are different, and only those articles with the document type "research articles" were selected.

All the data were retrieved and downloaded from the university library database. Since the downloaded articles were initially in PDF format, they were converted to plain text format to create the corpus. The articles were then cleaned by excluding the bibliometric information of all articles, including author names, titles, abstracts, references and appendices. After this cleaning process, each article was saved and stored separately by tagging issue and year of publication, sources, file numbers, and word and token types. Thus, the study's corpus comprises 255 research articles or 1,776,772 words or 2,245,145 tokens.

3.2 Research procedures

A quantitative examination supplemented by a manual contextual analysis was performed for all instances of interactional metadiscourse devices in the corpus in order to identify their discourse functions. To determine a list of adjectives with potential epistemic value that would form the basis for querying the corpus, previous studies were first consulted (Hyland & Milton, 1997; McEnery & Kifle, 2002; Rizomilioti, 2006) in which most lexical forms were mentioned to signal epistemic modality. This resulted in 20 forms: *apparent, a certain extent, certain, clear, convincing, evident, improbable, inevitable, likely, obvious, possible, probably, speculative, suggestive, sure, true, unclear, unlikely* and *well-known*. In order to successfully address the research questions, these 20 adjectives were classified into three types - weak, moderate and strong (McEnery & Kifle, 2002) - according to their degree of epistemic force and probability. The selection of epistemic modality adjectives on the basis of their frequency in academic writing and research articles appears to be a meaningful starting point for discussing the use of a semantic-pragmatic category such as epistemic modality (Vold, 2006).

Before conducting the analysis of epistemic adjectives in the corpus of research articles, the parts of speech identified by Sketch Engine were initially checked (Kilgarriff et al., 2014; Kilgarriff et al. 2004). This commercially available software is used in various fields of linguistics and language studies such as dictionary compilation, phraseology and collocations. After each instance of adjective use was extracted from the corpus, the concordance lines for each occurring adjective were examined in more detail to determine epistemic uses versus non-epistemic uses. This line-by-line examination was crucial because an adjective used in a particular context might serve other pragmatic functions besides encoding epistemic meanings. In many instances, the full text in the allocation of categories was consulted as the linguistic environment in which a pronoun occurred, which has been shown to be important for role assignment (Harwood, 2005). After the review and selection of epistemic adjectives and the exclusion of non-epistemic uses, a total of 5,679 out of 3,533 adjectives were epistemically used.

Throughout the study, extracts from the research articles in the corpus were used to illustrate the emerging arguments. Each article is numbered and allocated a letter based on the journal title, issue and year of publication. The given code is shown in brackets after each excerpt to facilitate the analysis process when referring to the article in the corpus.

4. Results and Discussion

4.1 Use of epistemic adjectives in applied linguistic research articles (RA)

From the quantitative and qualitative analyses, this section presents the results of the use of epistemic adjectives functioning as an interactional metadiscourse. Table 3 presents the overall distribution of epistemic adjectives together with their normalised frequencies per million tokens in the corpus.

Epistemic Adjectives	Freq.	Epistemic occ. f/ million tokens	Epistemic Adjectives	Freq.	Epistemic occ. f/ million tokens
<i>apparent</i>	89	40.18	<i>possible</i>	823	371.53
<i>a certain extent</i>	16	7.22	<i>probably</i>	17	7.67
<i>certain</i>	565	255.06	<i>speculative</i>	7	3.16
<i>clear</i>	576	260.03	<i>suggestive</i>	9	4.06
<i>convincing</i>	41	18.51	<i>sure</i>	123	55.53
<i>evident</i>	160	72.23	<i>obvious</i>	78	35.21
<i>improbable</i>	2	0.9	<i>true</i>	182	82.16
<i>inevitable</i>	22	9.93	<i>unclear</i>	67	30.25
<i>likely</i>	593	267.7	<i>unlikely</i>	59	26.63
<i>obvious</i>	78	35.21	<i>well-known</i>	26	11.74

Table 3. Overall frequency of epistemic adjectives in the RA corpus

From the quantitative analysis, it is clear that professional writers preferred to use 'possible' most frequently in their research articles (823 occurrences), followed by 'likely' (593 occurrences), 'clear' (576 occurrences) and 'certain' (565 occurrences). However, some epistemic adjectives occurred with a significantly lower frequency; for example 'probably' (17 occurrences), 'a certain extent' (16 occurrences), and 'suggestive' and 'improbable' (9 and 2 occurrences, respectively) were rarely used by the authors.

To strengthen the quantitative findings of the study, the linguistic occurrences signalling epistemic value were also closely examined, with a special focus on their pragmatic functions serving similar semantic and pragmatic purposes. Corpus examples (1) to (4) illustrate the use of the epistemic adjectives 'possible' and 'likely' in the corpus:

- (1) One *possible* reason for fewer genre differences in Yoon and Polio is that they used a more homogeneous population than was used in Lu's study.
[EWAL 10-2018]
- (2) Comparing MAVL with MAWL As is the case with the comparison between Gardner and Davies (2014) AVL and Coxhead's (2000) AWL mentioned above, it is not *possible* to directly compare the coverage of our lemma-based MAVL with Wang, Liang, and Ge's (2008) word family based MAWL.
[EW 12-2016]
- (3) Moreover, the findings suggest that CS between Arabic and Hebrew is *likely* to be the preferred choice in public discourse in the Mount Carmel area, in fact Hebrew, the EL, is found in the discourse as much as Arabic, even more in some cases.
[EWAL 10-2016]

- (4) Due to these documented benefits of digital storytelling tasks, it is likely that educators at all levels and in most subjects can use digital storytelling in many ways to support students' learning by encouraging them to organize and express their ideas and knowledge in an individual and meaningful way (Robin 2008).
[EWAL 24-2017]

Not surprisingly, 'possible' and 'likely' appear as the two crucial epistemic modality adjectives for applied linguistic writers. These findings suggest their importance as hedging devices used to avoid categorical involvement, commitment and binding of research claims. This supports the findings by Hyland (2009; 2010) who claims that "the devices *possible* and *likely*, among others, are twice as common in humanities and social science papers than in hard sciences" (p. 13). Hyland discusses that in the softer sciences there is "less control of variables, a greater variety of research outcomes, and fewer clear bases for accepting claims than in the sciences". In the present study, while one can understand the predominance of *possible* and *likely* in the fields of humanities and social sciences, this perhaps reflects the challenge and subtle constraints in comparing linguistic and rhetorical features within the large domain of such fields.

The adjective 'clear' is the third most important epistemic modality adjective found in the corpus. In this regard, article writers use the adjective '*clear*' epistemically to make strong claims when they are very confident that the available evidence justifies the claims, or when they have supporting evidence for making claims about research findings or discoveries. While Hyland (2009) recognizes *clear*, alongside others such as *evident* and *obvious*, as important adjectives to support research claims, Biber et al. (1999) and Biber (2006) describe their value in academic prose as expressing a self-conscious epistemic stance. The following are examples of epistemic uses of *clear* in the corpus:

- (5) They provide clear examples of how the oral and written language was minimally altered such as by correcting punctuation and incomplete sentences.
[EWAL 10-2018]
- (6) As shown in Figure 2a, there is a clear pattern of localisation in the Longman textbooks, visible in their inclusion of more Hong Kong people (e.g., local students and teachers) in their pictures throughout the years (4.7% to 36.7%).
[EWAL 14-2020]

In the field of applied linguistics, the epistemic adjective 'clear' is frequently used to show the article writers' clear preferences. With this epistemic adjective, writers can express the degree of quantification, the standpoint of certainty or uncertainty, and the subjectivity or objectivity of their modalised statements. Occasionally, in some research articles, certainty or uncertainty is not about the facts but about their interpretation.

- (7) There is also a tendency to adhere to the formulaic five-paragraph essay structure, with the inclusion of certain elements such as a counter argument merely because the model specifies it, rather than to introduce a relevant argument.
[EW 11-2015]
- (8) Awareness of frequency, for example, can help in avoiding common cases of overuse or underuse of certain language forms.
[EWAL 23-2017]

4.2 Typical phraseological patterns of core epistemic adjectives

The use of epistemic adjectives in the corpus of research articles reveals some typical patterns. According to Hunston and Thompson (2000, 2006) and Groom (2005), these types of phraseological patterns can contribute to epistemic meaning. In this study, this dimension is achieved through a qualitative concordance analysis of the most frequently used epistemic adjectives in the corpus, namely the adjectives 'possible', 'likely' and 'clear', to see to what extent they are used as a phraseological unit in an environmental context.

4.2.1 It + Verb + Adjective + *that* clause

In the applied linguistic research articles, a close examination of concordance analysis shows that a number of epistemic adjectives, including the most dominant ones (e.g., possible, likely, clear and obvious), enter into the pattern *it + verb + adj. + that-clause*. In other studies, this phraseological pattern has been shown to be one that writers rely on to emphasise the epistemic validity of an assertion or proposition (e.g. Charles, 2000; Hunston & Thompson, 2002, 2006; Groom, 2005, Ngula, 2015). The following examples (9) and (10) illustrate this pattern in the research article in applied linguistics with 'possible', which is used by the writers to indicate the writers' stance concerning the given information. This pattern also indicates a lower degree of certainty about the hedged proposition and/or expresses "a little less certainty about the possibility" (Palmer, 2001: 58).

- (9) Hence, *it is possible that* successful cultural adjustment leads to greater access to opportunities for pragmatic practice.

[EWAP 16-2015]

- (10) *It is possible that* the struggling students lack the strategies and resources to scaffold themselves, to gradually close the gap and reach the level of target professional writing.

[EW 34-2016]

Doc#	Left context	KWIC	Right context
1	doc#9 k adopted. </s><s> While the improvement is evidenced in the student's writing, it is also	possible that	the students' spoken production will exhibit a more academic-like register over time, and fu
2	doc#9 ime, and further data collection is forthcoming in that regard. </s><s> It is, however, also	possible that	there is more to the variation than a simple effect of EAP instruction alone. </s><s> Name
3	doc#11 g interlocutors, and that misunderstandings tend to be accepted as natural. </s><s> It is	possible that	the wording of the questions may have introduced a bias in favour of a forced dichotomy b
4	doc#19 een this measure and holistic ratings, but Vann (1979) found none. </s><s> In sum, it is	possible that	the rate of subordination will drop at higher levels of proficiency. </s><s> Whether subord
5	doc#19 </s><s> Employing multiple measures of complexity is particularly important because it is	possible that	complexity may manifest itself differently at different proficiency levels. </s><s> Wolfe-Qu
6	doc#23 3 generally easier to quantify than functional and social aspects of language. </s><s> It is	possible that	quantifying language is a way to create an overview, or at least a feeling of overview, of th
7	doc#49 ses controlled by adjectives; that-clauses controlled by an adjective of likelihood (e.g., It is	possible that	each person truly saw) Non-finite Clauses: to-clauses; to-clauses controlled by adjectives (i
8	doc#49 </s><s> PHI. </s><s> G0.17.2, report, final year UG Dimension 4 score (1/4) 42.69 It is	possible that	the most difficult part of the lesson will be the comprehension of particular vocabulary item
9	doc#50 tch in attention from the opening hours of shops to Claire's half-eaten pizza. </s><s> It is	possible that	Claire had at some point earlier in their talk referred to 'being starving', maybe while the ta
10	doc#55 effect the extent of social networking that an individual can cultivate. </s><s> Hence, it is	possible that	successful cultural adjustment leads to greater access to opportunities for pragmatic practi
11	doc#58 local ones (Young and Walsh 2010). </s><s> Although this may be a reality for many, is it	possible that	, for some individuals, inner circle linguistic norms and conventions are not ideal, perhaps
12	doc#58 predictable ways in which language resources are used and received. </s><s> While it is	possible that	nations have unique belief systems regarding language use, it is much more difficult to arg
13	doc#68 ith only one male attorney citing scientific, factual evidence in their closing statement, it is	possible that	two different communicative styles (Maltz & Borker, 1982: 197 - 198) are also at work here
14	doc#70 ius characters, which might have diminished the films' emotional power. </s><s> It is also	possible that	negatively valenced pictures recruit greater attention and - as previous research (Brewin &
15	doc#70 1988) regardless of modality of presentation of the emotional material. </s><s> It is also	possible that	the notions of emotionality and pleasantness have different meanings in different cultures
16	doc#71 l in Arabic) is found particularly when describing meat (e.g. 'Mutton frozen'). </s><s> It is	possible that	the cultural relevance of this adjectival modification (e.g. frozen, fresh, chilled, etc.) within
17	doc#73 strategy such as highlighting key information on the first reading. </s><s> It is also quite	possible that	given the length, many students considered re-reading the whole text manageable in termi
18	doc#84 ibility has so far not been a major concern of ELF researchers. </s><s> Nevertheless, it is	possible that	the perspectives of some ELF researchers do not reflect the orientation of speakers in ELF i
19	doc#84 ing as to whether either the pronunciations [ɒʊd] or [əʊd] are mistakes. </s><s> It is	possible that	this question - answer sequence arose because of the history in which they all went throug
20	doc#91 used more target-like VP adjectives than CP adjectives (19 compared to 14). </s><s> It is	possible that	the use of percentage correct is inflating the differences. </s><s> As discussed previously,

Figure 1. Concordance lines for the *it V-link possible that-clause* pattern in the corpus

The epistemic meaning expressed by 'likely' in the pattern *it V-link ADJ that-clause* is one of probability, which shows a much stronger epistemic force than epistemic possibility. Examples (11) and (12) illustrate the use of this pattern with 'likely' in the corpus.

- (11) Although most did not provide an explanation for this choice, *it is likely that* the option did not in fact imply that the respondents did not know what they preferred, but rather their indecision in weighing up the pros and cons of NS and NNS interaction.

[EWAL 11-2017]

- (12) For the present study, while the ADAL/HAEP groups were not statistically significantly different, *it is likely that* members of the two groups were (similarly) more effective in using bottom-up processing when their local comprehension skills for listening were being assessed.

[EW 35-2016]

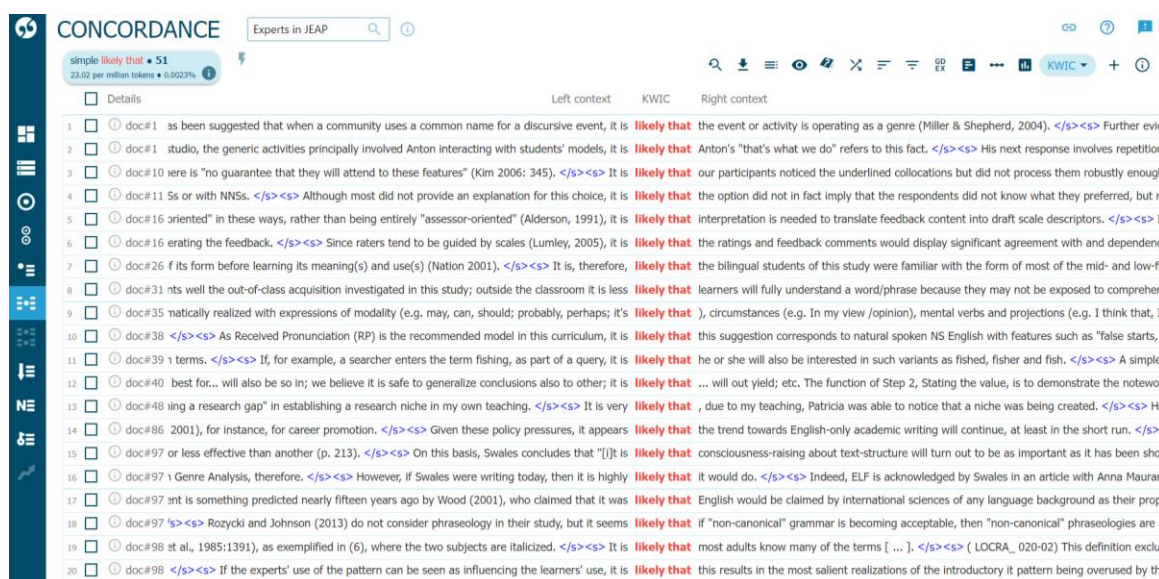


Figure 2. Concordance lines for the *it V-link likely that-clause* pattern in the corpus

The epistemic meaning expressed by *likely* in this pattern is one of probability, a much stronger epistemic force than epistemic possibility. However, when the pattern includes 'likely' as an adjective in the sentence, it is less rigid. The reason for this is that the epistemic meaning of probability conveyed is less affected by the *that-clause*, than in the case of 'possible', so that the epistemic meaning remains intact even without the *that-clause* following the adjective, as in example (13).

- (13) Because of its ubiquity in communication and teaching, *it is likely to* be instinctive for many lecturers to use humour in a classroom.

[EW 59-2019]

The structural adjustment of the occurrence of 'likely' in (13) could change the epistemic value. A typical case in point involves the negation of *likely* in the pattern, expressed either as it is not likely that or in the form of a derivational affixation (i.e. 'it is unlikely that'). In this pattern of negation, it is obvious that there is no probability, but the pattern nevertheless encodes an epistemic meaning, one of doubt or improbability, which is weak and far less certain in terms of epistemic strength. In this regard, it essentially performs the function of hedging, as in example (14).

- (14) Although it is not impossible, *it is highly unlikely that* the participants in the current study had learned the target collocations from sources outside of the classroom during those three weeks.

[EWAL 31-2020]

Instances (15) and (16) illustrate the use of this pattern with 'clear' and 'obvious' in the corpus, which are used to make strong assertions and to make readers see that the proposition and claim being made is obvious and transparent. Figure 3 also shows the concordance lines for the pattern *it V-link clear that-clause* in the research article corpus.

- (15) In any case, given the sheer size of the lexicon, including its phrasal dimension, *it is clear that* the challenge of mastering this cannot be met through explicit teaching or deliberate study alone (Nation 2013: 92).

[EWAL 20-2017]

- (16) From my experience with teaching Swiss students who already know Norwegian or Swedish, *it is obvious that* they have advantages as compared to other students, especially when it comes to understanding texts, but also with regard to grammar or vocabulary learning.

[EWAP 12-2015]

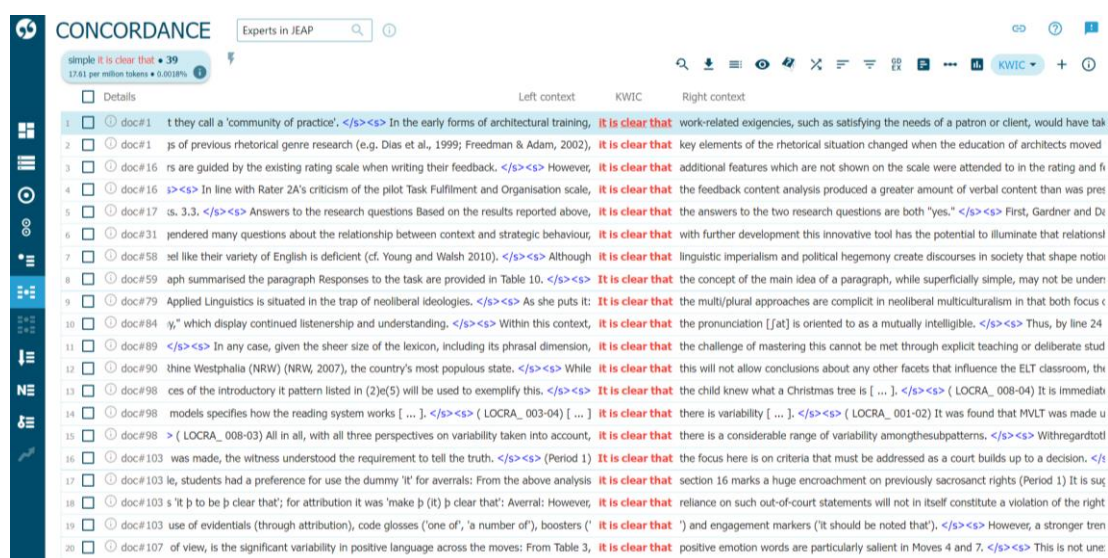


Figure 3. Concordance lines for the *it V-link clear that-clause* pattern in the corpus

As shown earlier, the epistemic forms *possible*, *likely*, *clear* and *obvious* are rather typical of the collocational pattern *it v-link ADJ that-clause* and it is important to note that the epistemic senses of possibility inherent in *possible* and *likely*, respectively are not particularly dependent on these words per se. As Groom (2005) notes, the validity of the epistemic meanings is constrained by the pattern, so that certain syntagmatic changes in this pattern can drastically affect the epistemic meaning. Regarding the specific case of 'possible' for instance, if we were to replace the *that-clause* following ADJ with a *to/for* phrase or clause, as in example (17), which expresses a root rather than an epistemic possibility (glossed as something like 'one can expose the beliefs...', which is clearly not epistemic), the epistemic meaning would change to a root-possibility meaning.

- (17) Through the detection of grammar and vocabulary items selected by language users, *it is possible to* expose the beliefs underlying a given piece of discourse.

[EWAL 18-2018]

- (18) As long as the student remembers what he or she has learned, *it is possible for* him or her to reproduce it; thus, what comes in goes out as long as the student has a good memory.

[EWAL 6-2017]

Therefore, the *that-clause* in the *it V-link ADJ that-clause* pattern is as important as the other parts of the syntagm, in deriving the epistemic meaning expressed by 'possible'. In the research article corpus, this pattern is used by writers as a weakening or mitigating epistemic resource to signal a less confident position in relation to the claim being made.

4.2.2 Be + ADV + likely + to-infinitive Clause

Another notable epistemic phraseology in the corpus of research articles concerns the adjective 'likely', which frequently occurs in the sequence *be+ADV+ likely + to-infinitive clause*. The adverb modifiers that occur in this pattern include *less*, *more* and *most*, which can be considered optional elements. It is interesting to observe how the occurrence of each adverb in this pattern slightly affects the probability sense, which is mainly expressed by *likely*. As 'less' rhetorically weakens the probability meaning in this pattern, it is further strengthened by the modifiers 'more' and 'most', *most* being the stronger of the two. Examples (19) to (21) from the corpus illustrate the four observed variants of this pattern:

- (19) Thus, by the time the students reach their final test, they are much more likely to produce texts with a high frequency of nominalisations, compared with their production at earlier data points (Fig. 3).

[EW 11-2016]

- (20) Thus, for example, EFL learners in Europe are more likely to view British English speech as useful and desirable, whereas EFL learners in Latin America are expected to favour American English speech.

[EWAL 19-2017]

- (21) In the workplace, Hilgendorf (2007) identified the areas of politics, law, business, advertisement and academia as those where Germans are most likely to use English in *lingua franca* settings.

[EWAL 20-2018]

According to Charles (2000) and Groom (2005), the '*that-clause*' in the *it V-link ADJ that-clause* pattern is crucial for validating the epistemic meaning conveyed by the pattern, the '*to-clause*' in the *be (less/more/most) likely to-clause*, as in examples (27) to (30) above, emphasises processes in Halliday's sense (see e.g. Halliday, 1994). In SFL, processes are recognised as 'one of the three core structural elements of experience', actualised by verbs of happening, doing, sensing, saying, being or having (Matthiessen et al, 2010: 164). As Flowerdew (2013) indicates, the group of words encoding a process may be finite or non-finite. In the phraseological pattern considered here, the verbal elements in the '*to-clause*' are all non-finite, as examples (19) to (21) above demonstrate. The importance of the '*to-clause*' in this pattern is thus mainly seen in its role in introducing new information, which the authors present and explain provisionally, given the epistemic importance of the pattern as a whole, in order to avoid the risk of being rather categorical. The use of *more* between 'be' and 'likely' in the pattern, as illustrated by the concordance lines, is shown in Figure 4.

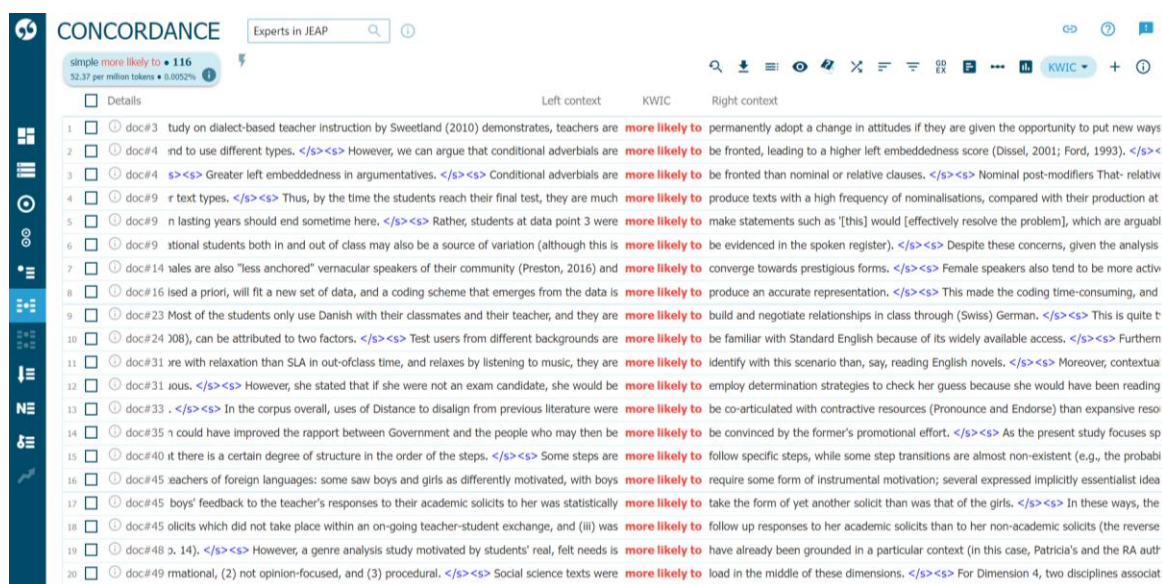


Figure 4. Concordance lines for the *Be + more + likely + to-infinitive clause* pattern in the corpus

4.3 Strength of epistemic modality

This section presents the qualitative results based on the three most frequently used epistemic adjectives found in the analysis: *possible*, *likely* and *clear*. Semantically, each epistemic adjective represents the degrees of strength: strong, medium and weak. Among these adjectives, *clear* is considered a strong epistemic device; *likely* (with its intensification modifiers) can generally be classified under the medium level on the continuum of strong, medium and weak; and *possible* is considered a weak epistemic device. Because of their frequency of occurrence in the corpus, focus was placed on these three linguistic features. While writers have a range of choices for the strong (e.g., *clear*, *obvious*, *true*, *well-known*) and medium (e.g., *likely*, *apparent*, *probable*) level adjectives, *possible* and *probable* are the main productive weak-level epistemic adjectives in the list of epistemic items examined in this study. Thus, focusing on *clear*, *likely* and *possible* provides a fair assessment of writers' preferences for epistemic adjectives expressing strong, medium and weak levels of epistemic strength. Examples (22) to (24) are intended to illustrate how these epistemic adjectives encode levels of epistemic strength in context.

(22) Indeed, from our preliminary analysis, it was clear that some writers at certain score levels used the source texts more than the others.

[EW 36-2016]

(23) Participants were exposed to the Polish translations of these items on Test 1 and therefore it was not possible to measure their knowledge of meaning recall as they were likely to remember the correct answers they had seen.

[EWAL 11-2016]

(24) At the study level, it is possible that only those students who have been successfully socialized into the English academic discourse community participated in the survey and focus groups.

[EW 52-2020]

In particular, studies on epistemic modality (e.g. Biber, 2006; Ağçam, 2014) have found it more convenient to classify the strength of epistemic adjectives into 1) certainty adjectives (e.g. *certain*, *obvious*, *clear*) and 2) likelihood adjectives (e.g. *probable*, *likely*, *possible*). The

threefold grouping of strong, medium and weak degrees of likelihood was chosen to provide a more accurate and effective classification of epistemic adjectives. On the one hand, the term 'certainty' partly implies the absence of an epistemic modality. On the other hand, the term 'likelihood' itself might be sufficient to classify epistemic adjectives, including so-called 'certainty', using a continuum of strong, medium and weak degrees, so that forms like *certain*, *probable* and *possible* can represent these three degrees of 'likelihood' more usefully.

The aim of this corpus analysis, which focused on adjectives of epistemic modality in applied linguistics research articles, was to find out to what extent their rhetorical practises deviate adjectivally from mainstream international conventions on epistemic modality in research articles published in distinguished journals. The study was primarily based on SketchEngine (Kilgarriff, 2014; Kilgarriff et al., 2004). The frequency of epistemic adjectives used in the corpus was examined, leading to interesting qualitative assessments about the use of epistemic adjectives in the selected data, as the study included both quantitative and qualitative aspects. A further examination of the concordance results could help to enrich the qualitative aspects of the study, especially with regard to the identification and interpretation of phraseological patterns or patterns of co-occurrence in some of the main epistemic resources.

Regarding the linguistic forms that encode epistemic modality, this study revealed that the distributional pattern of epistemic modality adjectives, among other linguistic features such as modal verbs, adverbs or nouns, is essential for academic writers for the publication of research articles in various international journals. Professional writers use a wide range of epistemic lexical vocabulary to support their claims and propositions. Moreover, the analysis of this study supports the idea that article writers deploy a rhetorical awareness with an extensive epistemic vocabulary at their disposal. This is evident not only in the depth with which they use these resources to support their claims but also in the way certain epistemic forms and patterns of co-occurrence are used to achieve certain epistemic rhetorical effects.

The findings of this study offer insight into the topic of academic and scholarly writing rhetoric, especially for aspiring academic writers and graduate students who wish to publish their research findings in academic journals. According to the findings, it would be beneficial for writers to make significant use of the epistemic adjectives 'possible', 'likely' and 'clear' in the co-occurrence pattern of *it V-link ADJ that-clause* to conform to international rhetorical standards. Furthermore, they should consider the employment of mitigating epistemic adjective forms such as 'possible' and 'probable', even if they occur in the co-occurrence pattern of *be + ADV + likely + to-clause*.

The present study suggests important pedagogical implications rooted in direct and explicit teaching and learning of epistemic devices and metadiscourse, which need to be introduced and encouraged. Flowerdew (1999; 2008), Martínéz (2011) and Swales (2004) have suggested that the language and rhetoric of an academic paper should be taught to all those who wish to publish in English-language international journals. This may be a more pressing need for non-native speakers of English in less privileged academic contexts, especially in the EFL context. In this regard, it would be useful for teachers to engage experienced EAP specialists to provide regular EAP courses and workshops on academic writing for students, especially at postgraduate level. Such courses and workshops would aim to teach participants the rhetorical and lexico-grammatical conventions of academic writing. As Molino (2018) suggests, activities based on authentic experiences that encourage reflection on appropriate use in a particular setting can contribute to the use of such

linguistic devices for specific purposes. The findings of the present study may be employed for these instructional purposes. In this way, novice and graduate writers can become aware of the particular practises and expectations of the academic community to which they will be contributing. This is in line with Hyland (2000) who suggested that "a clear awareness of the pragmatic impact of hedges and boosters and an ability to recognise them in texts is crucial to the acquisition of a rhetorical competence in any discipline" (p. 193). Such competence may also be achieved by providing authentic material on metadiscourses (e.g. Alotaibi, 2018; Bogdanović & Mirović, 2018), so that writers can acquire certain linguistic patterns and functions to integrate them into the rhetorical organisation of their own texts.

There are crucial aspects of this study that could not be addressed due to inevitable limitations, such as time and size constraints in addition to the scope of the research imposed by the corpus studied. The pragmatic nuances characterising each of the epistemic adjectives studied were difficult, if not impossible, to explore in detail, as the research focused solely upon a rather large number of epistemic adjectives. As a result, only a limited number of epistemic devices could be studied extensively from a semantic and pragmatic perspective. These can potentially provide new insights into how they are used in environmental contexts to support rhetorical practises. Other linguistic features of academic writing, such as adverbs, modal auxiliary verbs, nouns, authorial presence, collocational patterns and discourse structure, should be of interest in terms of epistemic values and contribute to our overall understanding of scholarly writing practises. Since all disciplines differ in their nature, goals and genres, further research comparing different domains and aspects is needed to discover further epistemic modalities across different disciplines and possibly determine domain-specific patterns.

5. Conclusion

This study investigated how adjectives encode epistemic modality and what remarkable phraseological or collocational patterns these adjectives of epistemic value exhibit. The corpus analysis indicates that the use of epistemic adjectives in international research articles in the field of applied linguistics is rather extensive. The results demonstrate the professional writers' keen awareness of epistemic adjectives in their academic texts, as evidenced by the depth and breadth of their use. In examining the phraseology of epistemic adjectives, two key structural patterns frequently associated with the prominent epistemic adjectives, the *it v-link ADJ that-clause* pattern and the *be+ ADV (less/more/most) likely + to-infinitive-clause* pattern, were explored. Both proved to be useful patterns that writers of applied linguistic research articles frequently implement to convey different degrees of epistemic modality. Upon closer examination of these patterns in research articles, several qualitative and frequent differences were identified, especially in relation to the pattern of *it v-link ADJ that-clause*. The epistemic adjectives *clear* (strong), *likely* (medium) and *possible* (weak) were used to assess the pattern of epistemic strength. This study indicates that the epistemic adjectives *likely* and *possible* (which reduce the strength of a claim) were shown to be valued higher than the epistemic adjective *clear* (which increases the strength). The study results shed light on how professional article writers use lexico-grammatical features, especially epistemic adjectives, to increase the persuasiveness of their arguments and the text as a whole. In addition, aspiring academic writers and graduate students can make full use of the knowledge presented to submit their texts for publication.

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CULTURAL CONTENT IN ENGLISH TEXTBOOK FOR DEAF STUDENTS AT DISABLE SENIOR HIGH SCHOOL

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Abstract

This study explores the cultural content represented in the English Textbook used by the deaf students at disable senior high school or SMALB (*Tuna Rungu*). This book was published by *Kemendikbud* of Indonesia in 2016. This study was categorized as Descriptive qualitative research. The method used in this study is textbook content analysis. To collect the data, the writers selected the text, pictures and activities presented in each unit of the textbooks. Meanwhile, to analyze the data, the writers adapted two different frameworks. The first framework was used to explore what cultures are represented in the textbook (types of culture). The second framework was used to explore how the cultures were represented in the textbook (sense of culture). There are 157 cultural contents found in the *Tunarungu Bahasa Inggris SMALB Grade XI 2016* book. By Type of Culture, the 157 cultural contents were divided into 60 *Source Culture*, 94 *Target Culture* and 3 *International culture*. Meanwhile, in terms of Sense of Culture, the 157 cultural contents were divided into 5 *Aesthetic Senses*, 3 *Sociological Senses*, 59 *Semantic Senses* and 90 *Pragmatic Senses*.

Keywords: *Textbook, Cultural Content, Cultural Sense*

1. Introduction

Each country has different culture. It is important to be considerate about the language production context so the recipient will not misunderstand it. Say for example, Native English speaker would refer the word "Lunch" to pizza or hamburger. On the other hand, native Indonesian speaker would refer that word into rice. In line with the statement, Jiang (2000) states that when people use the same language forms, it might refer to different thing based on their own culture. Therefore, that is why learning or teaching a language, at the same time is influenced by the culture.

As we know, the existences of culture help the learner to interpret their language in their real life. It is important for the learners to realize that learning culture as a part of language learning. They need to be aware that cultural understanding is the core for them in acquiring the language. The existence of cultural content can be seen from textbooks or course books, for example ELT textbooks. Textbook is the most accessible and universal element in ELT process. In line with the statement, Cortazzi and Jin (1999) state that textbook is believed as the main means of linguistic and cultural knowledge of the target language in EFL classes. ELT textbooks not only provide the students input such as texts, activities or explanation that contains grammatical or structural content but also cultural content of the target language. Textbook is expected to provide the cultural content which

the learner can learn through it and improve their intelligence. In English language teaching, usually, English teacher uses textbook as source material to support their teaching. It can be a guide for teacher to instruct the students. Since there are many kinds of ELT textbooks, it is important for English teacher to select the textbooks properly which do not only consist of text or activity but also reflect the cultural content of the target language. So, one of the way in selecting the ELT textbooks is doing a cultural content analysis. Cultural content analysis needs to be conducted in order to see the appropriateness of the ELT textbook.

Usually, there are two kinds of ELT textbooks divided by the users namely ELT textbooks for Regular students and ELT Textbooks for Disable students. Both of the textbooks used in regular and disable schools are pretty similar. Both textbooks provide enough material such as texts, pictures and kinds of activities for learning, but there are some unique points from the ELT textbooks used by deaf students at disable senior high school. To begin with, the textbook uses more text based approach. It is because the language aspect such as vocabulary, pronunciation, word stress, grammar, and aspects others are things that really need time and processes that are not few and may not be easy to understand for the deaf student because English has many differences in writing, pronunciation, and meaning. Through this approach, learning refers to the function of language and its use, which is a unity meaning both orally, and in writing. The material in this book can provide knowledge and skills to deaf students in everyday life. Existing materials are more functional and useful for deaf students in everyday life. Furthermore, the ELT textbooks contain only few important topics because the students take a long time for mastering each topic. In conclusion, the textbook is interestingly designed with various pictures and colors so that the student will enjoy learning.

In Indonesia, some previous studies related to cultural content analysis of ELT textbook have been conducted by some researchers, such as, Faris (2014), , Mayangsari, Nurkamto, & Supriadi (2018), Lekawael, Emzir, & Rafli (2018) and etc. All of the studies above have shown about the cultural content in many kinds of ELT textbooks from different authors in Indonesia. Unfortunately, all the studies before were focused on cultural content analysis of Regular ELT textbooks and none of them was conducted regarding to the cultural content analysis of ELT textbook for deaf students at disable senior high school or SMALB (*Tuna Rungu*).

To fulfill the gap above, the writers are interested in carrying out a study about cultural content analysis of ELT textbook for deaf students at disable senior high school or SMALB (*Tuna Rungu*). In this study, the writers choose an English textbook for secondary student. The goals of this study are to investigate about what types of culture represented and how the culture represented in the English textbooks.

2. Literature Review

Textbook is one of the main sources used in learning a language. Textbooks have a very crucial role in education process especially English language teaching (Aliakbari, 2005). It means that choosing the appropriate textbook for the learners is really needed. One of the important things to be considered in choosing the ELT textbooks is the cultural content inside. Teaching learners about cultural aspects may be effectively applied through textbook because textbooks can offer many advantages both for teacher and student when its' being used in the class. In other words, an English teacher might use the ELT textbook as the authentic material in teaching both language and culture. Regarding culture-related teaching materials and textbooks in English classroom, Cortazzi and Jin (1999) divided the types of

cultural content of the materials in English textbook into three types. They are source culture, the target culture, and the international culture.

The first is the source culture materials which refer to materials presenting language learners own culture. In this case, the source culture refers to Indonesian cultures. Indonesia is divided into many ethnics such as Malay, Javanese, Balinese, and other ethnics. The presented aspects of cultures could be the stories about Indonesian legend, pictures of Indonesian people, and other aspects, for instance, the story about RA Kartini (Java Heroine). It reflects the Javanese local culture. It is aimed to make students familiar with the local culture and promoting the local culture to be more popular among students. The second is the target culture materials, which refer to materials presenting the culture of English native speakers' countries. Target culture belongs to the inner circles countries such as USA, UK, New Zealand and Canada (Kacru, 1996). The textbooks of this category are the most popular instruction materials in the EFL context. The aim of the target culture materials is usually exposing users to the cultural contexts of the target language. The last one is the International culture materials, which refer to materials presenting a wide variety of culture in countries around the world where English is not used as first language but as an international language such as in China, Brazil, Korea and other countries. The aims of the international culture materials are raising user intercultural awareness and making users familiar with various socio-cultural contexts.

Furthermore, culture in the textbook can also be categorized based on the four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990). This framework covers the general categorizations of culture which are the totalist view and the mentalist view, and the big -C culture and the small -c culture. The culture with the capital C refers to the media, the cinema, music and other literature aspects, while the culture with small c refers to the organization and nature of family, friends, and institutions. The culture within this framework is categorized into four senses: the aesthetic sense, the sociological sense, the pragmatics sense and the semantic sense. The aesthetic sense of culture refers to the media, the cinema, music, and above all literature-research (literary researches) which are often to be one of the main reasons for language teaching. In the textbook, this sense of culture is commonly found in the textbooks in terms of the information about cinema, theater, song, concert and other contents of big -C.

The sociological sense of culture refers to the organization and nature of family, home life, of interpersonal relation, material condition, work and leisure, custom, and institution. The sociological sense of culture can be perceived as the bottom of an iceberg or the small -c of culture. This type is also commonly used to represent the relationship between family members, institutions and friends. This sense aims to support the interpersonal communication between people around the learners for instance, the relationship between two friends. The semantic sense of culture refers to the conceptual system embodied in the language and conditioning all our perceptions and our thought process. Many semantics areas (e.g., food, clothes, and institutions) are culturally distinctive because they relate to a particular way of life- that is to our sociological sense of culture, so these cultural features like culture in one sociological sense may differ for English from one English-speaking country to another. This type of sense is uncommonly stated in the textbook.

The last, the pragmatic sense (or sociolinguistic) refers to the background knowledge, social skills, and paralinguistic skills. It includes: 1. the ability to use appropriate exponents of the various communicative functions, 2. the ability to use appropriate intonation patterns, 3. the ability to conform to norms and politeness, which are different from the learners,

culture, including taboo avoidance, awareness of conventions governing interpersonal relations questions of status, obligation, license, which are different from learners, culture. 4. familiarity with the main rhetorical conventions in different written genres e.g., different types of letters and messages, form-filling, advertisements. In addition, some researchers prove that this sense is commonly represented in the English textbooks, such as in (Silvia, 2014). This type usually appears in terms of grammars and speech acts.

Based on the explanation above, the writers will adapt these two frameworks from Cortazzi and Jin (1999) and Adaskou, Britten & Fahsi (1990) in order to investigate what cultures are represented in and how the culture are represented in the English textbook of secondary student at Special Education School or SMALB (*Tuna Rungu*) published by Kemendikbud. The findings can be used to determine whether the book is appropriate or not to be used. Furthermore, the findings also might be used for English textbook development especially in terms of cultural content.

3. Research Method

This study is categorized as descriptive qualitative research, which is a textbook content analysis. In this study, the main source of the data taken from the English textbook that used by the secondary student at Special Education School or SMALB (*Tuna Rungu*) published by Kemendikbud. The data were collected by selecting the reading passages, dialogues, pictures and activities presented in each unit of the textbooks, determining the unit to be coded and developing content categories. One of the ways to collect the data is setting up a check-list format based on the framework chosen by the writer. First framework from Cortazzi and Jin (1999) will be used to reveal what cultures are represented in the English textbook. The second framework from Adaskou, Britten and Fahsi (1990) used to reveal how cultures are represented in the English textbook.

There are two main steps in analyzing the data based on these two frameworks above. First, in order to reveal what cultures are represented in the textbooks, the writers used the framework from Cortazzi and Jin (1999) and categorized the culture material into three types which are source culture, target culture, and international culture based on the reading passages, dialogues, pictures and activities presented in each unit in the textbooks. Second, by using the framework Adaskou, Britten, and Fahsi, (1990), the writers will reveal how cultures are represented in the textbooks by categorized them into Aesthetic sense, Sociological sense, Pragmatic sense and Semantic sense. Then, the frequency of the data categorized was converted into percentages. The percentages were compared and analyzed to investigate what cultures occurred most frequently and how the cultures were represented most frequently in the textbooks. The findings were presented in forms of tables and graphs. Then, the results of the study will be discussed qualitatively.

4. Results and Discussion

After doing cultural content analysis of the English textbook entitled "*Tunarungu Bahasa Inggris SMALB Grade XI 2016*", the writers summed up the findings as follows:

English textbook for secondary student of senior high school entitled " <i>Tunarungu Bahasa Inggris SMALB Grade XI 2016</i> " by Endah Dwi Astuti	
Chapter	Topic
1	What did you do yesterday?

2	What happend to your arm, Haidar?
3	A Wonderful trip
4	I'm going to make a cake
5	Dear Brina

Table 1. The Detail Information of Textbook.

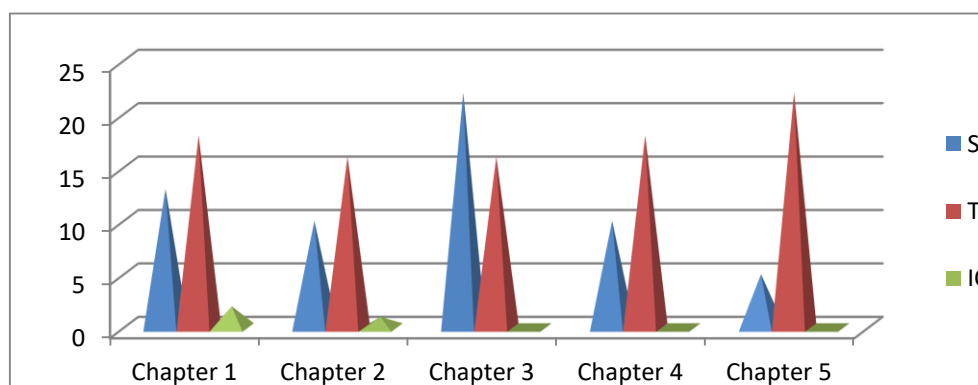


Chart 1. Types and numbers of Culture in the English Textbook by Each Chapter

	Types of Culture		
	Source Culture	Target Culture	International Culture
Chapter 1	13	18	2
Chapter 2	10	16	1
Chapter 3	22	16	0
Chapter 4	10	18	0
Chapter 5	5	22	0
Total	60	94	3
	157		

Table 2. Types and numbers of Culture in the English Textbook by Each Chapter

4.1. Types of Cultures Represented in the Textbook

Based on the chart and table shown above, it can be seen that not the entire chapter from the book contains all of the types of the cultures. The complete explanations are as follows:

a. Source Culture

Based on the results from the table above, it can be seen that all five chapters in this book present the source culture. The first sources culture presented in the book are 24 different names of Indonesian people, those names below are names that commonly used by Indonesian people. Therefore, those names are categorized as source culture in this book.

No	Items	Page
1	<i>Raka</i>	<i>p.14</i>
2	<i>Rizal</i>	<i>p.14</i>
3	<i>Asep</i>	<i>p. 16 & 68</i>
4	<i>Nyoman</i>	<i>p.16</i>
5	<i>Andi</i>	<i>p.18, 66, 67 & 89</i>
6	<i>Eko</i>	<i>p. 21</i>

7	<i>Haidar</i>	<i>p. 23 & 36</i>
8	<i>Dafa</i>	<i>p. 26 & 36</i>
9	<i>Toni</i>	<i>p. 32</i>
10	<i>Joko</i>	<i>p. 32</i>
11	<i>Dika</i>	<i>p. 40</i>
12	<i>Dimas</i>	<i>p. 41</i>
13	<i>Tono</i>	<i>p. 41</i>
14	<i>Sinta</i>	<i>p. 41</i>
15	<i>Tuti</i>	<i>p. 45</i>
16	<i>Yusmarni</i>	<i>p. 65, 67, & 68</i>
17	<i>Putu</i>	<i>p. 67</i>
18	<i>Yuswono</i>	<i>p. 66 & 68</i>
19	<i>Isna</i>	<i>p. 66</i>
20	<i>Komang</i>	<i>p. 68</i>
21	<i>Ikhsan</i>	<i>p. 76, 104, 105, 106, & 110</i>
22	<i>Dewi</i>	<i>p. 77</i>
23	<i>Wulan</i>	<i>p. 98 & 102</i>
24	<i>Wawan</i>	<i>p. 104, 105, 106, & 110</i>

Table 3. Different names of Indonesian people

The second source culture is nine different cities/location, those cities below are located in the territory of of Indonesia, therefore those cities are included in the source culture category.

No	Items	Page
1	<i>Wonogiri</i>	<i>p. 18, 93, 97, 99, 100, 101, 103, & 112</i>
2	<i>Jakarta</i>	<i>p. 20, 45, 46, 47, 49, 93, 97, 99, 100, 101, 103, 104 & 112</i>
3	<i>Yogyakarta</i>	<i>p. 45, 46, 47, & 49</i>
4	<i>Solo</i>	<i>p. 45, 46, 47, & 49</i>
5	<i>Magelang</i>	<i>p. 48</i>
6	<i>kota Gede</i>	<i>p. 49</i>
7	<i>Bali</i>	<i>p. 51</i>
8	<i>Cibubur</i>	<i>p. 104</i>
9	<i>Surabaya</i>	<i>p. 106</i>

Table 4. Different cities in Indonesia

The third source culture is fifteen places. Meanwhile, those places below are very familiar to Indonesian people, which have become a habit for Indonesians to visit places such as markets and schools and tourist attractions, such as beaches or mountains. Therefore, this place is categorized as source culture.

No	Items	Page
1	<i>Studio 21</i>	<i>p.16</i>
2	<i>Malioboro</i>	<i>p. 43, 45, 46, 47, 48 & 49</i>
3	<i>Candi Borobudur</i>	<i>p. 43, 45, 46, 47, 48 & 49</i>
4	<i>Pesona Alam Tawangmangu</i>	<i>p. 43, 45, 46, 47, 48 & 49</i>

5	<i>Candi Prambanan</i>	<i>p. 43, 45, 46, 47, 48 & 49</i>
6	<i>Sangiran Museum</i>	<i>p. 43, 45, 46, 47, 48 & 49</i>
7	<i>Tanah Lot</i>	<i>p. 51, 53 & 54</i>
8	<i>Kuta Beach</i>	<i>p. 51, 53 & 54</i>
9	<i>Sanur Beach</i>	<i>p. 51, 53 & 54</i>
10	<i>Tampak Siring</i>	<i>p. 51, 53 & 54</i>
11	<i>Bedugul Lake</i>	<i>p. 51, 53 & 54</i>
12	<i>Sukowati Market</i>	<i>p. 51, 53 & 54</i>
13	<i>SLB Hari Mulia</i>	<i>p. 60</i>
14	<i>Gunung Lawu</i>	<i>p. 89</i>
15	<i>Ragunan Zoo</i>	<i>p. 93, 97, 99, 100, 101, 103, & 112</i>

Table 5. Different places in Indonesia

The fourth source culture is four kinds of food. These foods are familiar and typical foods that can be found in Indonesia.

No	Items	Page
1	<i>Sate Kelinci</i>	<i>p. 60</i>
2	<i>Jagung Bakar</i>	<i>p. 60</i>
3	<i>Fried noodle</i>	<i>(p. 67</i>
4	<i>Rice</i>	<i>p. 68</i>

Table 6. Different food in Indonesia

The fifth source culture is two kinds of arts, *Batik* and *Tari Barong* known as kinds of local arts from Indonesia. *Batik* is a cloth art almost all regions in Indonesia have beautiful and different *Batik* motifs, while the *Tari barong* is a local dance from Bali.

No	Items	Page
1	<i>Batik</i>	<i>p. 46, 47, & 49</i>
2	<i>Tari Barong</i>	<i>p. 51, 53 & 54</i>
3	<i>Javanese Traditional Costume</i>	<i>p. 5</i>

Table 7. Different arts in Indonesia

The last source culture is four local activities. The local activities in this book are some of the activities that are familiar to Indonesian people.

No	Items	Page
1	<i>Market activity</i>	<i>p. 5</i>
2	<i>Indonesian cooking style</i>	<i>p. 5</i>
3	<i>Indonesian school setting</i>	<i>p. 3, 4, 5, & 6</i>
4	<i>Motorcycle with Solo's license number style</i>	<i>p. 38 & 78</i>

Table 8. Local activities

In addition, some pictures are used to show how books represent source culture like places and activities, the pictures can be seen below:

A WONDERFUL TRIP



Gambar 3.1 : Malioboro. Sumber: <http://www.europeanyouthvoice.eu>
 Borobudur. Sumber: <http://img02.deviantart.net>
 Tanah Lot. Sumber: <http://www.wisatadi.com>
 Prambanan. Sumber: <http://www.dodaholiday.com>
 Pesona Alam Tawangmangu. Sumber: <http://fotowisata.com>
 Museum Sngiran. Sumber: <http://static.panoramio.com>

Picture 1. (Source Culture - Places)



Picture 2. (Source Culture – Javanese Traditional Costume, Market Activity & Indonesian Class Setting)

The pictures above are examples of source cultures attached in the book, such as school setting, market activity, and Javanese traditional costume. There are also some pictures of places in Indonesia, such as Borobudur Temple and Tanah Lot Bali.

b. Target Culture

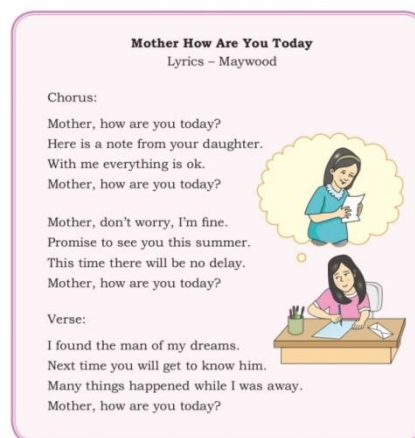
The results from the table below show that all five chapters in this book present the target culture.

No	Items	Page
1	<i>Mariah Carey (name)</i>	<i>p. 70 & 71</i>
2	<i>Maywood (name)</i>	<i>p. 94 & 95</i>
3	<i>Hero (song)</i>	<i>p. 70</i>
4	<i>Mother How are You Today (song)</i>	<i>p. 94 & 95</i>
5	Expression of asking and giving information about daily activities (grammar)	<i>18 times. p. 7–21</i>
6	Expression of asking and giving information about daily activities in the past (grammar)	<i>16 times. p. 25–42</i>

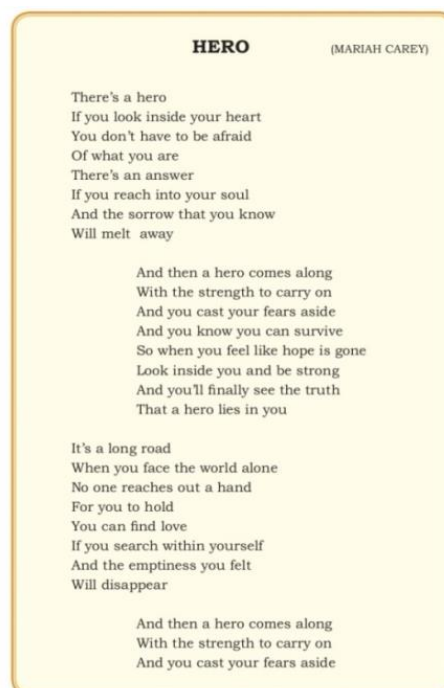
7	<i>Expression of giving information about experience (grammar)</i>	<i>16 times. p. 43-62</i>
8	<i>Expression of asking and giving information about one's intention (grammar)</i>	<i>15 times. p. 63-91</i>
9	<i>Expression of giving information about song lyrics (grammar)</i>	<i>3 times. p. 63-91</i>
10	<i>How to write personal later (grammar)</i>	<i>19 times. p. 92-114</i>
11	<i>Understand the lesson of a song (grammar)</i>	<i>3 times. p. 92-114</i>

Table 9. Target Culture Items

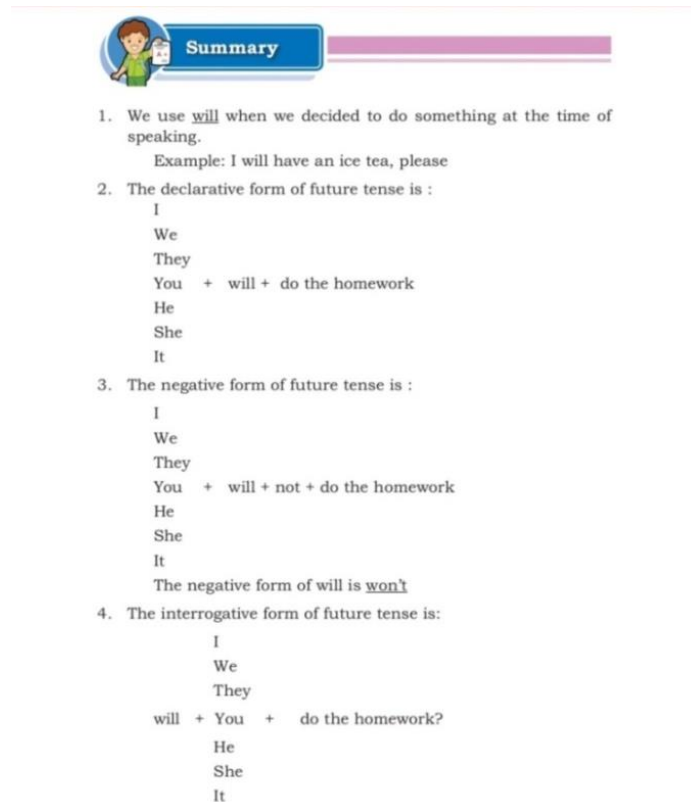
This book is indeed dominated by the target culture. Here are some examples of the target culture material contained in the book, which can be seen from the pictures below:



Picture 3. (Target Culture – Mother How Are You Today a song by Maywood)



Picture 4. (Target Culture –Hero a song by Mariah Carey)



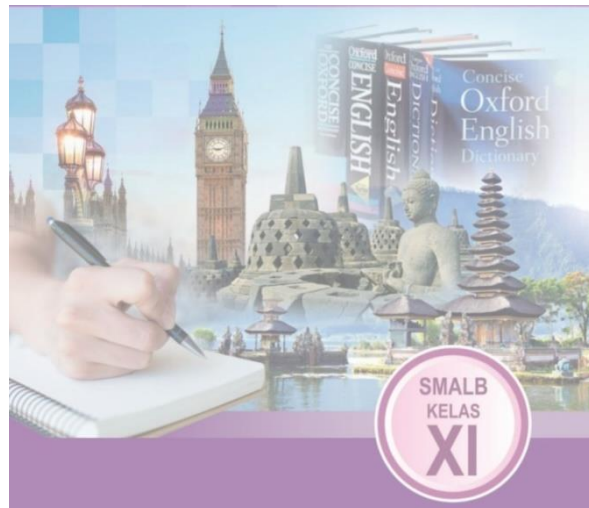
Picture 5. (Target Culture – One of grammar material in the book)

c. International Culture

There are very few target cultures found in this book, and those are only found in chapter 1 and chapter 2. There are only two international culture presented in the book in the chapter 1 and chapter 2, the first one are 2 kinds of food, *sphagetti* (p. 6 & 10) and *Pizza* (p. 37). The last international culture is the picture of a *Big Ben as a tourism sight* (p. 1). It can be seen below that some pictures represent international culture:



Picture 6. (International Culture – Kinds of Food - Spaghetti)



Picture 7. (Target Culture – Touris Attraction – Big Ben)

4.2 How Sense of Culture represented in the Textbook

All senses of cultures were represented: Aesthetic Sense, Sociological Sense Semantic Sense and Pragmatic Sense. The detailed explanation can be seen in the table below:

<i>Category of Culture</i>	The Aesthetic Sense	The Sociological Sense	The Semantic Sense	The Sense Pragmatic Sense	TOTAL
The Source Culture	3	3	54	0	60 (38.2 %)
The Target Culture	2	0	2	90	94 (59.8 %)
The International Culture	0	0	3	0	3 (1.9 %)
TOTAL	5 (3.1 %)	3 (1.9 %)	59 (37.5 %)	90 (57.3 %)	157 (100%)

Table 10. The Frequency of Cultural Contents – Types and Sense of Culture in the Textbook

We can see in the table above there are 157 senses of culture presented in this book. Aesthetic sense was presented 5 times with a percentage of 3.1%. The aesthetic sense in this book is found in the Source Culture section 3 times in the form of (**Arts:** *Barong traditional dance, Javanese traditional clothes and Batik*), and there are 2 aesthetic senses in Target culture in the form of **Song:** *Hero - Mariah Carey and Mother How are You Today – Maywood*. On the other hand, there is no aesthetic sense found in International culture.

There are only 3 sociological senses found in this book with a percentage of 1.9%. All of the sociological senses in this book are found in the Source culture section (*Activities in the market, A school setting and Indonesian cooking styles*), which means that there is no sociological sense found in the Target culture and International culture.

The third sense of culture is Semantic sense. There are 59 Semantic senses with a percentage of 37.5% found in this book. There are 54 Semantic senses found in Source culture such as (**Names of Indonesians:** *Komang, Andi Nyoman etc.*, **City:** *Jakarta, Yogya,*

solo etc. as well as **Food:** *Nasi Goreng and Mie Goreng*). Then, there are 2 Semantic senses in the Target culture in the form of (**Name:** *Mariah and Maywood*), and there are 3 Semantic senses in International culture in the form of (**Food:** *Spaghetti and Pizza* & **Place:** *Big Ben*)

The last sense of culture is pragmatic sense. There are 90 forms of Pragmatic sense found in this book with a percentage of 57.3%, which makes Pragmatic sense the most sense of culture found in this book. All of the Pragmatic senses in this book are found in the Target culture (*Expression of asking and giving information about daily activities, Expression of giving information about experience, How to write personal later, Expression of giving information and understand the meaning of a song lyrics, etc*)

5. Conclusion

In conclusion, there are 157 cultural contents found in the *Tunarungu Bahasa Inggris SMALB Grade XI 2016* book. By Type of Culture, the 157 cultural contents are divided into 60 forms of Source Culture, 94 Target Culture and 3 International culture. The most Type of Culture frequently found is Source Culture such as the names of Indonesian people, cities in Indonesia and several places in Indonesia, while for the Target Culture, grammar and learning materials are the most frequently found contents, and International Culture is the least common types of culture. Meanwhile, in terms of Sense of Culture, the 157 cultural contents are divided into 5 Aesthetic Senses, 3 Sociological Senses, 59 Semantic Senses and 90 Pragmatic Senses.

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MEANING-MAKING OF INTERNET MEMES TO CREATE HUMOROUS SENSE: FUNCTIONS AS SPEECH ACTS

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Abstract

This research explored how the memes were created with multimodal elements that could make meaning to create a humorous sense and function as speech acts. With the complexity of meaning-making, nowadays, it had become a trend that people could communicate online through Memes. Semiotics provides how the combination of modes, media, and potential meanings, that were applied to make meaning in memes. At the same time, pragmatics proposes details on how memes can function as speech acts. This research adopted a qualitative method using multimodal analysis by Leeuwen (2005) and speech acts theory by Bach and Harnish (1980) that were employed as the theoretical framework. A total of 16 memes were retrieved and captured as JPG files from social media and other internet websites; therefore, documentation was the only technique used in this research. The results of the study showed that (1) the integration of semiotic resources such as mode, media, and meaning potentials in memes aided the readers to understand the background knowledge of memes (2) two types of communicative illocutionary acts were found in the memes: constative and directive illocutionary acts which function to express the emotion or opinions and question something (3) the effects of using internet memes could be seen through verbal and non-verbal perlocutionary acts which showed an agreement and had the same feeling as in the memes. Finally, the memes containing multimodal components composed of semiotic resources interacted creatively to make humorous sense, and it could aid the readers to communicate online.

Keywords: internet memes; multimodal; semiotic resources; speech acts; humour

1. Introduction

The terms memes and gifs should be familiar to the users in social media platforms because they are not modern terms. Dawkins (1989) produced a book called *Selfish Genes* and found the name in 1979 (Börzsei, 2013; Milner, 2012; Shifman, 2014). Meanwhile, Börzsei (2013, p. 3) asserts that Richard Dawkins built the label 'meme' from the Ancient Greek word. It is '*mīmēma*' that denotes "somewhat copied." Dawkins (1989) talks over dual extents that evolutionary theory distinguished between *memes* and *genes*. He recognizes that consideration of human nature arises from culture. Dawkins' authentic uses the term of meme to point out thoughts, games, catchphrases, faith, language, etc. (Milner, 2012). Davidson (2009, p. 122), further, claims that a precise definition for the modern concept of the internet meme is lacking. Consequently, he employs new descriptions to describe

internet memes as part of a culture, typically jokes receiving impressions through online communication.

Memos standing for Internet memes which consist of humorous sense, are described as witty, multimodal, digital stuff, user-generated with typical content features, created with a consciousness of each other and shared, imitated, and modified by internet users (Shifman, 2014). Milner (2012) specifies internet memes as media artefacts that are widely compounded and redistributed by other uses on social media. The definition accords with several levels of thoughts conveyed within theories of multimodality, semiotics, which are discussed in the current study. This recent study refers to the term meme that was proposed by Dawkins (1989). Chovanec and Tsakona (2018) state that nowadays, the trend in online humour is using multimodality. Internet texts that consist of humour serve creative mixtures of linguistic and semiotic components. Amid the categories that emerge in digital communication, internet memes have gained academic attention because they have been shared in many digital platforms. This recent study explores the multimodal analysis of the latest internet meme in 2021 is obtained from social media such as Twitter, Instagram, and other platforms.

Apart from the explorations of multimodal analysis, this paper proposes a new way of analyzing memes seen from multimodal and pragmatic analysis. Scholars note that internet memes are shared to invite involvement among users (Börzsei, 2013). Memes analysis is indispensable since memes are quite viral and applied to online communication. Communicating with other people reveals that people employ speech acts to understand the message based on the context. In the past, speech acts were connected to spoken communication; however, nowadays, it could be applied in written texts, in this case, memes. Memes could include text or images, such as facial expressions, gestures, body language, etc. These are commonly known as reaction shots in which memes are non-verbal communication (Grundlingh, 2017). Sebeok (2001) asserts that from the perspective of semiotics, verbal sign and non-verbal systems have to be incredibly intertwined and link one another through each character's life. Speech act theory involves pragmatics, while semiotics proves that non-verbal communication might be construed similarly to verbal communication. Therefore, non-verbal memes could be regarded as a speech act since the receiver grasps the context of the message (Denisova, 2019).

A number of studies on internet memes have increasingly developed in recent years. The studies mainly explored the memes seen from the cultural logic (Shifman, 2014), the language used in memes (De la Rosa-Carrillo, 2015; Laksono & Putranti, 2016), certain forms of linguistic humour seen from multimodal interactions (Vásquez & Aslan, 2021), and the combinations of textual and visual meaning-making (Yus, 2019; Jiang & Vásquez, 2020). Those studies mainly address particular perspectives, whether seen from the language found in memes or multimodal analysis. Yet, only a few studies reveal internet memes as speech acts and examine them based on meaning-making. To date, one of the scholars, Grundlingh (2017), made an effort to introduce a new approach in which memes could be linked to speech acts and examined through the use of multimodality and semiotic resources. In such a case, this current study attempts to extend the earlier work of Grundlingh (2017).

A dearth of previous researches still combines speech acts and multimodal analysis in one body of research. Consequently, this research forms an innovative approach to memes. It investigates internet memes using key theories from semiotics and pragmatics, which have not been discussed in the studies mentioned earlier. Since memes come up with complex communication affordances to deliver meaning and create humour, the multiple levels of

intersection between linguistic and visual in memes gain additional significance. Seen from the studies mentioned above, this research offers a distinctive analysis of meaning-making in internet memes to interpret text-image combinations and how they work together to create humorous meanings. With this background in mind, this research proposes the subsequent research questions: (1) How do semiotic resources communicate to create meaning-making of internet memes? (2) What are the illocutionary acts found in internet memes to create a humorous sense? (3) How are the effects of memes on internet users?

2. Literature Review

2.1 Multimodality

Nowadays, multimodality is gradually more prominent because of the spread of discourses on the internet that merge various modes such as pictures, audio, text, and video. The notion of multimodality was spread at the beginning of the 2000s. With the efforts of Halliday, who viewed language as a social semiotic system, Jewitt (2013) stated that Halliday's effort shifted the focus of language as a static linguistic scheme, then considered language as a social scheme. Further, Jewitt (2013) views multimodality as an interdisciplinary approach derived from semiotics resources that understand interaction and depictions outside of language and seeks a systemic social interpretation of various forms of meaning. In general, multimodality appeals to how multimodal texts are shaped and how semiotic resources: colour, framing, position, and focus of elements perform to form the meaning.

As explained in the introduction that memes are described as media artefacts created and shared across all online platforms consisting of semiotic sources such as modes and media, and all of these modes have diverse functions and uses. Jewitt (2013, pp. 251–252) states that meaning in the mode is interconnected with the senses formed by other modes to work together to make successful communication. A relation between modes contributes to the construction of meaning. Jones (2013, p. 1) denotes Scollon and Levine (2004) when differentiating mode and media. A mode could be defined as a semiotic scheme with core grammaticality, such as colour, speech, design, and taste, and media is seen as the physical modes, such as television, computer screens, telephones, and paper.

2.2 Semiotic Resources

The term 'semiotic resource' is primary used in social semiotics. It stems from the work of Halliday, who states that grammar is neither a set of rules nor a code for building proper sentences, but elements for meaning-making (Halliday, 1978, p. 192). Leeuwen (2005, p. 285) states that semiotic resources function as the resources and objects utilized to communicate. Furthermore, he argues that meme takes a meaning potential as the primary semiotic resource. Practically, meme is produced to reveal something. It can be directed to express a feeling or to deliver idea. Besides, memes can be constructed to utter the purpose to apologize and address an inquiry. Suppose the memes are shared on the internet and social networking sites. In that case, meme analysis is highly contingent on the memes' background knowledge, purposes, and use by the diverse internet users. Types of memes, such as reaction shots, can be taken as an example, that contain no text. It recognizes the recipient or reader should analyze the meme based on the context due to the absence of the texts. This kind of reader refers to what Eco (1979) described as a "model reader."

Further, Eco (1979) states that the writer must predict the model reader of the recipient, assumedly, those who can interpret by using the similar expression to the writer

who deals with them. It should be noted that there is a distinction between signification and the communicative process. The communicative process can be described as the portion of the signal obtained from the source to the destination. When the goal is human, it only conveys some information that occurs. However, if the basis is not human, the sign is the only inducement that produces an informational answer in the recipient, defined as the signification process. This process occurs due to the availability of the code. A code is primarily a tagging system that can be used to provide entities with non-existent units. Thus, memes can be interpreted as a signification process. Since memes are described as multimodal artefacts that can also be analyzed from semiotic theory, they have the potential to have messages that are more complex than just ordinary images that are shared from one person to another. Notwithstanding, signification and speech acts' theory are considered in two distinct research fields; both pragmatics and semiotics aid in making a clear concept of how memes are utilized for communicating.

2.3 Speech Acts (Locutionary, Illocutionary, and Perlocutionary)

Speech acts are involved in the theory of pragmatics. Yule (2006, p. 112) defines pragmatics as studying what utterers mean. The communication relies upon admitting the meaning of words in a statement and realizing what utterers mean by their statements. Austin (1962) stated that the utterance could be implemented to do an act. For instance, if people address a sentence, it is not merely saying something, but people might also perform something such as creating a commitment, making an apology, etc. (Schiffrin, 2005, p. 31). Austin (1962) expanded a trichotomy to differentiate the various speech acts: locutionary, illocutionary, and perlocutionary acts. The locutionary act can be explained as the construction of words and speech creation. The illocutionary acts have to do with performing one of language purposes: the act of saying words or things. The perlocutionary act forms the special effects, whether intentional or unintentional, to say and do something (Austin, 1962). There should be an effect that influences the reader's thoughts when the speaker offers the idea.

Bach and Harnish (1980, p. 40) propose six kinds of illocutionary acts, four of which are constative, directive, commissive, and confessional. Constative expresses that the speaker's ideas and intentions have the same idea as the listener. The directive denotes the speaker's attitude toward the listener's upcoming actions and his purpose that he utters, or the attitude he expresses is carried out as a reason for the listener's action to accept the utterance. Commissive conveys the speaker's intention and belief that his statement requires him to do something. Recognition expresses feelings about the listener, the speaker's meaning that his utterance meets social expectations to direct certain feelings and beliefs about what is being done. It is in line with several points about illocutionary acts proposed by Austin (1962) and Searle (2002). The four main illocutionary acts introduced by Bach and Harnish (1980) are communicative. Two different illocutionary acts are effective illocutionary acts and decisions, which are considered conservative. The conventional illocutionary acts could be explained as selecting, resigning, arresting, releasing, marrying, baptismal, etc. This research only uses communicative illocutionary acts because it fulfils memes as illocutionary acts. Successful communication can occur if the recipients of the message realize the illocutionary acts. The utterance is made explicitly or implicitly to understand the following conversation (Shifman, 2014). Communication could be verbal or non-verbal (body language, gestures, etc.). In this case, memes can be involved in non-verbal

communication. Several factors influence how the recipient realizes a speech act, either verbal or non-verbal—the addressee recognizes a speech act and responds appropriately.

2.4 Memes Function as Speech Acts

Despite the possibility that all types of memes can be considered as speech acts, it has been validated by several studies that some types of memes are more accessible to construct than others and are also used with greater frequency. In this research, two specific types of memes will be examined to explain how these types of memes can be defined as speech acts. Milner (2012, p. 85) categorizes 13 kinds of memes. For 13 (thirteen) kinds of memes are split into remixed images and stable images. The remixed images are divided into single pictures and stacked pictures. Below is the classification which is adopted from Milner (2012, p. 85).

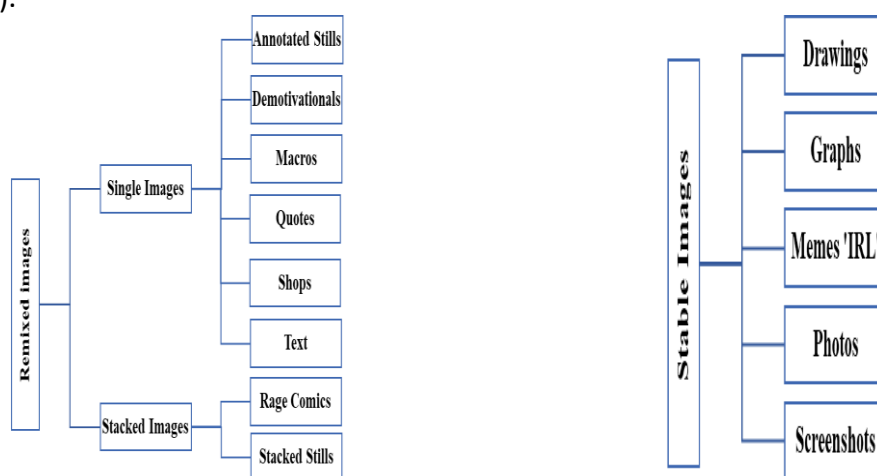


Figure 1. A Classification of Meme Collectives (Milner, 2012, p. 85)

This research focuses on remixed images which consist of single images and stacked images. It contains annotated stills, demotivational, macros, quotes, shops, and text for single images. Meanwhile, the stacked images involve rage comics and stacked stills. Single images are remixes that emerge on a single frame. Stacked images blend several single images into a new set of pictures frequently to create a more complex meme. Annotated images mingle with the text, creating addendums, appending dialogue bubbles, etc. Demotivation combines image and text in a satire of 'motivational' posters framing images in black squares. There are also two levels of white text: the main clause is positioned in a larger font size above the supporting clause. Image macros are the most typical artefact collected for this research – apply text within the image, often a clause at the top of the image to set up a premise and a clause at the bottom to convey interesting lines. Images and text also mix into quotes in a collection of memes, often combining a statue of the quoted character with the text of the quote. Shop means creating a new image by combining elements from several other images. The shop can also add effects such as changing the colour of the image. Lastly, sometimes image files ignore images completely that shares only graphic text. However, these texts are still images and often blend the same multimodal meme aesthetic. Rage comics are built from a well-established collection of angry faces and texts. Stacked stills take macro photos or annotated photos and combine them into a multi-panel image (Milner, 2012).

3. Research Method

This research is under qualitative study that explores how memes can be analyzed through the theory of pragmatics by Bach and Harnish (1980) and semiotics by Leeuwen (2005). It provides a distinctive analysis of meaning-making in internet memes to interpret the text-image combinations and work together to create humorous meanings. The data are in the forms of images, words or phrases, and sentences. The data source is social media, especially Instagram, Twitter and other internet websites; therefore, documentation is the only technique used in this research. It chooses Instagram and Twitter because Internet users are likely to post memes and communicate through memes to create humorous senses in those platforms.

A total of 16 memes were retrieved and captured as JPG files. Data were gained from Twitter (N=7), Instagram (N=3), and other websites (N=6) from April to June 2021. The study is concerned with two types of memes, notably image macros and stacked stills, regarded as speech acts. The responses to the memes posted are also obtained and analyzed in this research. The selected memes are chosen randomly and are then analyzed based on the multimodal theory focusing on semiotic resources utilized in the memes and speech acts theory that concerns illocutionary acts. Moreover, it reveals how internet users communicate in social media through memes that are examined through the perlocutionary acts, which could be seen through the comments that appear in the memes.

4. Results and Discussion

The analysis of the data is divided into some categories to represent any type of meme. The results of the first, second, and third research questions are intertwined with another; therefore, it combines the analysis of those three research questions. As already mentioned in the literature review, the listener should interpret the speaker's intended meaning appropriately to succeed in the illocutionary act. The example of stacked images can be seen as following:

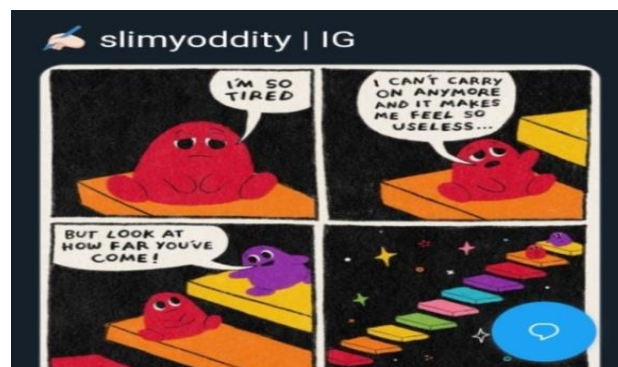


Figure 2. Example of Stacked Stills (<https://slimyoddity.com>)

Figure 2 consists of pictures and text that are remixed into quotes in the meme. This meme combines characters' facial expressions, text, various colours, and the black background of the image to make meaning. The characters are blobs: the red is called Slimy, and the purple one is named Oddity. The two main characters represent Cherie and her partner Tim correspondingly. In the comics, it discovers that Oddity is continuously imposing truth bombs on Slimy all the time. Those two blobs are created to represent the experience of each individual. Thus, in Figure 2, the texts state and tell the reader that Slimy is so tired and cannot carry on anymore. In such a case, the meme's purpose is to advise the readers;

thus, the meme involves an illocutionary directive act. Yet, the Oddity responds to Slimy, "*how far you have come!*" The response is such a piece of advice to Slimy and reminds the readers about what has been done. The last picture shows the steps being reached by the Slimy. Therefore, it is a kind of reflection toward the model reader. If the model readers experience that feeling, they will respond to the memes. The representations of different reactions are shown as following:



Figure 3. Example of Comments



Figure 4. Example of Comments

Concerning the third research question, this part shows the reactions of internet users, as seen in Figure 3 and 4. They show that they understand the memes' context. Figure 3 employs both image and text, while figure 4 does not include text. With the expression of sadness, the users try to express their feeling through uploading images with the sad reaction. Through non-verbal language, internet users attempt to define the unfortunate sense. It proves that the memes posted by the users affect other Internet users. With memes that combine mode and media employed in the picture, the memes also have a role as speech acts. It shows how the reader of memes also sent the reaction towards the memes that indicate perlocutionary acts successfully. other memes that also suggest speech acts and combines semiotic resources are also presented as follows:

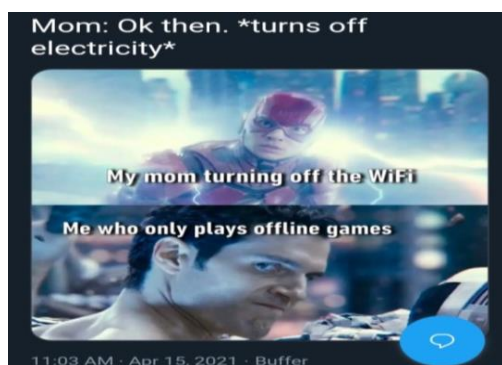


Figure 5. Example of Stacked Stills
 (www.twitter.com)



Figure 6. Example of Comment
 (www.twitter.com)

A single image macro is simply a collection of one-way memes that use images and text to comment on the world. In vital derivatives, while macros are stacked with other images, they become still stacked and read like comics (Figure 5). This comic is a basic example of the so-called vertical meme collective, a common type of still image. In this vertical, the image of an English actor named Henry Cavill, who becomes DC comics character Superman is stacked on top of a picture as in character in a flash. The flash is the name of some fighters acting in

American comic books published by DC comics. The flash shows the plain expression while Henry Cavill presents his facial expression of upset. These stacked stills offer two different pictures with different facial expressions. This meme contains the image and the texts that successfully create a humour sense toward other internet users. The texts are statements; thus, it involves in constative illocutionary acts. The meme encourages the reader to respond to the meme. The representations of their reactions are served below:



Figure 7. Example of Comment

There are some reactions by Internet users in responding to the memes. It takes only two images that have different types of memes: image macro and reaction shots. Figure 6 is an example of reaction shots since it only presents the image without the text. In such a case, the idea of a model reader must be fundamental. An internet user posts a meme as a comment since he or she may experience the same thing as the meme posted by the creator. Thus, the comment in Figure 6 indicates that the reader understands the meme creator's intended meaning. Through the laugh expression, it is believed that the readers know the information suggested in memes. The second comment is an image macro because there is an image and the text underneath the image in the macro (Figure 7). It employs the image of angry birds (Red and black characters) with the standard expression. It presents the reader's expression towards the meme. The text, "*I am not afraid of anything*", indicates that she or he might not be afraid of what her or his mom is doing. In this context, a meme is regarded as speech act since there is an interaction between internet users through memes. The followings are other examples of the memes that present the special issue of covid-19:



Figure 8. Example of Image Macro



Figure 9. Example of Comment

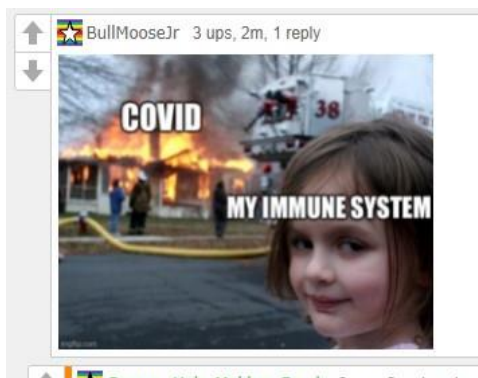


Figure 10. Example of Image Macro
 (<https://imgflip.com>)

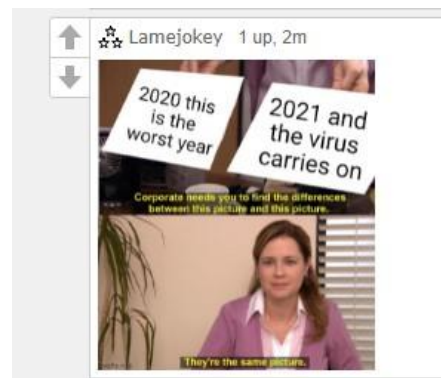


Figure 11. Example of Comment
 (<https://imgflip.com>)

Figure 8 consists of one image and the texts caption both below and top of the image. The textual elements emerge in block style; the fonts are all caps with white colour. It is such an example of an image macro found on an Internet website. For the context, it is related to the current issue, which is covid-19. The creator states in the caption, "*I will just keep turning this hourglass over and over*". She or he attempts to create a joke concerning the pandemic issue that is still not over yet. It employs a green-skinned girl who is the fictional character in the wicked witch of oz. The facial expression is sick of the situation that coronavirus is still not over yet. Through a meme, she or he can express the idea and communicate with other internet users. The illocutionary found in this meme is constative since it only states the belief. Yet, the facial expression, the text, the image aids the readers to interpret the intended meaning of the meme. The response of another user (Figure 9) indicates that the reader could understand the meme since it writes a current issue that everyone may know about it. The reply by another user employs the same type of meme, which is image macro. It has been discovered that image macro is frequently found in memes. Figure 10 has the same issue, covid-19. Yet, it has a different meaning potential from Figure 8. Figure 10 attempts to advise internet users that people should have good immune systems in this pandemic era. With the combination of images and texts, several comments are given to the memes. Yet, only one comment is taken as an example (Figure 11). A type of meme is included in stacked stills since it employs two pictures in one meme. The user expresses the feeling by saying that 2020 is the worst year due to the coronavirus. Therefore, this meme, the image macro, is used to joke and express something related to the current issue, which is covid-19.

Another image macro that is created to make humour related to daily life is shown in Figure 12. It consists of one character merged in one picture with different texts and different expressions. The character employed as the central figure is Hank Schrader. He is one of the fictional characters in the AMC drama series Breaking bad, and its spin-off series better-called saul. The combination of texts and facial expressions in the image macro are presented to create meaning-making. Thus, the meme has the potential to express emotion related to a student's daily life. On the left side, the sad expression denotes the student's homework, while the right side, the happy one, is shown when the students have a good weekend. The illocutionary act could be identified through the image caption, which is a constative one. The meme has successfully addressed the reader through the combination of texts and facial expressions. Many internet users respond to the meme. Some comments are presented in Figure 10. The internet users do not employ memes, but they respond to

the meme with the texts since the meme is uploaded on Instagram, where the comments box is text. One of the internet users understands the background of information of the image by commenting that *"hank is a good example of dedication"*. Knowing the context encourages internet users to give comments to the meme due to its humour. It is believed that memes aim to create humour and to perform other illocutionary acts.



Figure 12. Example of Image Macro (<https://www.instagram.com/?hl=en>)

Another purpose of memes, to ask a question, is presented in Figure 13 and 14. Memes address questions or questions that often insert humour cannot always be seen as serious questions. The controversy may occur when some of the creators address the questions. The questions in memes are not only about a specific topic. A standard image macro (Figure 13), Obi-Wan Kenobi is an imaginary character in the Star Wars franchise used as the central figure in the meme to ask questions. In such a case, the illocutionary acts found in this meme can include constative and directives. The meme gains several responses from internet users, as seen in Figure 13. As seen from the comments (Figure 14), the internet user understands the background knowledge of the memes. One of the internet users responds, *"My dad is nearly 50 and plays halo/cod and watches starwars cartoons"*. It shows that she or he recognizes the character employed in the meme by mentioning Starwars cartoons. From the comments; they all try to relate the memes to themselves. Most of them show an agreement towards the memes. Therefore, memes facilitate internet users to communicate online.



Figure 13. Example of Image Macro
<https://www.instagram.com/?hl=en>

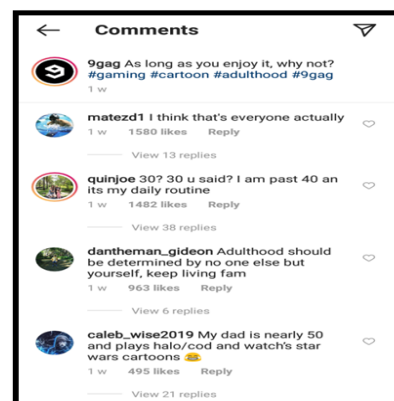


Figure 14. Example of Comments
<https://www.instagram.com/?hl=en>

Another example of a meme that creates humorous sense through question could be seen in Figure 15:



Figure 15. Example of Image Macro
(www.twitter.com)



Figure 16. Example of Comment
(www.twitter.com)

It shows how memes could be used to respond to the question. Before displaying the image, the meme creator asks the question. Then, the answer is in the form of a meme. This meme is a single image with its text merged in the text. The character displayed in the meme is Ryu Hwa-young, one of the South Korean actresses and singers who becomes a South Korean group named T-ara. This character represents how young ages nowadays are impressed by Korean dramas. Thus, the selection of the character is not without reason. This kind of meme has meaning potential to make a joke. A constative illocutionary act is found in this meme since it attempts to express the idea or opinions of something. Several responses toward the meme are detected, yet one example (Figure 16) shows that the readers try to answer the question addressed by the meme creator using an image macro. It is believed that internet users employ memes to communicate online.

From the analysis above, it can be drawn that two types of memes: stacked stills and image macro are commonly found in the memes which function as speech acts. These memes employ several characteristics of semiotic resources such as meaning potentials, mode, media which aid the readers to understand the background knowledge of memes. The combination of multimodality found that there are two types of communicative illocutionary acts: constative and directive illocutionary acts, which function to express the emotion or opinions and question something related to emotions for daily experiences and everyday situations. From the illocutionary acts found in memes, there is also an effect that influences internet users to react toward the memes. The responses are in the form of verbal and non-verbal perlocutionary acts. Most internet users share the same experience and feeling as the meme creators and show their agreement towards the meme posted. Therefore, in this research, the memes containing multimodal components composed of semiotic resources that interact creatively to make humorous meanings, and it can aid the readers to communicate online easily. In this case, this research argues that memes, especially stacked stills and image macros can function as speech acts.

4.1 Memes as Speech Acts

Refers to the results of the previous studies displayed in the literature review; this research detects three points of memes that are interesting to discuss: the semiotic resources used in the memes, the types of illocutionary acts found in the memes, and how the combination of semiotic resources and illocutionary acts can affect other internet users, which can be seen through the comments. Thus, this research discovers two kinds of memes that function as speech acts: stacked stills and images macros. It is in harmony with the

study by Milner (2012, p. 89), who asserts that image macros are not merely the most common type of memes but also vivid illustrations of the interplay of transformation and imitation in the process that leads to memes. Besides, both could be the representations of memes that function as speech acts.

Firstly, concerning multimodal analysis, the findings indicate that memes combine the script, the facial expression of the characters, the various colours, and the black background of the image to make meaning (Figure 2). Combining semiotic resources in memes such as media and mode can create a humorous sense in memes. Leeuwen (2015, p. 447) states that various semiotic modes include language and pictures conjoined and incorporated into a presented discourse or kind of speech. This finding also corresponds to Milner (2012, p. 11), who states that memes are applied in culturally mediated participation networks for multimodal artefacts in which images and text integrate to make jokes, observations or convey arguments. In this research, the combination of images and text convey a joke or create a sense of humour. The previous research done by Yus (2019) has proved relevant theory to realize the clarification of image macros based on the composition of multimodality.

Applying relevant theory to online text interpretation, Yus (2019, p. 107) displays that the intended meaning of the meme cannot be gained from the incomplete purposes of text or picture which is taken independently, but only from their conjoined goals that result in implications. In this case, the meaning of a meme can only be construed by recognizing the connotative meanings of the text, image, and the combination of text and image. Yet, the findings argue the claim by Johann & Bülow (2019) that the visual mode in the meme is the most important than others. Besides, one of the essential characteristics used in memes is meaning-potential (Leeuwen, 2005). It discovers that each meme is designed to reveal something. It can be emotion as in Figure 2, Figure 5, Figure 9, Figure 10 or an opinion as Figure 8. Memes can also be created to reveal the intent to offer a question (Figure 12). The memes as meaning potential express opinions or emotions (Leeuwen, 2005, p. 285). The findings are supported by Davidson (2009, p. 127) that similar memes can employ various texts to show multiple purposes, such as giving advice, creating humour, and expressing emotions. Denisova (2019) and Wiggins (2019) reveal that internet memes mainly express feelings or affect, for example, rage, joy, anger, and excitement in reaction to real-world events.

Secondly, as the aims of this research, only image macros and stacked stills are analyzed. It discovers two types of illocutionary found in two kinds of memes. They are constative (Figure 5, 8, 12, 13, 14) and directives (Figure 2, 13). These findings align with a previous study done by Grundlingh (2017). It states that constative and directive illocutionary acts are commonly found in memes. Bach & Harnish (1980) proposes two types of illocutionary acts: commissive and acknowledgement, that are not found in this research. Grundlingh (2017) alleges that since memes are a unique way to interact, it is clear that the memes' function cannot parallel with all the communicative illocutionary acts.

Yet, memes could be made for particular and individual purposes. In such a case, a meme can be used to thank someone or congratulate other people. It is also possible that memes are employed to beg a person to do something, ask someone to perform an act, and forbid someone to do something. It discovers in this study that memes can perform speech acts. Internet users employ memes to express something (Figure 2, 8, 12 and comment on the memes (Figure 3, 4). This finding correlates to Grundlingh (2017) that a particular meme is employed to comment on the utterances. The comments are given because several

internet users understand the background knowledge of the memes. This aligns with Shifman (2014) that successful communication can occur if the message recipients realize the illocutionary acts. It is emphasized by Bach and Harnish (1980), it is vital for the hearer to know the contexts and recognize the intention to communicate successfully. The findings show that the memes shared by the creators gain more responses from other internet users. It links to the previous study by Börzsei (2013) that internet memes are distributed and call participation to give answers, encouraging to write a text related to the memes shared.

Lastly, internet users can communicate on social media through memes. It could be examined through the perlocutionary acts. The findings show that other internet users react toward the memes through verbal and non-verbal perlocutionary acts. Verbal perlocutionary acts are shown in Figure 12 and Figure 14 that present an agreement toward the memes posted. It is in line with the previous study by Wahyuningsih & Nirmala (2020) that the effect that may appear shows an agreement. Besides, non-verbal perlocutionary acts can be seen in Figures 3, 4, 6, 7, 9. It is in signs such as smiling, laughing, body language and other facial expressions. Another response is by uploading reaction shots. This finding is harmonious with Milner (2012, p. 96), who mention that reaction shots are employed when the macro aims to represent a social sign that responds during a conversation. This study recognizes the fact that speech acts can be verbal and non-verbal as well. It is inferred in specific contexts without the use of spoken or written words. As seen in Figures 12, 14, the responses are in the form of conversation. It indicates that memes can function as speech acts. If a recipient cannot acknowledge the speech act (illocutionary act), communication does not happen successfully since understanding the speech act supplies the recipient with practical constraints for the reply (Grundlingh, 2017).

5. Conclusion

From the explorations above, three points can be highlighted based on research questions. First is the integration of semiotic resources such as mode, media, and meaning potentials in memes to aid the readers to understand the background knowledge of memes. Second, two kinds of memes: image macros and stacked stills represent memes that function as speech acts. Meanwhile, there are two types of communicative illocutionary acts found in the memes: constative and directive illocutionary acts, which express the emotion or opinions and question something related to emotions for daily experiences and everyday situations. The last point is related to the illocutionary acts found in memes. There is also an effect that influences internet users to react toward the memes. The responses are in the form of verbal and non-verbal perlocutionary acts. In this research, the memes containing multimodal components composed of semiotic resources interact creatively to make humorous meanings, and it can aid the readers to communicate online easily. In this case, this study argues that memes, especially stacked stills and image macros, can function as speech acts.

There is a wide-ranging study on humorous memes but the study concerning pragmatic analysis is hardly found. Thus, this research explores memes seen from pragmatic and multimodality analysis. This study only concerns two types of memes: image macros and stacked stills, which can function as speech acts. Based on the results of this research, further research could shed light on the other humorous memes connected to digital genres, such as Graphics Interchange Format (GIFs). It also includes a few seconds of an emotionally charged media moment and covers multimodal play. It is also possible to identify other kinds of memes that internet users use to communicate online.

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STUDENTS' ATTITUDE TOWARD THE USE OF WATTPAD IN READING COMPREHENSION

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Abstract

This study attempts to seek what components of reading are affected by reading Wattpad and how the students' attitudes towards the use of Wattpad for reading. This research used a descriptive qualitative method. This research is also supported by the theory of reading attitude proposed by McKenna, et.al. The data for this study were collected from two sources, namely a close-ended questionnaire to 20 English Literature students of Universitas Sumatera Utara and supported by interview with 5 out of 20 selected respondents. The results of this study indicate two main things, namely: (1) Vocabulary is the component of reading that is most affected. As many as 40% of respondents chose vocabulary as the most affected reading component, 35% of respondents chose comprehension ability, 15% of respondents chose reading fluency and 10% of respondents chose phonemic awareness. (2) It was found that 10 respondents were judged to show a positive attitude towards the use of Wattpad, 6 respondents showed a neutral attitude and 4 respondents showed a negative attitude towards the use of Wattpad.

Keywords: Reading Skill, Students' Attitude, Vocabulary, Comprehension

1. Introduction

In English, there are four language skills, they are listening, speaking, reading, and writing. One of the most important language skills that must be mastered by students is reading. Reading is a window to the world. By reading, readers will get a lot of very useful information, whether new or what they have read before. According to Alfassi (2004), reading is a complex cognitive activity essential for sufficient functioning and for obtaining information in modern society. For some people, reading can be challenging if the material is unfamiliar, technical, or complex. One of the challenging reading skills is comprehension. Reading can help develop the thinking process of the reader and it creates judgment thinking. Yamashita (2013) states that accompanied by feelings and emotions, reading attitude is a state of mind accompanied by feelings and emotions that makes reading more or less probable. In conclusion, reading attitude is an internal aspect that can help the learner develop and have live long reading skills. Currently, with the development of technology and information, there are a lot of media that can make it easier for readers to find the reading material they need. Then there is also the presence of online reading applications that allow users to read and/or write stories by the author himself and can be read by various people around the world. Wattpad is one of the many online reading applications used by the public. The Wattpad application is the result of collaboration

between Allen Lau and Ivan Yuen. This app is based in Toronto, Canada. According to Tirocchi (2018), the Wattpad application is quite influential in the world community. In fact, according to Mawardi (2018), this application also affects the Indonesian publishing industry where there are many novels labeled Wattpad. Thus, many successful book writers started their careers from Wattpad. This research was conducted on 20 English literature students at Universitas Sumatera Utara who are Wattpad users. This research was conducted on English Literature students at Universitas Sumatera Utara because research like this had never been done before on English Literature students at Universitas Sumatera Utara.

2. Literature Review

2.1 Reading

According to Brown (2001), there are four skills that are identified as very important in the teaching and learning process; listening, speaking, reading, and writing. Reading is one of the important language skills. Eskey and Dubin (1986: 12) states that reading is a receptive language process. Alyousef (2006: 64) claims that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency).

2.1.1 The Importance of Reading

There is much importance of reading because reading is one of the positive activities that many people love. The first one is reading can reduce anxiety. Then, reading can improve brain development. Moreover, by reading a lot, of course, someone's knowledge will increase too. Reading can also improve a person's memory.

2.1.2 The Aim of Reading

In the theory put forward by Tarigan (2008), the aim of reading is 7 (seven), namely; a) Reading for details or facts b) Reading for main ideas c) Reading for sequence or organization d) Reading for inference e) Reading to classify f) Reading to evaluate g) Reading to compare or contrast

Abidin gives another opinion about the aims of reading. Abidin (2010: 9) provides 3 reading aims, namely: a) Reading for knowledge b) Reading to earn c) Reading for entertainment

2.1.3 Types of Reading

Based on the purpose of the readers, reading is categorized into some types. According to Brown (2004: 186 – 187) reading is categorized into three types, namely academic reading, job-related reading, and personal reading.

2.1.4 Methods of Reading

Basically, the reading method is divided into 2, namely the intensive reading method and the extensive reading method. The Intensive Reading Method is a reading activity that is carried out seriously to get some information. Extensive reading is a type of reading activity that is carried out carefully with a variety of reading sources, namely novels, magazines, newspapers, web pages, or any other reference material. This fluency activity is mainly involving understanding. The main ways are: a) Skimming, is a reading technique used when we want to find the main idea as a whole from a book. b) Scanning, is a reading technique used to get specific information quickly and accurately from a book.

2.2 Reading Skill

According to Perfetti (2001), reading skill is an individual's standing on some reading assessment. Meanwhile, Snow states that reading skill is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The National Reading Panel (2000) states that there are 5 essential components needed to make up the process of reading skill. These 5 essential components namely: Fluency, Vocabulary, Comprehension, Phonemic Awareness, and Phonics.

2.3 Attitude

Attitude is our evaluation of a person, an idea, or an object. Attitudes are favorable or unfavorable: positive or negative. Also, they have three components: an affective component (feelings), a behavioral component (the effect of the attitude on behavior), and a cognitive component (belief and knowledge).

2.3.1 Characteristics of Attitude

Perloff (2003) defines characteristics of attitudes into three, they are: a) Attitudes are learned. b) Attitudes are global. c) Attitudes influence thought and action.

2.3.2 Factors Influencing Students' Attitude

Azwar (2013) proposes some factors that influence students' attitudes; a) Personal experience. b) Influence others that are considered important. c) Influence of culture. d) The mass media. e) Institute of Education and Religious Institutions. f) Emotional Factors.

2.4 Reading Attitude

According to Mathewson (1994), there are three central elements of reading attitude, namely feelings about reading, readiness to engage in the act of reading, and beliefs about reading. These three attitudes' central elements that were expressed by Matthewson combine three approaches commonly used to define attitudes in the psychological literature namely affective, conative, and cognitive. According to McKenna, Kear, & Ellsworth (1990), three main factors that influence attitude are: (a) beliefs about results, (b) beliefs about other people's expectations with respect to one's motivation to conform to those expectations, and (c) the results of specific reading incidents.

2.5 Online Reading

In the past, before the development of technology, offline reading was very popular among the public. In online reading, readers read the information on the World Wide Web in various formats, including texts, hyperlinks, animations, pictures, videos, and sounds. In online reading, a hypertextual form of reading is provided. The internet provides access information in a large amount, so finding relevant information in an effective way requires new online reading comprehension skills and strategies. Then, Coiro and Dobler (2007) show that there are also some important differences in online and offline reading even though the reading process is similar.

2.6 Wattpad

Wattpad (www.wattpad.com) is one of the online reading media. Wattpad is a website and application service based in Toronto, Canada. Wattpad is a collaboration between Allen Lau and Ivan Yuen which launched in 2007. Wattpad provides a forum for writers to express

or promote their work and can be read by people from all over the world. Even though there are approximately 50 languages available, 77% of the stories on Wattpad are written in English.

3. Research Method

In this research, the researchers used a descriptive qualitative method. The descriptive approach was adopted for collecting data on students' reading attitudes. In accordance with the characteristics of the data required in this study, the data collection techniques used are questionnaire and interview. In this study, researchers recorded all answers from respondents as they are. Here, researchers gave the questionnaire to 20 students of English literature at Universitas Sumatera Utara based on Creswell's (2007) opinion about grounded theory. Creswell states in a grounded theory study, the researcher chooses participants who can contribute to the development of the theory. Creswell (2007) recommended that a grounded theory study should include 20 to 30 participants to cover a wide range of breadth; a smaller sample could be used with various data collection tools. Researchers also conducted the interviews with 5 selected students from the 20 respondents. The researchers used simple random sampling in selecting 5 students who participated in the interview. Creswell (2012: 142) explains that a slight variation of the simple random sampling procedure is to use systematic sampling. The function of simple random sampling is to choose individuals became sample who will be representative of the population.

4. Results and Discussion

To clarify the presentation of the data display, this section is divided into 2 parts to obtain the results of the number one research question, namely 'What are reading components affected by reading Wattpad?' and research question number two, namely 'How are students' attitudes towards the use of Wattpad in reading?'

4.1 Reading Components Affected by Reading Wattpad

In this section, respondents were given 5 questions to find out their response to any reading components that have affected their reading skills.

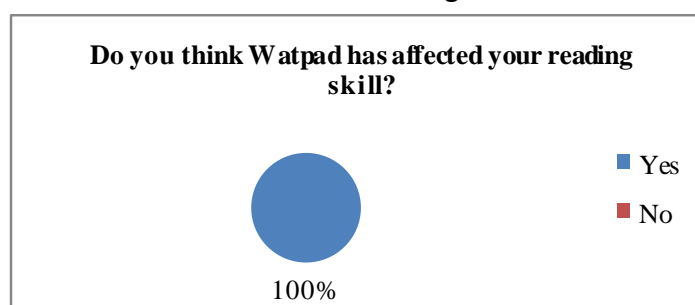


Figure 1. Question 1

100 percent of respondents answered 'Yes' to the first question in this section which is 'Do you think Wattpad has affected your reading skill?' This means that all of the respondents agree that reading Wattpad has had an effect on their reading skills. They said:

Because basically, Wattpad is an application for reading, so indirectly reading Wattpad often will affect my reading skills (R1)

Because by reading Wattpad, I often read so that my reading skills are increasing (R5)

From the observations above, it can be concluded that Wattpad has indeed affected the reading skills of its readers. Since Wattpad is an application for reading, it is very possible for Wattpad to influence the reading skills of its readers.

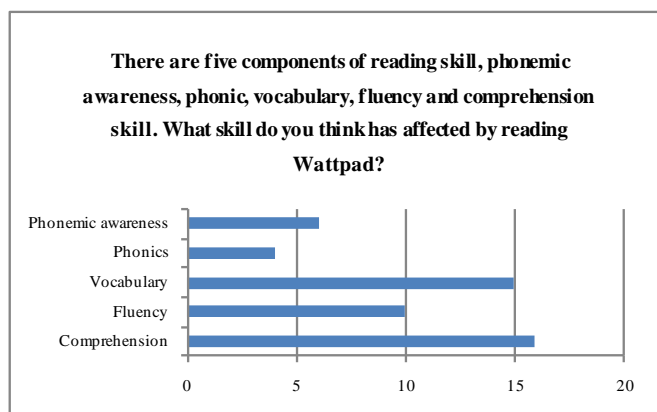


Figure 2. Question 2

This second question aims to get information about what skills according to respondents have been affected by reading Wattpad. In this question, respondents may choose more than one skill that they think is most affected by reading Wattpad. Based on the respondents' answers, it can be seen that phonemic awareness was selected 6 times, phonics was selected 4 times, vocabulary was selected 15 times, fluency was selected 10 times and comprehension skill was selected 16 times. The 3 choices with the most results are comprehension, vocabulary, and fluency. They said:

Because with the variety of stories on Wattpad, of course, I found a lot of new vocabulary, as well as reading frequency, will definitely affect my fluency in reading. Then, my comprehension ability will also be affected because basically the purpose of reading is to understand the contents of the reading (R1)

Because there are many new dictions that I found on Wattpad so that it adds to my vocabulary (R3)

I chose vocabulary because there are so many new vocabularies like slang that I found on Wattpad. Then, fluency because I often read while reciting what I read. And then also comprehension, because from reading I feel I have to understand the context of the text I read (R4)

My vocabulary increases because the more I read, the more new vocabulary I encounter. Also, the more often I read stories on Wattpad, it will train my comprehension of the new vocabulary I encounter and understanding the context of the text I read (R5)

From the results of further observations, it can be concluded that many students choose comprehension skills because according to them in reading, of course, they must have good

comprehension skills to understand the meaning of the stories they read. And indirectly, reading Wattpad will really train and ultimately affect their comprehension skills as readers. Their vocabulary also increases because of the variety of new dictions they find from the stories they read on Wattpad. Then fluency, because not a few people read while reciting what they read to hone their pronunciation skills for a word or sentence.

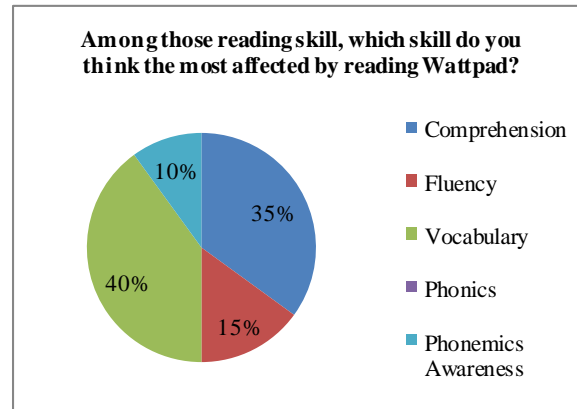


Figure 3. Question 3

The graph above shows the answers to the question of which reading skills according to respondents are most affected by reading Wattpad. In fact, the most, namely 8 people or 40% of the respondents stated that vocabulary is the skill most affected by reading Wattpad. Then 7 people or 35% of the respondents stated that comprehension skills were the most affected by reading Wattpad. Then, 3 people, or 15% of the respondents chose fluency skill as the skill most affected by reading Wattpad. Also, 2 people or 10% of the respondents stated that phonemic awareness is the skill most affected by reading Wattpad. And none of the respondents stated that phonics was the skill most affected by reading Wattpad. Finally, it can be concluded that vocabulary is the most affected skill by reading Wattpad. They said:

Vocabulary, because I think the text in any language is important for us to understand the meaning of the words used by the author. So this greatly affects my vocabulary skills (R2)

Vocabulary, because before I was able to buy novels, Wattpad became one of my mediums for finding new dictions that greatly expanded my vocabulary (R3)

From the interview, it can be seen that many of the respondents agree that Wattpad has helped a lot to improve their Vocabulary knowledge because of the choice of vocabulary or diction used by the author. However, the number of respondents who chose comprehension as the most affected skill was only 1 point or 5% different from Vocabulary. 2 out of 5 respondents interviewed said:

Comprehension, because I think when reading I am indirectly required to first understand what the text means (R1)

Comprehension, because when I read I really feel compelled to understand every text I read (R5)

From the results of the interviews above, it can be concluded that they agree that when reading, it is very important to understand the meaning of the text being read. Therefore, they agree that reading Wattpad also affects their comprehension skills.

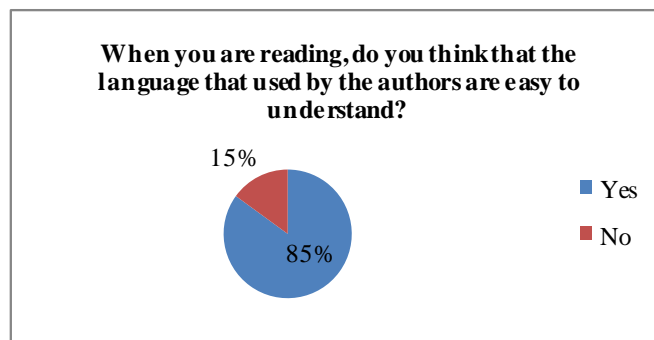


Figure 4. Question 4

The chart shows respondents' answers to questions about whether the language or vocabulary used by the author is easy to understand or not. A total of 17 people or 85% of the respondents agreed that the language used by the authors in the stories they read on the Wattpad application is easy to understand. In the interview they said:

Yes, because most of the texts on Wattpad are light stories with light vocabulary (R1)

Yes, because many stories I found on Wattpad use simple and light diction (R3)

Yes, the language used is mostly quite light (R4)

Yes, because the language written is not complicated, so it is very easy for me to find out and understand the plot of each story on Wattpad (R5)

4 out of 5 respondents who were interviewed agree that the language used by the authors in the stories they read on Wattpad is easy to understand because basically the stories on Wattpad are fairly light stories. Of course, it allows most writers to use everyday language that is easy to understand in the writing of the stories they publish.

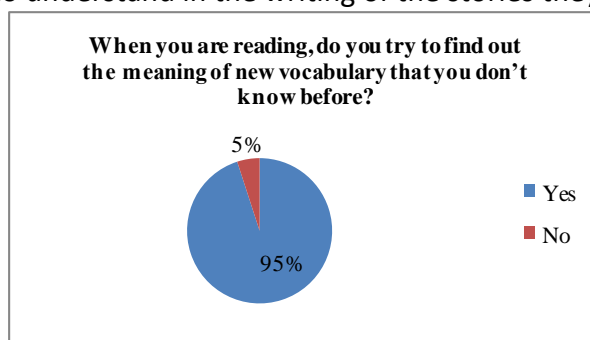


Figure 5. Question 5

From the chart above, it can be seen that as many as 19 people, or 95% of the respondents find out the meaning of each new vocabulary they find, which they did not know before. They said:

Yes, because it can help me to understand better the content of the text I read (R1)

Yes, because I think it is very useful to find out the meaning of this new vocabulary for my next interest (R2)

Yes, because basically, I am a person who has a high curiosity so it is important for me to understand the meaning of every word I read (R3)

Yes, because it is important for me to know the meaning of the text that I do not know to understand the context of the text I read (R4)

Yes, because in order to understand a story, I am required to understand every new vocabulary I encounter (R5)

It can be concluded that all interviewed respondents agree that it is very important to find out the meaning of vocabulary that they did not know before. They do search the meaning because by that there is no misunderstanding of the actual meaning of the sentence they are reading.

Students' Attitudes towards the Use of Wattpad in Reading

In this section, the respondents' answers to the second section of the questionnaire will be described. In this section 2, respondents were given 10 questions to find out their attitude towards the use of Wattpad in reading.

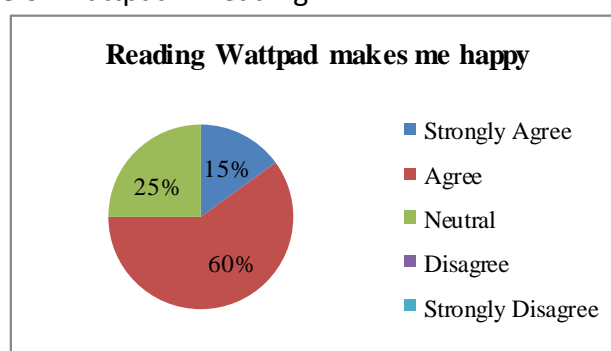


Figure 6. Question 6

The chart above contains opinions from the statement that Wattpad can make the readers feel happy while reading. This statement refers to the affective aspect of reading attitude. As many as 12 people or 60% of the respondents agreed that Wattpad can make them feel happy. As many as 3 people or 15% of the respondents strongly agree that Wattpad can make them feel happy. 5 people or 25% of the respondents stated neutral to this statement. This means that no one disagrees with this statement. Those who agree said that:

Strongly agree, because, in my opinion as an escape from the daily grind which is quite stressful, of course, Wattpad really makes me happy or is known as a mood booster (R2)

Strongly agree, because I found a lot of entertaining stories on Wattpad (R4)

Agree because the more I read the more I'm curious about the storyline and that makes me happy (R5)

From the results of the statements and interviews, it can be concluded that Wattpad can indeed make its readers feel happy. This can be caused by the variety of stories on Wattpad that can entertain readers. Wattpad can also help its readers feel happy because reading Wattpad can be a good escape from their busy daily life that makes them tired.

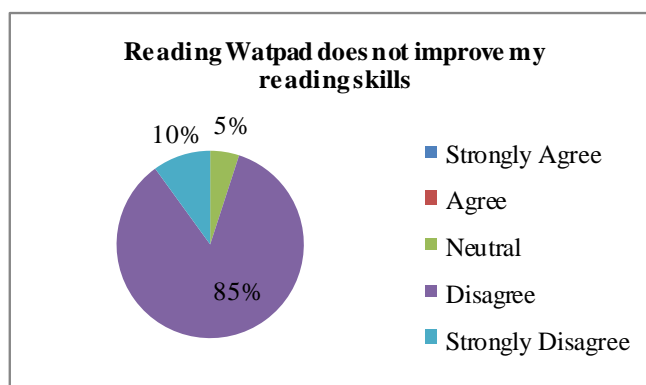


Figure 7. Question 7

The chart above provides the results of responses from respondents to the statement that Wattpad does not improve the reading skills of its readers. This statement refers to the affective aspect of reading attitude. A total of 17 respondents or 85% of respondents disagreed that Wattpad did not improve their reading skills as readers. 2 people or 10% of respondents stated strongly disagree with the statement. And there is 1 person or 5% of the respondents chose neutral with this statement. In interviews, those who disagree said:

Disagree, because I think Wattpad improves my reading comprehension skills (R1)

Strongly disagree, because by reading Wattpad a lot I am used to speeding reading and choosing which information is important and not important and I think that is one of my reading skills which has improved because of reading Wattpad (R2)

Disagree, because as I said, Wattpad is quite helpful for me to improve my reading skills by increasing my vocabulary and comprehension as well (R3)

Disagree, because based on my experience, my vocabulary increases because of reading Wattpad (R4)

Disagree, because reading Wattpad has improved my reading skills (R5)

From the results above, it can be concluded that reading Wattpad improves their reading skills. Some say that their comprehension skills have improved because of reading stories on Wattpad. Not a few of them also agree that reading stories on Wattpad have improved their vocabulary knowledge.

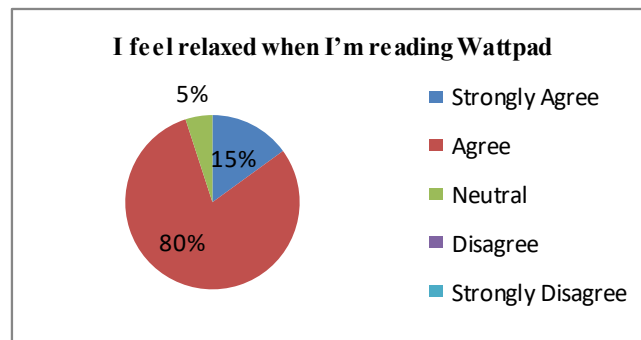


Figure 8. Question 8

The chart above provides the results of respondents' responses to the statement that readers feel relaxed when reading Wattpad. This statement refers to the affective aspect of reading attitude. 16 people or 80% of respondents agree that reading Wattpad can make readers feel relaxed while reading. 3 people or 15% of the respondents strongly agree that Wattpad can make them feel relaxed. And 1 person or 5% of the respondents stated neutral in this statement. Those who agree said:

Agree, because the stories on Wattpad are quite light, so I think it makes me relax in the midst of my busy life (R1)

Agree, because I usually read Wattpad in my spare time in the middle of my busy life, and Wattpad is quite helpful in making me feel more relaxed (R2)

Agree, because reading on Wattpad is quite light and I don't feel like I have to rush to finish reading it (R3)

Agree, because I read Wattpad in my spare time and it's perfect for relaxing me (R5)

From the results of the interview above, it can be concluded that Wattpad can indeed make its readers feel more relaxed. This can be because readers usually read Wattpad to fill their leisure time in the midst of their busy lives. Moreover, the stories on Wattpad are light enough that they are suitable for reading while relaxing.

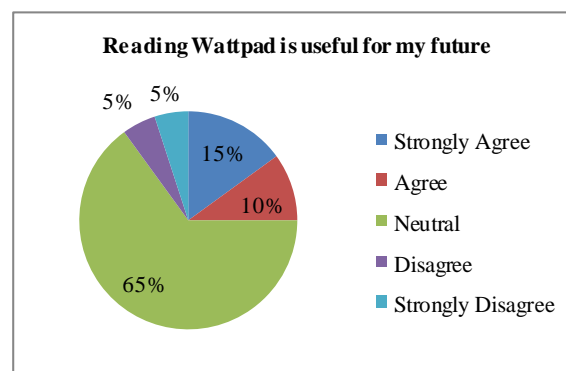


Figure 9. Question 9

In the graph above, it can be seen the respondents' responses to the statement that reading Wattpad is useful for my future can be seen. This statement refers to the affective aspect of reading attitude. Turns out, 13 people, or 65% of respondents stated neutral to this statement. 3 people or 15% of the respondents stated strongly agree with this statement. 2 people or 10% of respondents agree with the statement that Wattpad is useful for the future. Then 1 person or 5% of respondents disagreed if Wattpad is useful for their future. Then 1 more person or the remaining 5% of respondents stated strongly disagree with this statement. Those who declared neutral said:

Neutral, because it's actually not very useful for the future but still has benefits in my reading skills (R1)

Neutral, because the content of the story from Wattpad is more for entertainment, but it is quite useful to increase my reading skills (R4)

Neutral, because my purpose of reading Wattpad is just to fill my spare time (R5)

It can be concluded from those who stated that they were neutral that the stories on Wattpad which were quite light were only able to provide entertainment benefits to them but still affected their reading skills. However, they stated that the benefits of Wattpad for them only ended there, not for the future.

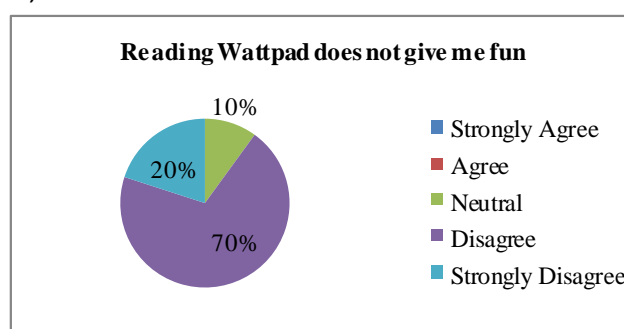


Figure 10. Question 10

This graph gives the results of respondents' responses to the statement that reading Wattpad does not give me fun. This statement refers to the affective aspect of reading attitude. As many as 14 people or 70% of the respondents disagreed with the statement that reading Wattpad does not give them fun. As many as 4 people or 20% of the respondents stated that they strongly disagreed with this statement. Then as many as 2 people or 10% of the respondents stated neutral to this statement. Those who disagree said that:

Strongly disagree, because Wattpad has always been my escape and my break from busyness, so Wattpad really makes me happy (R2)

Disagree, because if you find it interesting reading, Wattpad can make me feel excited and happy (R3)

Strongly disagree, because like I said, I read a lot of the stories and find them entertaining and enjoyable (R4)

Disagree, because I feel happy when I read Wattpad (R5)

From the respondents' statements above, it can be concluded that those who disagree think that Wattpad gives them fun. This is because there are many interesting stories on Wattpad which they find very entertaining and enjoyable. Of course, this makes the reader feel happy.

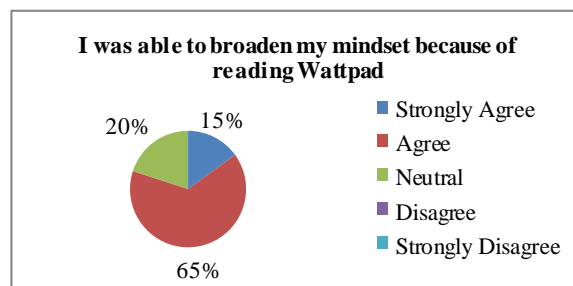


Figure 11. Question 11

The graph above shows the results of respondents' responses to the statement that Wattpad can expand the mindset of its readers. This statement refers to the cognitive aspect of reading attitude. As many as 13 people or 65% of respondents agree that reading Wattpad can expand their mindset. Then as many as 3 people or 15% of the respondents stated strongly agree with this statement. Then there are 4 people or 20% of the respondents stated neutral to this statement. They said:

Agree, because many Wattpad stories I read gave me a new perspective and it helped broaden my mindset (R1)

Strongly Agree, because many stories or events written on Wattpad make me see from various sides so that it also affects my mindset (R2)

Agree, because I think on Wattpad the stories are diverse and not about just one topic, and usually make me think positively and negatively (R3)

Agree, because I feel that I know a lot of different mindsets than I used to because of reading Wattpad (R4)

Agree, because Wattpad has different backgrounds and plots, so it makes me think about new things (R5)

From the respondents' statements in the interview above, it can be concluded that they agree that Wattpad can help expand their mindset. This can be caused by the various genres, settings, and problems that exist in the stories on Wattpad. Of course, it can provide a new perspective for the reader thus broadening their mindset.

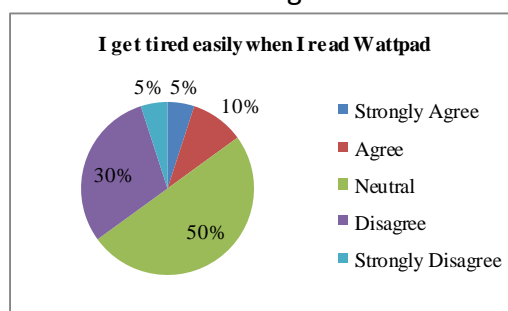


Figure 12. Question 12

The graph above provides information on respondents' responses to the statement I get tired easily when reading Wattpad. This statement refers to the conative aspect of reading attitude. A total of 10 people or 50% of respondents stated neutral to this statement. A total of 6 people or 30% of the respondents stated that they disagree with this statement. Then 2 people or 10% of respondents agree with this statement. And also there is 1 person or 5% of the respondents stated strongly disagree with this statement. And there is also 1 person or 5% of the respondents stated strongly agree with this statement. Those who declared neutral said:

Neutral, because reading Wattpad from a cellphone is enough to make my eyes tired but I'm not bothered by it (R1)

Neutral, because sometimes what makes me stop reading is not because I'm tired, but because I have other activities to do, or have spent too much time there (R4)

From the results of the interview above, those who stated that they were neutral said that in fact they did not feel tired from reading the story, but rather their eyes were tired from staring at the phone screen too much. Then, there is enough when they have read too much.

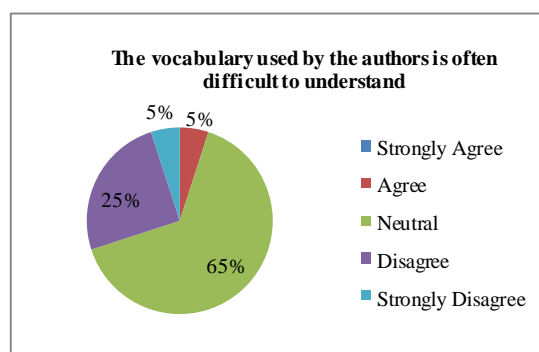


Figure 13. Question 13

The graph above shows the respondents' responses to the statement that the vocabulary used by the authors on Wattpad is often difficult to understand. This statement refers to the affective aspect of reading attitude. A total of 13 people or 65% of the respondents stated neutral to this statement. As many as 5 people or 25% of the respondents stated disagree if the vocabulary used by the authors is often difficult to understand. Then as many as 1 person or 5% of the respondents agreed with the statement. And there is 1 person or 5% of the respondents stated that they strongly disagree with the statement that the vocabulary used by the authors is often difficult to understand. Those who declared neutral said:

Neutral, because not all of the vocabulary is difficult, but there are still some vocabularies that are difficult to understand (R1)

Neutral, because I think it depends on the genre of the story being read. Like sci-fi which usually uses more difficult and scientific language and romance uses a more relaxed one (R2)

Neutral, because I think some words are difficult to understand and I feel sometimes it's a bit of a waste of time when I find new vocabulary and have to look for meaning then I try to understand the meaning of that one word by reading the whole sentence. (R4)

Neutral, because I think it depends on the genre of the story I read (R5)

From the results of interviews with respondents who stated that they were neutral above, it can be concluded that the difficulty of the vocabulary they find depends on the genre of the story they are reading. For example, stories in the romance genre usually use light vocabulary and sci-fi stories usually use heavier and more scientific vocabulary.

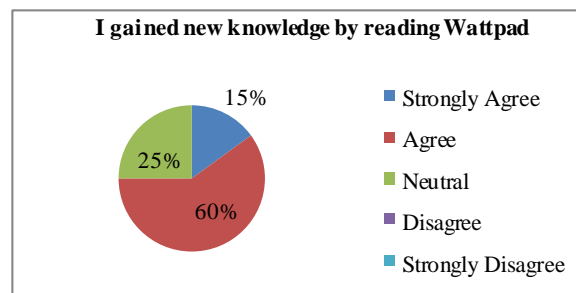


Figure 14. Question 14

The graph above provides information about respondents' responses to the statement that reading Wattpad has given readers new knowledge. This knowledge can be as simple as the knowledge that is useful in everyday life or other knowledge. This statement refers to the cognitive aspect of reading attitude. A total of 12 people or 60% of the respondents agreed with the statement. And also 3 people or 15% of the respondents stated strongly agree that they gained new knowledge by reading Wattpad. Then as many as 5 people or 25% of the respondents stated neutral with this statement. Those who agree say:

Strongly agree, because many Wattpad stories, although light, still provide new knowledge about anything, for example as simple as personal life (R2)

Agree, because many Wattpad stories describe the setting of a place that I have never come before, and sometimes they often show the characteristics of the place that is the setting, and this of course adds to my knowledge (R3)

Strongly agree, because I found a lot of new knowledge such as about stereotypes, or the culture of the story's setting (R4)

Agree, because I got a lot of knowledge from reading Wattpad stories (R5)

From the interview answers of those who agree that they get new knowledge by reading Wattpad, it can be concluded that the many stories with various backgrounds on Wattpad add new knowledge to their readers. Readers feel that they have found new knowledge about culture and stereotypes from the background of the stories they read. There are also those who feel that finding new knowledge is as simple as daily life from the stories they read on Wattpad.

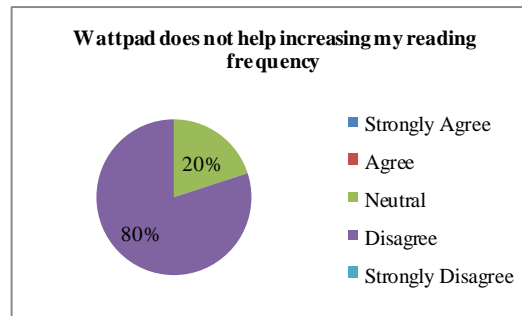


Figure 15. Question 15

In the graph above, there are responses from respondents to the statement that Wattpad does not help increase their reading frequency. This statement refers to the conative aspect of reading attitude. As many as 16 people or 80% of the respondents stated that they disagree if Wattpad did not help increase their reading frequency. And 4 people or 20% of the respondents stated neutral with this statement. Those who disagree said:

Disagree, because in my opinion, since reading Wattpad, I have read more often because the reading is quite interesting (R1)

Disagree, because by reading Wattpad I become very accustomed to reading, even when I am waiting for a story that I am waiting for update, I become thirsty and look for other readings such as in novels or other media (R2)

Disagree, because I feel a little more diligent in reading, especially if I find interesting and exciting stories (R3)

Disagree, because I find a lot of interesting stories on Wattpad, so it makes me read more often (R4)

Disagree, because when reading Wattpad my reading frequency has greatly increased (R5)

From the results of the interviews above, it can be concluded that respondents feel that reading Wattpad actually increases their level of reading frequency. This can be due to the many interesting stories they find on Wattpad and this makes them want to read more often. Some even stated that reading had become his habit so that if he couldn't find suitable reading on Wattpad, he looked for reading in other media.

After presenting the data from the questionnaire, the researchers will present data related to determining the attitude of the respondents towards the use of Wattpad in reading. This assessment was carried out by the author on the respondents' responses in section 2 of the questionnaire. The statements given are 10, 5 of which are positive statements and 5 of them are negative statements. In positive question, each respondent chooses 'Strongly Agree' will be scored 5, 'Agree' is worth 4, 'Neutral' is worth 3, 'Disagree' is worth 2, and 'Strongly Disagree' is worth 1. In negative question, each respondent chooses 'Strongly Disagree' will be scored 5, 'Disagree' is worth 4, 'Neutral' is worth 3, 'Agree' is

worth 2, and 'Strongly Agree' is worth 1. Below is a table of the results of calculating the value of the respondent's answers:

Code	Positive questions	Negative Questions	Result
R1	17	17	Neutral
R2	24	22	Positive
R3	16	21	Negative
R4	20	19	Positive
R5	19	19	Neutral
R6	18	19	Negative
R7	19	19	Neutral
R8	19	17	Positive
R9	18	19	Negative
R10	18	18	Neutral
R11	20	18	Positive
R12	17	15	Positive
R13	18	18	Neutral
R14	21	20	Positive
R15	17	18	Negative
R16	19	16	Positive
R17	19	13	Positive
R18	20	18	Positive
R19	25	21	Positive
R20	18	18	Neutral

Table 1. Results of the attitude assessment chosen by the respondent

From the manual calculation of the value carried out by the researchers, it is found that 10 respondents were declared to be having positive attitudes, 6 respondents were having neutral attitudes and 4 respondents were having negative attitudes towards the use of Wattpad in reading.

5. Conclusion

This study aimed to seek what components of reading are affected by reading Wattpad and how the students' attitudes towards the use of Wattpad for reading. There were two major conclusions drawn from the findings and discussion from the previous chapter. First, based on the results of research on 20 respondents who are students of English literature at Universitas Sumatera Utara, among the 5 reading components according to the national reading panel, namely phonemic awareness, phonics, vocabulary, fluency, and comprehension, it was found that Vocabulary is the most affected reading component because of reading Wattpad. As many as 40% of respondents in this study chose Vocabulary, 35% of respondents chose comprehension, 15% of respondents chose fluency and 10% of respondents chose phonemic awareness. Then second, after conducting research it is found that 10 respondents were declared to be having positive attitudes, 6 respondents were having neutral attitudes and 4 respondents were having negative attitudes towards the use of Wattpad in reading.

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JAPANESE APOLOGY EXPRESSIONS BY JAVANESE AND SUNDANESE SPEAKERS

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Abstract

This research discusses expressions of apology in Japanese by Javanese and Sundanese speakers at Universitas Muhammadiyah Yogyakarta. The apology differs between Japanese and Indonesian. Apologizing to the Japanese uses many reasons, the Japanese may distrust the speech partner and cause misunderstanding. In learning Japanese, Javanese-speaking learners are different from Sundanese-speaking learners because their culture also influences them. This research aims to determine the strategy of apology expression by Japanese language learners who speak Javanese and Sundanese as seen from the semantic formula and the differences between the two. This research used a descriptive method with a qualitative approach to describe the strategy of apologizing in Japanese by Javanese and Sundanese mother tongue learners using semantic formulas. Respondents were UMY students from level 2 and level 3 PBJ Study Program with 15 Javanese speaking students and 15 Sundanese speaking students. This research showed that most Japanese learners who speak Javanese and Sundanese tended to use the Speech Act Indication Expression (apology and appreciation) when expressing Japanese apologies. They used polite language ultimately when apologizing to lecturers.

Keywords: Semantic Formula, Apologies, Javanese learner, Sundanese Learner, Speech Act Indication Expression.

1. Introduction

Language is used to interact with fellow human beings and serves to express feelings and convey information. People develop their language to meet the needs of the culture. Their culture largely influences people's behavior in certain situations. In some instances, what society has done in a specific culture may differ from other cultures.

In learning a foreign language, especially Japanese, the learners must know how to use the language correctly by understanding the culture. Understanding the culture of Japanese society will be more easily achieved by comparing their civilization to see the differences and similarities objectively. The language attitude of society also shows how the people use the language. The differences that arise because of cultural misunderstandings can cause problems in communication.

For example, in an apologizing situation, when someone borrows a book from the teacher and is going to return it, but the book is damaged, he will not bother explaining about it. However, for his mistake, he will offer compensation to solve the problem. In contrast to Indonesians, they may explain first in the details and use the greeting word

"*sensei*" to show remorse for damaging *sensei's* book. Then, they take over responsibility, provide explanations, and offer compensation (Radhiya, 2011). From the example above, Japanese and Indonesians have different ways to express an apology. When one apologizes to the Japanese using many excuses, they can become distrustful of the interlocutor. It could lead to a misunderstanding. This issue can be avoided by learning and understanding the language and the culture at the same time.

Indonesia has various tribes and cultures with different regional languages. The regional language is the first language or mother tongue used as a means of daily communication. At the same time, Bahasa Indonesia is a unifying language. Japanese language learners at Universitas Muhammadiyah Yogyakarta have different mother tongues, and the most common are Javanese and Sundanese. Learning a foreign language is influenced by each other's mother tongue. In learning Japanese, Javanese mother tongue learners are different from Sundanese language learners because of their culture.

In the Javanese language concept, someone who can use the level of speech act correctly has a high level of politeness in their behavior. It happens because there is a positive correlation between speech act with behavior. The more polite someone speaks, the more polite the behavior (Nuryantiningsih & Pandanwangi, 2018). In vocabulary, Sundanese language civility is familiar with the selection of coarse words and acceptable Words, both subtle for the speakers, slight for the said partner, and lean to the told person. The position determines the selection of polite words user's language, power, familiarity, and the relationship between the role of the speaker and the said partner (Sudaryat & Nurhadi, 2020).

This research aims to find out how the strategy of apology expression by Japanese language learners who speak Javanese and Sundanese is seen from the semantic formula and the difference between the two.

2. Literature Review

Apologizing is an expression of regret for the wrong words and actions committed by the interlocutor to the speaker. Apologies are included in expressive illocutionary speech acts. Austin (in Leech, 1993:16) divided speech acts as follows:

- a. Locutionary act: production of utterances
- b. Illocutionary act: the intention of utterances
- c. Perlocutionary act: the meaning of utterances

Searle (in Tarigan, 2015:42-43) developed a hypothesis that every speech contains speech meaning. Illocutionary action is a central part of speech acts. Searle classified illocutionary speech acts into 5:

- a. Assertive: speakers are bound to the truth of the propositions expressed, for example, stating, proposing, boasting, complaining, expressing opinions, reporting.
- b. Directive: These illocutions aim to produce effects in the form of actions taken by the speaker, for example, ordering, ordering, begging, demanding, giving advice.
- c. Commissive: the speaker is (more or less) bound to act in the future, for example, promising, offering, taking a vow.
- d. Expressive: speakers express the psychological attitude of the Speaker to the situation implied in the illocutionary, for example, saying thank you, congratulating, apologizing, and praising.

- e. Declarations: The successful implementation of this illocutionary will result in a match between the content of the proposition and reality, for example, resigning, baptizing, firing, giving names, or imposing sentences.

From the point of view of interpersonal communication, this apologizing speech act impairs the speaker. Thus, the 'burden' for polite language rests more on the speaker because he must take care of the feelings of his interlocutor. In other words, since the speaker hopes that his apology is considered politeness (and behaves in general), he will try to 'persuade' (or can also 'force') his interlocutor to accept his apology as a responsibility. Social responsibility maintains harmonious communication. This method shows positive politeness.

Brown & Levinson (1987) divided speech politeness into five strategies:

- a. Positive strategy
- b. Negative strategy
- c. Baldly on record
- d. Off record
- e. Act not chosen

Three factors will significantly influence the realization of the speech above: Social distance (D), as the symmetrical relationship between the speaker and his interlocutor, D shows the level of intimacy and solidarity. It will be reflected in the communication behavior; relative power (P) refers to the level of discretion possessed by the speaker to use his authority over his interlocutor. Thus, an action or utterance will occur or will not happen. This relative power level has various sources, including formal status, wealth, ancestry, age, or gender. The strength of this relative power level can change, depending on the jurisdiction in which a speech occurs and the Absolute ranking of imposition[®].

In an apology expression, the speaker must use a strategy to apologize. According to Tosborg (1995: 277), there are four apology strategies:

- a. Denying responsibility (the apologizer refuses to apologize and avoid being responsible)
- b. Acknowledgment of responsibility (the apologizer takes on responsibility implicitly and explicitly and blames himself)
- c. Expression of apology (the apologizer shows his apology directly)
- d. Explanation or account (the apologizer tries to soften his guilt by explaining)

Meanwhile, according to Blum Kulka et al. (in Savana, 2019), there are five strategies for apologizing as outlined in the semantic formula:

- a. Illocutionary Force Indicating Device (IFID) (Saying sorry, thank you). Example: "I am sorry," "Thank you for your concern."
- b. Acknowledgment of Responsibility. Example: "I am sorry, it is my fault."
- c. An explanation or account of the situation. Example: "I am sorry for not coming to the meeting; I was sick yesterday."
- d. Offer of repair. Example: "I am sorry, I will buy a new one"
- e. Promise Forbearance. Example: "I am sorry, I will not do it again."

The Javanese language has a level of politeness known as *unggah ungguh*. Nadar (2019: 136) states that the Javanese language has three styles of language: the informal style

(*ngoko*), the semi-official style (*madya*), and the formal style (*krama*). The three language styles are based on the level of social factors and relationships. *Ngoko* language is used when the speaker and the interlocutor have a close relationship. In contrast, *madya* and *krama* are used when the speaker and the interlocutor have a higher social status or an ordinary relationship. Apologizing in Javanese will use all three language styles by looking at what the other person is saying and the situation where the apology is made. Apology in Javanese, called *nyuwun pangapunten*, is a Javanese *kromo* language with a high level of politeness. *Nyuwun ngapuro* is an intermediate Javanese language and used by peers and coworkers. *Njaluk ngapuro* is a Javanese *ngoko* language and used by close younger friends and colleagues.

Sundanese has a level of politeness known as *undak usuk basa*. The *undak usuk basa* is divided into three: *basa loma* (harsh language), *basa lemes* (polite language for oneself), and *basa lemes* (polite language for others) (Arifin, 2016). *Basa loma* is used for peers and younger people, and the *basa lemes* is used for older or respected people. There is an apology in Sundanese. *Hapunten* is the most subtle and polite expression in apologizing and respecting older people in formal situations. *Punten* is a respectful apology used to pass someone before asking and leaving someone's house, and *hampura* is the *loma* language of *hapunten* (Sari, 2018).

3. Research Method

The method used in this study was a descriptive method with a qualitative approach to find out a systematic, factual, and accurate description of the strategy of apologizing in Japanese by Javanese and Sundanese mother tongue learners using a situation-based semantic formula. The data sources were 15 students of Japanese Language Education who speak Javanese and 15 students who talk to Sundanese. The data were collected by purposive sampling by taking samples of level 2 and level 3. The following are the steps of data collection: 1) Asking 15 Javanese-speaking Japanese learners and 15 Sundanese-speaking Japanese learners by making an apology expression using three situations, namely: Apologizing for being late for lectures to the lecturer, apologizing for the dirty borrowed books to seniors, apologizing for not being able to attend the new student admissions meeting to friends; 2) Classifying the data based on the semantic formula Blum Kulka; 3) Analyzing data based on the semantic formulas and language strategies used; 4) Drawing some conclusions.

4. Results and Discussion

The data obtained were classified based on the situation and semantic formulas from Blum Kulka's theory:

- a. Apologies to the lecturer for being late for class
- b. Apologies to seniors because the borrowed book is dirty
- c. Apologies to friends for not being able to attend the new student admissions meeting.

The table below is some data on apologies using Japanese from Japanese language learners who speak Javanese.

Apology Strategy	Situation 1	Situation 2	Situation 3
Speech Act Indication Expression	遅くなって、すみ ません。先生、遅	先輩、先輩の-{をう っかりに汚して-{当	ごめん、今回の会議は参 加できません。今回の会

	れてしまって申し 訳ございません。	に申し訳ありませ ん。先輩の- {を少し 汚してすみません。	議に出席出来なくてすみ ません。
Recognition of Responsibility	-	あの赤い- {は先輩の - {ですね、私のせい で少し汚してしまい ました、- {当にすみ ませんでした。	-
Explanation and Reason	先生すみません、 交通渋滞で授業に 遅れました。先生、 すみません。寝坊 したので遅れてし まいました。- {当 にすみませんでした。		すみません、新入生歓④ 会に行けません、その日用 事があつた。すみません が、あしたの新入生歓④ 会の会議に出席できませ ん、約束がありますか ら。
Offer For Compensation	-	先輩、- {を少し汚し てしまいました。ご めんなさい、新しい のを買って。汚れて すみません、あし た、新しい- {を返し ます。	-
Promises of Self Control	-	-	-

Table 1. The Data of Javanese Speakers Apology

Table 1 shows that Javanese-speaking learners apologizing use Japanese in situation 1 using two apology strategies: Speech Act Indication Expression and Explanation and Reason. In situation 2, the students use three apology strategies: Speech Act Indication Expression, Recognition of Responsibility, and Offer for Compensation. In situation 3, two apology strategies are used: Speech Act Indication Expression and Explanation and Reason.

How Sundanese speakers apologize using Japanese are explained in Table 2.

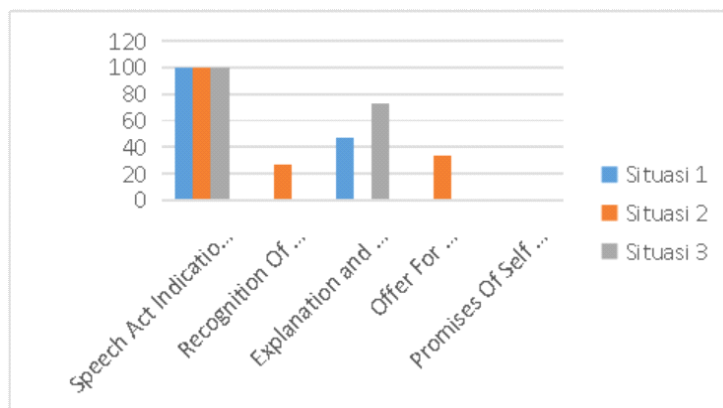
Apology Strategy	Situation 1	Situation 2	Situation 3
Speech Act Indication Expression	遅れたすみませ んでした。 先生、遅れてし まって申し訳ご ざいません。	先輩ごめんなさい、- {を汚してしまってご めんなさい。先輩、 ごめんなさい。	ごめんなさい、歓④会には参 加できません。明日の新入 生歓④会の会議に出席できな いと思いました。申し訳あり ません。わるい、会議に出席 できない。
Recognition Of Responsibility	-	せんばい、この- {を きちんと世話しない ですみません。	-

Explanation and Reason	すみません、体が悪かったの で、遅れたすみ ませんです。朝 寝坊ですから、 遅くなってすみ ません。	-	ごめん、りょうしんがきたの でかいぎにさんかできなか た。すまない、俺新入生歓 会の会議に出席出来なかつ た、事故があったから- {当に すまなかった。
Offer For Compensation	-	先輩、- {当にごめん なさい、今度この- {をきれいにしてあげ ます。	-
Promises Of Self Control	-	-	-

Table 2. The Data of Sundanese Speakers Apology

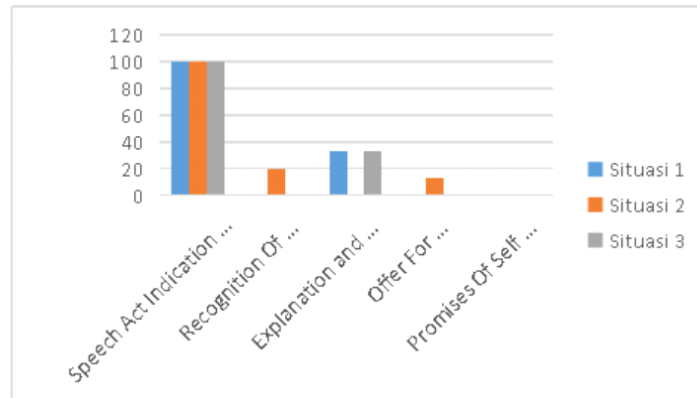
Table 2 shows that Javanese-speaking learners and Sundanese-speaking learners apologizing in Japanese for situation one use two apology strategies: Speech Act Indication Expression and Explanation and Reason. In situation 2, the students use three apology strategies: Speech Act Indication Expression, Recognition of Responsibility, and Offer for Compensation. In situation 3, two apology strategies are used: Speech Act Indication Expression and Explanation and Reason.

The following is a graph-based data analysis from 15 Japanese language learners with Javanese speakers and 15 Japanese language learners speaking Sundanese at Universitas Muhammadiyah Yogyakarta.



Graph 1. Data on apology strategies for Javanese-speaking learners

Graph 1 shows that all the Javanese-speaking learners in situation 1 use the Speech Act Indication Expression strategy (100%); Explanation and Reason with 47.3%; Recognition of Responsibility, Offer for Compensation, and Promises of Self Control is 0%. In situation 2, all respondents use Speech Act Indication Expression (100%), Recognition of Responsibility with 26.7%, and Offer for Compensation with 33.3%, while Explanation and Reason and Promises of Self Control is 0%. In situation 3, all respondents use Speech Act Indication Expression (100%) and Explanation and Reason strategies with 73.3%, while Recognition of Responsibility, Offer for Compensation, and Promises of Self Control is 0%.



Graph 2. Data on apology strategies for Sundanese-speaking learners

All learners with Sundanese mother tongue in situation 1 use the Speech Act Indication Expression strategy (100%); Explanation and Reason with 33.3%; Recognition of Responsibility, Offer for Compensation, and Promises of Self Control is 0%. In situation 2, all respondents used the Speech Act Indication Expression strategy (100%), Recognition of Responsibility with 20%, and Offer for Compensation with 13.3%; Explanation and Reason and Promises of self-control with 0%. In situation 3, all respondents use Speech Act Indication Expression and Explanation (100%); Reason strategies with 33.3%; Recognition of Responsibility, Offer for Compensation and Promises of Self Control is 0%.

Based on the semantic formula, Japanese learners who speak Javanese and Sundanese language use Speech Act Indication Expression and Explanation and Reason in situations 1 and 3. In situation 3, they use Speech Act Indication Expression, Recognition of Responsibility, and Offer for Compensation to apologize in Japanese. All students use the Speech Act Indication Expression strategy because apologizing will automatically express the apology words such as *Sumimasen*, *Gomen nasai*, *Moushiwake arimasen*, *Moushiwake gozaimasen*.

In situation 1, both Javanese and Sundanese speakers use polite language or *Keigo* because in this situation 1, the speakers (students) apologize to the interlocutor (lecturer) with a higher position. In situation 2, Javanese speakers and Sundanese speakers (85%) use polite language to apologize to seniors. In situation 3, 70% of Javanese speakers use polite language, and 60% of Sundanese speakers use polite language when apologizing to friends. Of the three situations, most Javanese and Sundanese speakers use polite language in apologizing because of guilt to the interlocutor.

5. Conclusion

Japanese language learners who speak Javanese and Sundanese at UMY expressed an apology in Japanese in the first situation implemented two strategies, Speech Act Indication Expression and Explanation and Reason, and polite language (*Keigo*). In the second situation, three strategies were used, Speech Act Indication Expression, Recognition of Responsibility, and Offer for Compensation. The percentage data for the Recognition of Responsibility and Offer for Compensation strategies were more significant than for Javanese speakers. In this situation, 85% used polite language, and 15% used ordinary language or *futsutai*. In the third situation, Speech Act Indication Expression and Explanation and Reason strategy were used with 70% of Javanese speakers using polite language and 30% using ordinary language or

futsutai. In comparison, 60% of Sundanese speakers used polite language, and 40% used common language or *futsutai*.

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THE ABILITY TO EXPLORE TEXT DRAMA IN ENGLISH WITH THE CIRC (COOPERATIVE, INTEGRATED, READING AND COMPOSITION)

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Abstract

This study aims to determine the effects of the use of the Cooperative Integrated Reading and Composition (CIRC) Model on the Students' Ability to analyze the content and language of drama reading at SMA Bina Guna Tanah Jawa Balimbing, Kec. Tanah Jawa, Simalungun Regency in 2020/2021. This research was conducted based on 5 classes with a total population of class, of 160 students. From the population, a sample of 32 students was assigned to one class, selected by cluster sampling, namely class XI IPA 1. The data collection technique was used to measure students' learning outcomes in the form of assignment questions carried out on the pretest and posttest. The data analysis technique used is normality test using F test, homogeneity test and hypothesis testing using t test. The hypothesis in this study was tested by t-test at a significant level = 0.05. From the calculation of the data it was seen that $t\text{-count} > t\text{-table}$ ($10.372 > 2.000$). Thus the null hypothesis is that H_0 is rejected and H_a is accepted. From the results, it can be concluded that the Cooperative Integrated Reading and Composition (CIRC) Model can improve students' learning outcomes in analyzing the content and language of drama.

Keywords: CIRC, Model, Cooperative, Integrated, Reading, Composition

1. Introduction

One of the literary works taught at the high school level (SMA) is a drama text. Drama is one of the literary works that describes human life based on the deeds or actions that are performed and is imaginative in the form of a script. By seeing drama, the audience or readers can see and feel the life and events seen in society.

According to Kosasih (2017: 245), there are several types of drama, namely (a) tragedy, (b) comedy, (c) melodrama, and (d) farce.

The difficulties experienced by students are that students are less able to know drama texts, less able to learn drama texts that are read, and less active and creative in learning. Referring to these problems, the solution to the causes of students' difficulties in learning drama texts in English is the use of the Cooperative Integrated Reading and Composition (CIRC) model.

The Cooperative Integrated Reading and Composition (CIRC) model is a group-based learning model that works together, and can improve students' activity and creativity. According to Istarani (2012: 112) Cooperative Integrated Learning, Reading and Composition (CIRC) is one type of cooperative learning model using small groups with heterogeneous

number of members in each group of 4-5 students. The teacher starts the activity by giving clippings to the students. Next, the teacher gives a discourse/clipping according to the learning topic, and then students work together to read the text, find the main idea, provide responses to the discourse/clipping, write it down on a piece of paper, present or read the results of the group's work, and end with a joint conclusion of the teacher and the students. This is also in line with Kurniasih and Sani (2015: 89-90) who also use the model of sharing reading material to be discussed with students, namely the drama text to be analyzed. Based on the description, it can be seen that the Cooperative Integrated Reading and Composition (CIRC) is an influential model that helps students think creatively and fosters students' motivation as well as a sense of mutual respect.

According to Shoimin (2018: 51) the CIRC model is a special learning model for subjects in language in order to read and find the main idea, or theme of a discourse. CIRC learning was developed by Stevans, Madden, Slavin, and Farnish. CIRC type cooperative learning in terms of language can be interpreted as a cooperative learning model that integrates a whole reading and then composes it into important parts.

The application of the Cooperative Integrated Reading and Composition (CIRC) model in the classroom will have an impact on the formation of enthusiasm and produce friendly and creative people in solving a problem. Based on the above considerations, the researchers are interested in researching a problem with the title "The Ability to Study Dramatic Texts in English with the Model CIRC (Cooperative Integrated Reading and Composition).

2. Literature Review

Pattern of Application of the Cooperative Integrated, Reading and Composition (CIRC) Model is divided into several phases. The first phase is orientation. In this phase the teacher makes students' perceptions and initial knowledge of the material to be given. The teacher divides students into several groups, distributing reading material to be discussed by introducing a new concept that refers to the findings during exploration. Students communicate their findings either in groups or in front of the class. The fifth phase is the strengthening and reflection phase. In this phase the teacher provides reinforcement related to the material studied through explanation or giving real examples in everyday life. Furthermore, students are given the opportunity to reflect on and evaluate the learning outcomes.

Analyzing the content of a drama text is an investigation of the essence or something that is found in a drama text. In learning to analyze the content of drama, students are required to understand the intrinsic elements of drama.

Many verbs express what the character thinks or feels. Adjectives (descriptive language) are used to describe the characters, places or situations, such neat, clean, good, dashing, strong. The intrinsic elements are the elements of building a drama such as characters, plot, setting, dialogue, language style, themes and messages. Other important elements to be considered in a drama text are presented below.

2.1. Language style

According to Hasanuddin (2015: 118) language style is concerned with the author's proficiency in using language as a medium of drama. The use of language must be relevant and support the problems to be raised, in harmony with the techniques used, and be precise in formulating the plot, characterization, setting and space, and of course it boils down to

the accuracy of the formulation of the theme or premise of the drama text. Language style is about the author's skill in using language.

2.2. Themes and Message

According to Hasanuddin (2015: 123), the theme is the core of the problem that the author wants to put forward in his work. Therefore, the theme is the result of the conclusion of various events related to the characterizations and setting. The theme is the core problem that the author intends to raise in his work. Meanwhile, the message is the one that the writer sends to the readers, explicitly or implicitly.

3. Cognitive Development

Cognitive development is an ability related to the mastery of science if needed, the knowledge that is owned. Knowledge is a measure of a person's level of cognitive ability. There is a significant and positive relationship between intelligence and cognitive abilities.

3. Research Method

According to Sugiyono (2017:2), "The research method is a scientific way to obtain data with certain goals and uses". The method plays an important role in research so that the researcher's goals can be achieved optimally.

The location of the research was conducted at SMA Bina Guna Tanah Jawa Balimbing, Kec. Tanah Jawa, Kab. Simalungun Teaching Year 2020/2021.

3.1 Population and Sample.

According to Sugiyono (2017: 80), population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied for some conclusions.

The research population used here was all students of SMA Bina Guna Tanah Jawa Balimbing, Kec. Tanah Jawa, Kab. Simalungun of Year 2020/2021 with the following details:

1. Class XI IPA 1 of 32 students
2. Class XI IPA 2 of 32 students
3. Class XI IPA 3 of 32 students
4. Class XI IPS 1 of 32 students
5. Class XI IPS 2 of 32 students

The total number of research population is 160 students.

Sampling used in this study is a cluster-side technique because the number of participants in each class is the same and the procedures are as follows:

1. Papers containing the class names (XI IPA 1, XI IPA 2, XI IPA 3, XI IPS 1, XI IPS 2) are rolled up and put into the box.
2. Then, the paper rolls are selected based on the needs.
3. Then the class was selected and normality test is conducted to determine whether the populations are normally distributed or not (Sudjana, 2005: 466).

3.2 Method of Collecting Data

The steps used in data collection are done by:

1. Giving students assignments.
2. Providing scores on student assignments.
3. Stabulating the students' pre-test and post-test scores.

4. Calculating the average score for the sampling data, namely the pre-test and post-test data.

Role and Duties of Researchers.

Researcher 1

1. Establishing a theoretical framework
2. Determining the criteria for respondents
3. Making the data collection
4. Making the data analysis
5. Presenting the research results
6. Preparing the article publication

Researcher 2

1. Assisting researcher 1 in conducting a research design
2. Helping researcher 1 one in carrying out research implementation
3. Assisting researcher 1 1 in collecting data
4. Assisting researcher 1 in conducting data analysis, data editing and data processing
5. Making a research report

3.3 Composition (CIRC) Model

The pattern of implementing the CIRC learning model is divided into several phases. The first phase is orientation. In this phase the teacher makes students' perceptions and initial knowledge of the material to be given. The second phase is organization. The teacher divides students into several groups, divides reading material about the material to be discussed with students. The third phase is the concept of introduction, that is introducing a new concept that refers to the findings during the exploration. The fourth phase is the publication phase. Students communicate their findings and demonstrate the materials discussed, either in groups and in front of the class. The fifth phase is the strengthening and reflection phase. In this phase the teacher provides reinforcement related to the materials studied through explanation or giving real examples in everyday life. Furthermore, students are given the opportunity to reflect on and evaluate the learning outcomes.

No.	Characteristics of Respondents	Total	
		f	%
1	Gender		
	- Man	13	40,7
	- Woman	19	59,3
	Total	32	100
2	Pretest score assessment (X)		
	Total Score	1900	
	Average (mean)	59,38	
	Standard deviation of variable X	7,27	
	variable standard error X	1,31	
	Variant X	52,8529	
	The highest score	80	
	Lowest score	52	
	Range (highest-lowest score)	28	

Table 3.1. Students' Pretest Results (X) in Analyzing the Content and Text Drama

No.	Characteristics of Respondents	Total	
		f	%
1.	post-test score assessment (Y)		
	Total Score	2534	
	Average (mean)	79,19	
	Standard deviation of variable Y	7,97	
	variable standard error Y	1,43	
	Variant Y	63,5209	
	The highest score	94	
	Lowest score	60	
	Range (highest-lowest score)	34	

Table 3.2. Posttest Results (Y) of Students in Analyzing Text Drama

No.	Category	Total	
		f	%
1	Not Very Good (51-55)	12	37,5
2	Not Good (56-60)	10	31,25
3	Pretty Good (61-65)	5	15,625
4.	Pretty Good (66-70)	2	6,25
5	Good (71-75)	1	3,125
6	Good (76-80)	2	6,25
Total		32	100

Table 3.3. Table Identification of Pretest Data Trends (X)

No.	Category	Total	
		f	%
1	Not Good (59 – 64)	1	3,125
2	Pretty Good (65 – 70)	5	15,625
3	Good (71 – 76)	6	18,75
4	Good (77 – 82)	12	37,5
5	Very Good (83 – 88)	4	12,5
6	Very Good (89 – 94)	4	12,5
	Total	32	100

Table 3.4. Trend identification Table Post-test data (Y)

Data	L _{count}	L _{table} ($\alpha=0,05$)	Conclusion
Pretest (X)	0,1516	0,1566	Normal
Post-test (Y)	0,1132	0,1566	Normal

Table 3.5. Table of Normality Test of Pretest and Post-test Research Data

Data	Total	F _{count}	F _{tabel}	Conclusion
Variant Y	63,8529	1,21	1,84	Pre-test and post-test Homogeneous
Variant X	52,8529			

Table 3.6. Homogeneity Test Table

Data	Everage	Variance Combain	T count	T tabel	Conclusion
Pre-test (X)	59,38	7,64	10,372	2,000	There is a significant influence
Post-test (Y)	79,19				

Table 3.6. Research Hypothesis Testing Table

4. Results and Discussion

Based on the results of research conducted by the researchers, the students' pretest scores showed that the average score of students in analyzing the content and language of dramas read before using the Cooperative Integrated Reading and Composition (CIRC) model was 59.38, categorized as poor with a standard deviation (SD) of 7, 27 where the highest score obtained by students is 80 and the lowest score is 52.

For the students' posttest scores, it was found that the average score of students in analyzing the content and language of the drama that was read after using the model. Cooperative Integrated Reading and Composition (CIRC) is 79.19 in good category with a standard deviation (SD) of 7.97 where the highest score of students is 94 and the lowest score of students is 60.

Based on the data analysis using the t test, it was obtained that t was 10.372 when compared with the t price at a significant level of 0.05 of 2,000 indicating $t > t$ ($10.372 > 2,000$). Based on the t-test data, it shows that H_a is accepted and H_o is rejected, so the Cooperative Integrated Reading and Composition (CIRC) model can improve students' ability to analyze the content and language of the drama that is read. The proof of the data can be seen from the description of the data and data analysis.

The use of the Cooperative Integrated Reading and Composition (CIRC) model has a significant effect on the ability of students to analyze the content and language of drama in class XI SMA Bina Guna Tanah Jawa. It can be seen from the analysis of research data that $t\text{-count} > t\text{-table}$ ($10.372 > 2,000$) so it can be stated that H_a is accepted and H_0 is rejected.

Based on research before using the Cooperative Integrated Reading and Composition (CIRC) model in the pretest test, there are still many students who have not been able to analyze the content and language of the drama that is read. Judging from the data from the pretest assessment, it was found that the number of students in the category of very unfavorable was 12 students, the score in the poor category was 10 students, the score in the category of good enough was 7 students, and the score in the good category was 3 students. The highest score obtained by students is 80 and the lowest score is 52 students with an average pretest score of 59.38 with a standard deviation (SD) of 7.27.

Based on the research, after using the Cooperative Integrated Reading and Composition (CIRC) model on the posttest test, students were able to analyze the content and language of drama well. Judging from the data of the posttest assessment results, the total number of students getting bad category was 1, the score categorized as good enough amounting to 5 students, the score categorized as good amounting to 18 students, the score categorized as very good amounting to 8 students, the highest score the students obtained was 94 and the lowest score was 60, students with an average pretest score of 79.19 with a standard deviation (SD) of 7.97.

5. Conclusion

Based on the research conducted by the researchers on the application of the Cooperative Integrated Reading and Composition (CIRC) model to improve the ability to analyze the content and language of drama read by students, it can be concluded that:

- a. The ability of students of Bina Guna Tanah Jawa Private High School to analyze the content and linguistics aspects of drama before using the Cooperative Integrated Reading and Composition (CIRC) model showed that the average score of 59.38 students was categorized poor with a standard deviation (SD) of 7.27, meanwhile the highest score is 80 and the lowest score is 52.
- b. The ability of students of Bina Guna Tanah Jawa to analyze the content and linguistics aspects of the drama texts after using the Cooperative Integrated Reading and Composition (CIRC) model showed that the students' average score was 79.19 in good category with a standard deviation (SD) of 7.97, meanwhile the highest score is 94 and the lowest is 60.
- c. Based on the results of the analysis conducted with $t = 10.372$ when compared with the score of t at a significant level of 0.05 of 2,000, it shows $t > t$ ($10.372 > 2,000$). Then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected, this proves that the use of the Cooperative Integrated Reading and Composition (CIRC) model has an effect on the ability to analyze the content and linguistic aspects of the drama read by the students of SMA Bina Guna Tanah Jawa.

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ONLINE LEARNING MEDIA IN HIGHER EDUCATION IN THE NEW NORMAL ERA

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Abstract

This study aims to determine and describe (1) online learning media used in the teaching and learning process in the new normal era, (2) students' understanding of the use of online learning media, (3) students' preference of the way of communication, and (4) students' preference of material form. The participants of this research are the students of English Education Study Program at Universitas Al Washliyah (UNIVA) Labuhanbatu. The instrument of the research is questionnaire distributed via Google Form. Data analysis technique used in this study consists of data collection, data reduction, data display, and drawing conclusion. The result shows that the most frequently used online learning media are WhatsApp and Google Classroom. Almost all students understand how to operate WhatsApp, Zoom, and Email. As many as 47% students choose two-way semi communication in teaching learning process. Using video as the material form in teaching learning process is the most preferred by students.

Keywords: online Learning, online Learning Media, New Normal, Google Classroom

1. Introduction

The teaching and learning process has changed since the Covid-19 pandemic emerged. Previously, the teaching and learning process was still carried out face-to-face in class, now face-to-face meetings have been restricted. It was done as an effort to break the chain of spreading covid-19. The Indonesian government through the Ministry of Education and Culture of the Republic of Indonesia is looking for solutions so that the teaching and learning process can still be carried out even though in different ways. Through Circular Letter Number 4 of 2020, concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period that the teaching and learning process is carried out from home. The Ministry of Education and Culture stipulates that education in Indonesia must continue to be implemented but by system of Study from Home (SFH) (Putro et. al., 2020).

UNIVA Labuhanbatu's English education study program responded to this call by implementing study from home or online learning. The study from home system is one of the standard systems in the New Normal Era. This system presents a challenge to lecturer and students in UNIVA Labuhanbatu's English education study program. The challenges faced are the same as those mentioned by Latip. The educator's challenge is how to convey learning material to students so that students are able to understand learning material,

while the student's challenge is mental readiness to adapt to the learning system from home (Latip, 2020).

This challenge also demands UNIVA Labuhanbatu's English education study program to integrate digital technology into teaching learning process. There are some online learning media such as Google Classroom, Google Meet, WhatsApp, Zoom, etc. This media is very helpful to help lecturer to manage their course.

Several studies have shown that the use of online learning media has a positive impact on the teaching and learning process. For example, in organizing learning in English primary and secondary schools. Online learning media helps students to access various kinds of learning resources, helps students learn independently, helps students do collaborative learning, and helps students reflect on and assess their learning. Other research states that the Cisco WebEx Meeting, Google Classroom, and WhatsApp gained highly positive agreement on all criteria for the EFL students.

The difference between this study and previous research is the sample. In previous studies, the samples were English primary and secondary schools, so in this study, the sample are English higher education students.

Based on the explanation above, this study aims to determine online learning media used in the teaching and learning process in the new normal era, to describe students' understanding of the use of online learning media, to determine students' preference of the way of communication, and to determine students' preference of material form. The source of data is the students of English Education Study Program at Universitas Al Washliyah (UNIVA) Labuhanbatu.

2. Literature Review

The learning system in Indonesia during the COVID-19 pandemic uses an online learning system. Online learning is a teaching and learning process that is carried out using a network (Hadianti and Arisandi, 2020). Online learning as an approach, with web media, which is used by lecturers to deliver teaching materials to remote students. Students, lecturer, references, and technology are the components that support the achievement of online learning success.

Online learning can increase the role of students in the learning process. The most important thing in applying online learning to students is to pay attention to various aspects so that learning objectives are achieved. Online learning includes five important things, namely 1) the content presented has relevance to the specific learning objectives to be achieved; 2) using learning methods through examples and exercises to help students learn; 3) using media such as pictures and words to present content and methods; and 4) developing and building new knowledge and skills according to individual goals and organizational improvement (Abidin & Arizona, 2020).

Online learning media is very useful when teaching learning process is done in distance learning. There are some online learning media, such as WhatsApp, Google Classroom, Zoom, etc. WhatsApp is a credit-free application that is used to send messages. This application is the same as email or browsing web using an internet package. There are many advantages that can be obtained by using WhatsApp, starting from sending messages, pictures, videos, documents, and so on (Sahid, 2020). Google Classroom is very helpful because it can be accessed anytime and anywhere (Maulana, 2020). Lecturers easily create

materials and assignments by using Google Classroom. Material can be in the form of files or links. As well as students, they can directly type their answers either via cellphone or laptop. There are many benefits that can be felt by users of Google Classroom. Two of them are (1) material creation can be done only by uploading files or links and (2) uploading tasks can only be done by uploading files or photos. Zoom application is a solution for holding meetings virtually without having to meet face to face in digital era (Pratiwi, Afandi, & Wahyuni, 2019). The type of meeting used is via video conference. Meeting participants can interact directly and can also provide direct feedback (Nashir, 2020). There are several advantages to the zoom application (Melati, 2020). Three of them are (1) up to 100 meeting participants, (2) meeting participants can send message during the meeting, (3) meeting participants can display documents, pictures, etc. through the share screen.

To achieve learning goals through online learning, a communication system is needed. There are 3 forms of communication with long-distance systems, namely 1) one-way, 2) two-way, and 3) semi two-way communication. One-way communication is where the sender and receiver of information cannot establish continuous communication through the same medium, for example, the use of video in teaching learning process. In two-way communication, the sender and receiver of information can establish continuous communication through the same medium. This form of communication occurs when the lecturer and students use zoom in learning and teaching process. Semi-two-way communication is where the sender and receiver of information communicate alternately, but still continuously. Lecturer and students use this form when they are using WhatsApp. They communicate alternately and continuously in chat room.

3. Research Method

This research used descriptive qualitative research. The participants of this research were the students of English Education Study Program at Universitas Al Washliyah (UNIVA) Labuhanbatu. The research subjects was carried out using purposive sampling technique. The criteria for the students involved in this study were students of English Education UNIVA Labuhanbatu who were active in the Even Semester of the Academic Year 2020/2021 who were taking online learning. The instrument of the research was questionnaire. Students used Google Form to fill out the questionnaire. The data analysis technique used in this research is qualitative analysis that consists of data collection, data reduction, data presentation, and drawing conclusions.

4. Results and Discussion

The questionnaire distributed to students of the UNIVA Labuhanbatu English Education study program in semester II, IV, and VI even semesters of the 2020/2021 academic year. There are 26 students. However, only 17 students responded. Description of respondents is in Table 1.

Semester	Number of Respondent
II	4
IV	6
VI	7

Tabel 1. Description of Respondent

Semester II consisted of four students, semester IV consisted of six students, and semester VI consisted of seven students.

4.1 Results

There were some results found. The first result is about the use of online learning media.

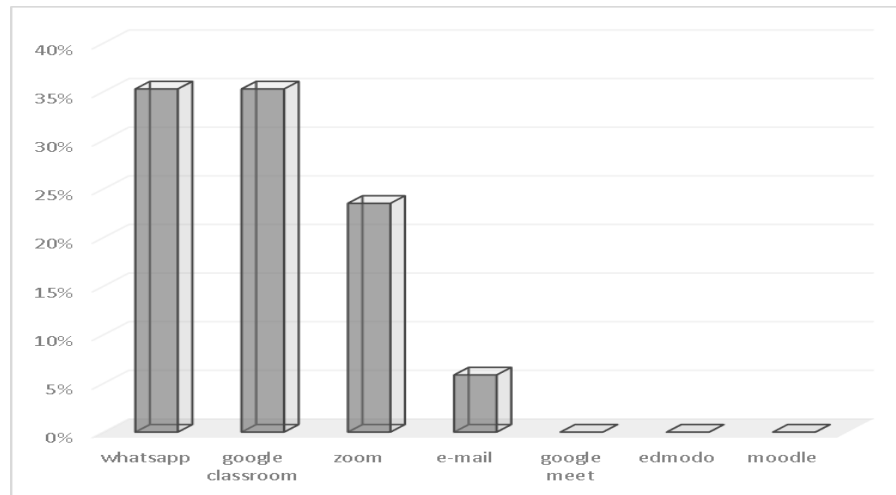


Figure 1. The use of online learning platform

Figure 1 shows that 35% students used WhatsApp as online learning media. Students used Google Classroom as online learning media is about 35%. Zoom was about 24% used in teaching learning process. 6% students used e-mail. Google Meet, Edmodo, and Moodle were never been used.

The second result is about whether the students understand or do not understand how to use those online learning platforms.

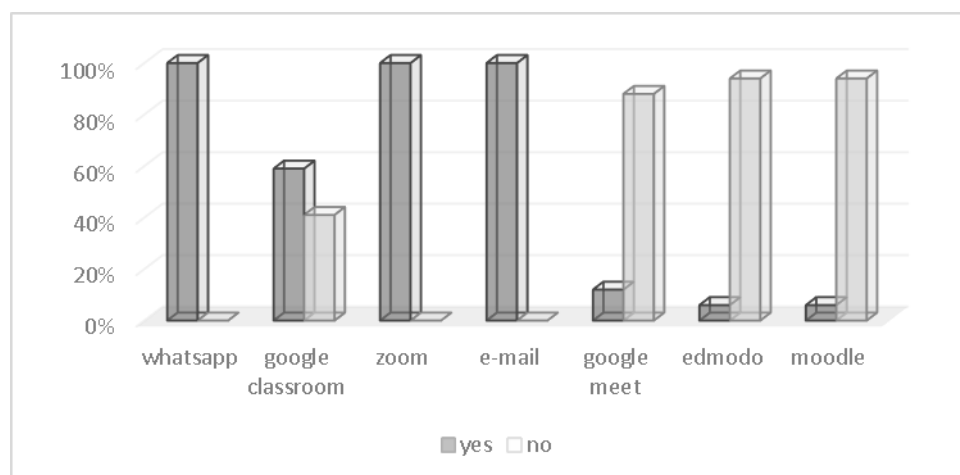


Figure 2. Students' understanding of the use of online learning platform

Figure 2 shows 100% students understand how to use WhatsApp. 59% students understand how to use Google Classroom while 41% do not understand. 100% students understand how to operate Zoom application. 100% students understand using E-mail. 12% students understand operating Google Meet and 88% do not understand. 6% students

understand operating Edmodo and Moodle while 94% do not understand operating Edmodo and Moodle.

The third result shows the students' preference of the way of communication.

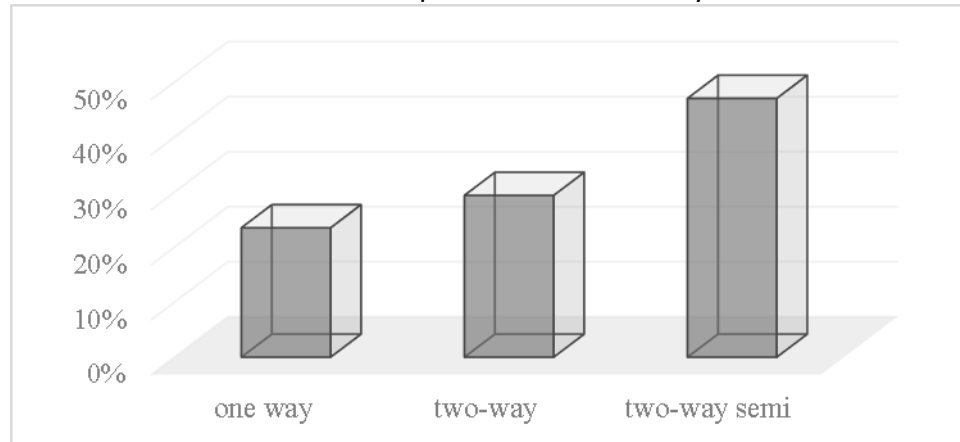


Figure 3. Students' preference of the way of communication

Figure 3 shows that 24% students choose one way communication in teaching learning process. 29% students choose two-way communication. 47% students choose two-way semi communication.

The last is students' preference of the material form of learning.

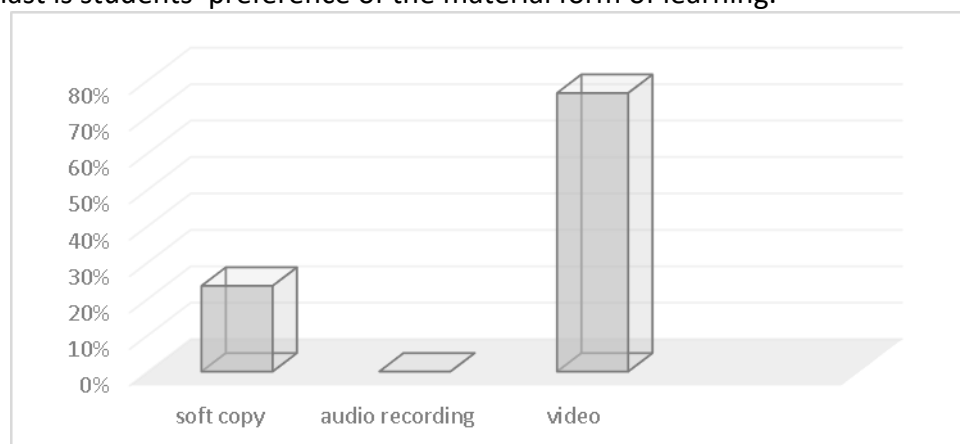


Figure 4. Students' preference of material form

Figure 4 shows that 24% students are interested in using soft copy as the material form. 76% students are interested in using video as the material form in teaching learning process. There was no student prefer to audio recording as the material form.

4.2 Discussion

Based on responses from respondents, there were several media used during online learning. The media that are frequently used were WhatsApp and Google Classroom. It reveals that the lecturer used more than one media in teaching learning process in New Normal era.

Students of English Education Study Program of UNIVA Labuhanbatu have used WhatsApp before Pandemic. WhatsApp was already in use before the Covid-19 pandemic appeared. They often use WhatsApp as a tool to interact with other people. This makes WhatsApp used more frequently. During pandemic, then Students of English Education

Study Program of UNIVA Labuhanbatu used Google Classroom as online learning media. The lecturer used Google Classroom because lecturer can manage their course well. They could arrange their material systematically. Students were be given a task through Google Classroom. The lecturer could give an assignment to students' answer. The use of zoom was not as frequent as WhatsApp and Google Classroom. The use of Zoom need much cost. Zoom was be used if the students wanted to present their task. E-mail usually used to send students' task. Google meet, Edmodo, and Moodle never used as learning media. Students said that their lecturers never use those media in teaching learning process.

Students of English Education Study Program of UNIVA Labuhanbatu understood how to operate WhatsApp. Everyday they used this media in their daily life. Even though Google Classroom is a medium that is often used in New Normal, but not all students are able to operate Google Classroom. They do not understand what features are in Google Classroom. They are only able to view the material that has been shared, and upload the results of the answers to assignments assigned by the lecturer. They still do not understand how to make a class, how to make an absence, and create a topic. This is because they are used to being invited into the Google Classroom, while the lecturers are the course lecturers who make the class. It is different with Zoom. Zoom is rarely used but they are better able to operate it. This is because they are often asked by lecturers to make their own meetings. Therefore, the lecturer just needs to join the meeting. They use zoom to make a percentage of a given task. All of students understood how to operate email. They were already familiar with email. There were some tasks should be sent via email. Most of students did not understand how to operate Google Meet, Edmodo, and Moodle. It was because the lecturer never used by lecturer in teaching learning process.

Two-way semi-communication was the type of communication most favored by students of English Education Study Program of UNIVA Labuhanbatu in New Normal era. This was in line with the use of WhatsApp as a medium that was often used in learning in the new normal. On WhatsApp, lecturers and students took turns communicating but continuously, while two-way communication usually used when students were using zoom when presenting assignments.

Lecturer uses variation of material form of learning. This is done to appropriate the material of learning and material form. The lecturer uses soft copy, audio recording, and video. students are interested in using video as the material form in teaching learning process. By using video, the students can replay the material of learning whenever they want. Students are also interested in using soft copy as the material form. The size of soft copy that the lecturer shared is usually not too big. So, students' smartphone can save the soft copy in a big size.

5. Conclusion

Online learning is the right policy so that learning can still be carried out in the new normal. There are some online learning media used by English Education Study Program of UNIVA Labuhanbatu in New Normal. The most frequently used are WhatsApp and Google Classroom. The students understand how to operate WhatsApp although not all students understand how to operate Google Classroom. Because of the use WhatsApp is used more often, so students also prefer the type of semi-two-way communication in teaching learning process in New Normal. Video is the most preferred form of material for students of English Education Study Program of UNIVA Labuhanbatu in New Normal.

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IMPROVING ENGLISH VOCABULARIES THROUGH DERIVATIONAL MORPHEME

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Abstract

This research aims to improve students' vocabulary acquisition through the strategy of deriving suffixes. The populations of this study are students from Politeknik Ganesha Medan in second semester. This research was conducted through Applied Classroom Action Research (CAR), born in two cycles (cycle 1 and cycle 2), and each process consisted of four meetings. The vocabulary test results showed that the average improvement score of the pre-test was 34.66, the post-test of period 1 was 93.46, and the post-test of period 2 was 97.33. In the first cycle, the nominal comparison rate was 88.83%, the verb nature was 77.46%, the adjective nature was 40.74%, and the adverbial heart was 84.14%. In cycle 2, the nominal comparison rate was 100%, the verb nature was 95.45%, the adjective nature was 65.84%, and the adverbial nature was 94.91%. The proportion of students who passed Minimal Criterion Mastery in each cycle was 100%, cycle 1 increased by 169.64%, and cycle 2 increased by 180.81%. These indicate that there is a significant improvement of the students' vocabulary mastery through derivational morpheme strategy of the students of Politeknik Ganesha Medan.

Keywords: vocabulary, derivational morpheme, derivational suffixes, derivational prefix, Classroom Action Research

1. Introduction

Mastering vocabulary plays a vital role in English. It is essential to gain basic English skills (such as listening, speaking, reading, and writing). Thornbury (2002) points out that without grammar, no good sentence could be produced. It is similar to Injeeli (2013), who points out that if language structure forms the backbone of language, vocabulary can provide vital organs and bodies. According to these statements, if students do not have a broad vocabulary, they will not speak or write anything in English. If the student does not have enough vocabulary to express the meaning accurately, the ability to use the structure and function of the grammar will be useless. In addition, one part of vocabulary is to construct each sentence with language. It is correct because the students' English fluency can be seen from their speech and how to use English in a meaningful way.

The most striking attribute of human beings is the ability to use language—studying the nature of language and the way defined as linguistics. The primary way to see the existence of a language is through words. It is almost impossible to learn a language without a language because of communication among people based on observations.

By learning morphology, students will understand how words are entered into the language, what they are made of, and how to form words by combining prefixes, suffixes, and roots. Therefore, morphology can be a valuable guiding tool for students to develop and use vocabulary creatively. Nijakowska (2010) points out that morphology focuses on how to construct words from parts. Many words can be divided into smaller units-morphemes, constituting the smallest linguistic unit with meaning (for example, unhappy, unlucky, unsatisfied). Some words cannot be further decomposed (for example, car), they are free morphemes because they can exist independently, and bound morphemes (-un, -s, or -ed) are always appended to some other morphemes. Bound morphemes can be divided into derivative morphemes and inflection morphemes in compound words according to their functions. According to the examples, comments are usually added by bound morphemes. This is called attaching. Affixes can reorganize morphemes through morphology to construct new meanings.

Derived affixes can appear in unlimited phrases. Adeniyi (2010) points out that derived morpheme is a kind of bound morpheme, which generates or creates new words by changing parts of speech or forming new words. Jackson and Amvela (2007) points out that once a derivative affix changes the category added to the stem, a derivative word is formed, automatically marking it as a noun, verb, adjective, or adverb. For example, it can be analyzed as follows by adding a suffix to beauty (noun).

$$\frac{\text{Beauty}}{\text{Root (noun)}} + \frac{\text{fy}}{\text{Suffix}} = \frac{\text{Beautify}}{\text{Verb}}$$

$$\frac{\text{Beauty}}{\text{Root (noun)}} + \frac{\text{full}}{\text{Suffix}} = \frac{\text{Beautiful}}{\text{Adjective}}$$

$$\frac{\text{Beauty}}{\text{Root (noun)}} + \frac{\text{ful}}{\text{Suffix}} + \frac{\text{ly}}{\text{Suffix}} = \frac{\text{Beautifully}}{\text{Adverb}}$$

Related researches have studied the role of affixes in improving vocabulary. The first research was conducted by (Bhatti, 2016) in the journal entitled "Improving Vocabulary through Affixes at Secondary Level". It was pointed out here that using affix strategies could significantly improve vocabulary. The average score of the students in the post-test is higher than the average score in the pre-test, which was statistically proved. The average score increased from 64.04 in the pre-test to 68.21 in the post-test. Kim (2013), conducted the research entitled "Affixed Vocabulary Acquisition: Learning English Words Based on Prefixes and Suffixes", and pointed out that affix strategies can help students master English vocabulary more quickly.

Teaching vocabulary is not a simple task. Almost everyone realizes that teaching vocabulary will only waste time because the number of languages is unlimited. To deal with this fact, one possible way to expand the speech is to use affixes. Most affixes can be found in the English text. According to the authors' observations at Politeknik Ganesha Medan, it is found that the students have difficulty in learning vocabulary. They make a mistake in interpreting the word's meaning in the sentence because it contains an affix. They rarely realize that the definition will change according to its part of speech. Students have less understanding of word families. For example:

$$\frac{\text{Clear}}{\text{noun}} >< \frac{\text{Clearly}}{\text{Adverb}} = \text{Jelas (False Interpretation)}$$

$$\frac{\text{Informer}}{\text{noun}} >< \frac{\text{Inform}}{\text{verb}} >< \frac{\text{Informative}}{\text{Adjective}} = \text{Informasi (False Interpretation)}$$

$$\frac{\text{Powerless}}{\text{adjective}} >< \frac{\text{Powerful}}{\text{adjective}} >< \frac{\text{Powerfully}}{\text{adverb}} = \text{Kuat (False Interpretation)}$$

In addition, some students say that they find it challenging to memorize vocabulary; only a limited number remains. The traditional method is usually to find the meaning in the dictionary by looking up tricky words to remember the new words they have heard or read in English textbooks. It makes students bored and unmotivated by English subjects. If they can use affixes as sub-parts of terms, they can get the number of new words and their meanings because they can easily connect words by determining parts of speech.

2. Literature Review

2.1 Vocabulary

Vocabulary is related to the meaning of words. Daller (2016) points out that vocabulary knowledge is considered to include understanding of form, meaning, and use. Nation (2001) points out that the word part is a pervasive and essential aspect of English vocabulary. Oz (2014) points out that when discussing words, sometimes an important distinction is made between two types of words: content words and function words. Examples of content words include nouns, verbs, adjectives, and adverbs. They are also called open-ended or open-ended words because we can often add new words to these words. Verspoor & Sauter (2000) point out that nouns, verbs, adjectives, and adverbs are very open categories because new members join almost every day. According to these theories, nouns, verbs, adjectives, and adverbs have meanings, forming a new vocabulary.

The architectural vocabulary is inseparable from affixes or morphemes. One way to influence vocabulary is to paste. Cain (2010) points out that vocabulary is related to our understanding of word meaning, and morphology is connected to our understanding of word structure, especially morphemes. This is the smallest unit of meaning in a word. Therefore, both involve the understanding of words.

2.2 Vocabulary Acquisition

Peukert (2015) states that in second language acquisition, the knowledge of derived language forms and the combination of affixes and affixes in second language acquisition positively impacts learners' acceptance and productive vocabulary.

Word formation involves many processes that can create new words and expand the vocabulary of the language. Lieber & Štekauer (2014) point out that most English-derived affixes are acquired after children go to elementary school. Some are only obtained when children obtain other sources of information (such as danger) other than speeches on the relationship between another pair of affixes. Time to be mastered. -Dangerous, librarian or volcano. When a child gets what, it also depends on which language they are learning. In some languages, the derivation is the primary condition for constructing new words.

2.3 Morphology

Morphology is the branch of linguistics on how words in a language are attached. It is connected with the systematic form and meaning correspondence in the vocabulary. Haspelmath & Sims (2010) state that morphology is a systematic and covariant study of the

form and meaning of words. Vadasy & Nelson (2012) say that morphological analysis also makes an essential contribution to the growth of students' vocabulary. Students can be taught to decompose an unfamiliar word into multiple parts, identify the meaning of each part, and then put the parts back together to get the meaning of the word. Morphology is the ability to understand how morphemes are formed through morphemes. Dechaine (2012) states that the goal of morphology is to find the smallest unit of meaning-morphemes and understand how these units are combined to form words. Hair (2008) points out that morphology can obtain information about the meaning of new words by looking at prefixes, roots, and suffixes.

a. Morpheme

Morphemes are parts of morphology. They increase vocabulary knowledge. Oakhil (2015) points out that one of the sources of this impressive increase in vocabulary knowledge is the acquisition of the constituent units of word meaning (morphemes). Traxler (2012) points out that a single word is composed of one or more morphemes. Plag (2002) points out that the essential feature of traditional morphemes is that they are considered units of form and meaning. Lems, et al. (2010: 94) point out that affixes are morphemes, but they are not words and cannot exist independently. Denham & Lobeck (2010) points out that morphemes belong to different categories like words. Morphemes are restricted or unrestricted. The terms drink, cat, and butter are all free morphemes. They are mono-morphemic and can exist alone as words. The Bound morphemes themselves have different types: -ize is a suffix, and un- is a prefix. Suffixes and prefixes are affixes, more general titles of morphemes; these affixes are attached to other morphemes or words through a process called affixes.

b. Root

Using roots to unlock word meanings will do more than expand students' vocabularies. They say that when we teach language based on roots rather than word lists, we encourage our students to search for a word's meaning from the meaning of its root. The root consists of an only noun, verb, adjective, and adverb. These belong to the open classes or contents word because they hold the meaning itself. Lee (2015) states that essential parts of speech classes include nouns, verbs, adjectives, and adverbs. These words belong to open courses because they can be extended using word-formation. Adams (2014) states that the productive formation of new words in English is usually word-based; that is, the base of a regularly formed new complex word must be able to occur also as an independent member of a significant word-class – noun, adjective, or verb. For example, defend defensive, curious, curiosity.

2.4 Derivational Morpheme

Fromkin, Robert, & Nina (2014) explain that when a derivational morphemes is added to a base, it adds meaning. It means that derivational morpheme creates new word and new meaning.

According to Critten (2014) derivational morphemes may occur at the beginning (prefixes) or end of a word (suffixes) and produce semantic changes by transforming the grammatical form of a word." It means derivational morpheme is the affixes that change the word meaning.

Based on the experts' explanation above, the author concludes that the derivational morphemes are affixes. It can change the meaning of basic words and create new words. The meaning can be changed to the opposite meaning, from positive to negative. Like morphemes Dis- on the word Disagree. The basic word is "agree", which has the meaning of approving something. However, when Dis- is added, the meaning becomes the opposite or not approved.

In general, Fromkin et al., (2014: 45) categorizes derivational morphemes into

Noun To Adjective	Verb to Noun	Adjective to Adverb
boy + -ish	acquitt + -al	exact + -ly
virtu + -ous	clear + -ance	
elizabeth + -an	accus + -ation	
pictur + -esque	sing + -er	
affection + -atc	conform + -ist	
health + -ful	predict + -ion	
alcohol + -ic		
Noun to Verb	Adjective to Noun	Verb to Adjective
moral + -ize	tall + -ness	read + -able
vaccin + -ate	specific + -ity	creat + -ive
hast + en	feudal + -ism	migrat + -ory
im + Prison	free + -dom	run(n) + -y
be + friend		
en- + joy		
in- + habit		
Adjective to Verb		
en + large		
en + dear		
en + rich		

Some derivational affixes do not cause a change in grammatical class

Noun to Noun	Verb to Noun	Adjective to adjective
friend + -ship	un- + do	pink + -ish
human + -ity	re- + cover	red + -like
king + -dom	dis- + believe	a- + moral
New Jersey + -ite	auto + destruct	il- + legal
vicar + -age		in- + accurate
Paul + -lne		un- + happy
America + -n		semi- + annual
libr(ary) + -arian		dis- + agreeable
mono- + theism		sub- + minimal

dis + advantage
ex- + wife
auto + Biography
un- + employment

It means derivational morpheme divided into two types in familiar groups. The first is derivational morphemes that change the part of speech. The second is that do not modify the part of speech. After being added by derivational morpheme, the class word of the base word does not change.

2.4.1 Derivational Suffixes

Affix is the process of adding morphemes to the root to form new words. Adebileje (2013) points out that the process of creating new comments by adding morphemes is called affixes. The derivation allows us to add new lexical items to the open word category of nouns, adjectives, verbs, and adverbs. These are classes that contain so-called content words. Derived suffixes are the most commonly used affixes to change parts of speech and word meaning. Huddleston & Pullum, (2005) point out that most affixes that change categories are suffixes. Plag (2002) points out that English suffixes can be divided into the following categories: nouns, speech, adjectives and adverbials.

a. Nominal Suffixes

Plag (2002) states that nominal suffixes are often employed to derive abstract nouns from verbs, adjectives and nouns. For example:

(-age)	: result of an action (marriage, advantage), a collective entity (acreage, voltage), to state location (orphanage)
(-al)	: the result of an action (arrival, recital, referral)
(-ance), (-ence)	: act or condition of (performance, importance, evidence)
(-ancy), (-ency)	: action(expectancy, dependency)
(-ant)	: a thing or a being (assistant, accountant , participant)
(-cy) (-ce)	: state or quality (agency, emergence)
(-dom)	: collective entity (professordom, studentdom)
(-ee)	: one who (employee)
(-eer)	: person who deals in (auctioneer, budgeter)
(-er)	: one who, that which (manager, leader, officer, speaker)
(-ry)	: place for, collection of (anniversary, library, summary)
(-ness)	: condition or state of (bussiness, awareness, happiness)
(-ful)	: measure partitive nouns (cupful, handful)
(-hood)	: condition of being (motherhood, neighbourhood , boyhood)
(-ian)	: one who (musician, comedian, vegetarian, physician, civilian)
(-ion)	: act or condition (information, population, competition)
(-ism)	: practice, belief, attitude (metabolism, modernism, journalism)
(-ist)	: one who (economist, guitarist, dentist, receptionist, scientist)
(-ity)	: state or quality of (opportunity, possibility, majority)
(-ment)	: state or act of (department, equipment, employment)
(-ship)	: art or skill of, condition, rank, group of (fellowship, membership, friendship, championship, ownership)

b. Verbal Suffixes

Plag (2002) states that there are four suffixes which derive verbs from other categories (mostly adjectives and nouns), namely -ate, -en, -ify and -ize.

- (-ate) : to make (communicate, appreciate, anticipate, estimate, translate)
- (-en) : make more (blacken, broaden)
- (-ify) : locative, ornative, causative (trustify, humidify)
- (-ize) : to make (criticize, summarize, mobilize, apologize, criticize)

c. Adjectival Suffixes

Plag (2002) states that the adjectival suffixes of English can be subdivided into two major groups. A large proportion of derived adjectives are relational adjectives, whose role is simply to relate the noun the adjective qualifies to the base word of the derived adjective. For example, *algebraic mind* means 'a mind having to do with algebra, referring to algebra, characterized by algebra', *colonial officer* means 'officer having to do with the colonies', and so on. On the other hand, there is a large group of derived adjectives that express more specific concepts, and which are often called **qualitative adjectives**. Sometimes, relational adjectives can adopt qualitative meanings, as can be seen with the derivative *grammatical*, which has a relational meaning 'having to do with grammar' in the sentence *she is a grammatical genius*, but which also has a qualitative sense 'conforming to the rules of grammar', as in 'This is a grammatical sentence'. Note that relational adjectives usually occur only in attributive position, i.e. as prenominal modifiers (*as in a lexical problem*). If we find them in predicative position in a clause (*as in This sentence is grammatical*), they usually have adopted a qualitative sense.

- (-able) : capable of being (fashionable, agreeable)
- (-al) : result of an action (federal, institutional)
- (-ary) : having a tendency or purpose (complementary, evolutionary)
- (-ed) : having, being provided with (broad-minded, wooded)
- (-esque) : in the manner or style of (picturesque, Kafkaesque)
- (-ful) : having, being characterized by (beautiful, insightful)
- (-ic) : related to art or science (economical, historical)
- (-ish) : convey the concept of somewhat (clearish, freeish)
- (-ive) : having, being (connective, explosive)
- (-less) : without (hopeless, speechless)
- (-ly) : in the manner of, like an (brotherly, daughterly)
- (-ous) : processing (curious, barbarous)

d. Adverbial Suffixes

Plag (2002: 122) states that suffix -ly is appended to nouns and adjectives. With base nouns denoting persons, -ly usually conveys the notion of in the manner of X or like an X, as in brotherly, daughterly, fatherly, womanly. Other common types of derivative have bases denoting temporal concepts (e.g. half-hourly, daily, monthly) or directions (easterly, southwesterly). The adjective forms adverb from adjectives. For example: -ly (usually, busily, proudly, loudly, gratefully), -wise (crosswise).

2.4.2. Derivational Prefixes

Quirk (1973) states that prefix adds before the base form, with or without change of word class. There are many kinds of the prefix in English: *dis-*, *under-*, *un-*, *up*, *in-*, etc. In

addition, The derivation is also subdivided into class-changing and class-maintaining. Category change means that the influence of derivation can change the word category, and the meaning of the base word can also be changed. On the other hand, category retention means that the derivation process only changes the grammatical morphemes but does not change the word category and meaning.

2.4.2.1 Verbal Prefix

The verb prefix is to add the prefix to the position of the word. The generated word is a verb. For example, adding en- to 'joy' will get 'enjoy', which is a verb.

- (con-) : together, with (control, contract, continue, consider, conduct, convey)
- (Im-) : not (improve, Import, imply, imagine, impress, immune, impute)
- (en-) : enjoy, encourage, enable, encounter, entertain, enhance, enrich)
- (dis-) : from, reduce, or opposite (disagree, disregard, disrespect, disbelieve)
- (trans-) : across, over, through (translate, transform, transpose, transmit)

2.4.2.2 Adjectival Prefix

The Adjective prefix is to add the prefix to the position of the word. The generated word is an Adjective. For example, adding un- to 'impressed' will get 'unimpressed', which is an Adjective.

- (dia-) : across (diabetic, diagonal, diagrammatic, diagenetic, diabolical)
- (mono-) : one, single (monotonous, monotonic, monolingual, monotheistic)
- (uni-) : one, single (unimpressed, unidirectional, uninhibited, unimpeachable)
- (bene-) : good, well (beneficial, benevolent, benedictory, benefic, beneship)
- (sub-) : under, beneath (substantial, subordinate, suburban, subjective)
- (inter-) : among, between (international, interim, interrogation, interminable)
- (intra-) : within (intravenous, intractable, intraperitoneal, intracellular)
- (non-) : completely not (non-existent, non-aligned, non-governmental)
- (ill-) : not (illiterate, illusory, illegitimate, ill-informed, ill-equipped)
- (ir-) : not (irritable, irrevocable, irreconcilable, irredeemable, ironical)
- (counter-) : against, opposite (counterfactual, counter-productive, counterfeit)
- (therm-) : heat, warm (thermionic, thermographic, thermoelastic, thermostatic)
- (auto-) : self (authoritative, autobiographical, authoritarian, automotive)
- (Hom-) : same, alike (homogeneous, homoeopathic, homologous, homophobic)
- (hydr-) : water (hydroelectric, hydroxy, hydrographic, hydrodynamic)
- (macro-) : large (macroeconomic, macrocosmic, macronuclear, macroangiopathic)
- (phot-) : light (photochemical, photogenic, photovoltaic, photosensitive)
- (pan-) : all, whole (pancreatic, pandemic, pantisocracy, pancreaticobiliary)
- (zoo-) : animal (zoogeographical, zoomorphic, zoocidal, zoogamous)
- (chron-) : time (chronomantic, chronometrical, chronologic, chronemic)
- (mort-) : to die (mortal, mortallest, mortarlike, mortgageable, mortuary)

2.4.2.3 Noun Prefix

A noun prefix is where a prefix is added to a word, and the resulting word is a noun, for example adding mis- to 'information' gives you 'misinformation', which is a noun.

- (de-) : opposite (development, department, decision, description, decline)
- (dis-) : from, reduce, opposite (disease, distribution, discretion, discourse)
- (trans-) : across, over, through (transition, translation, transportation, transom)

(dia-)	: across, through (diagnosis, diamond, dialect, diabetes, diatomic)
(ex-)	: out, from (execution, existence, expansion, exploration, extradition)
(e-)	: out, from (employment, experience, economy, equipment, employee)
(mono-)	: one, single (monograph, monologue, monogram, monochrome)
(uni-)	: one, single (university, universe, unionization, unification, unison)
(bi-)	: two (biography, binoculars, biographical, biodiversity, bicentenary)
(di-)	: two or in parts (disappointment, discrimination, disagreement)
(tr-)	: Three (triangulation, tribulation, tribunal, triforium, tribesman)
(multi-)	: many, much (multimedia, multiprocessor, multiplication, multicode)
(poly-)	: much, many (polytechnic, polygon, polycotton, polygon, polypectomy)
(pre-)	: before (presence, preservation, presentation, preserve, prescription)
(post-)	: after (postgraduate, postman, postscript, postmaster, postcode)
(mal-)	: bad, evil (malnutrition, malfunction, malevolent, maleness, malleus)
(mis-)	: wrong, bad (mistress, misfortune, misappropriation, mistletoe)
(bene-)	: good, well (benefactress, benevolence, benefice)
(pro-)	: forward, forth (production, professional, productivity, pronunciation)
(sub-)	: under, beneath (submission, subscription, subordination, subsistence)
(re-)	: back, again (requirement, research, relationship, resolution, recovery)
(inter-)	: among (interruption, interception, interregnum, interactionist)
(intra-)	: within (intrafallopian, intransigence, intrabody, intraesterification)
(non-)	: completely not (nonconformist, nonconformity, nonsense, non-resident)
(in-)	: not (incorporation, inflammation, indignation, incontinence)
(anti-)	: opposite (antibody, antipollution, anti-federalism, anti-abortionism)

2.4.2.4 Adverbial Prefix

The Adverbial prefix is to add the prefix to the position of the word. The generated word is an Adverbial. For example, adding un- to 'impressed' will get 'unimpressed', which is an Adjective.

(pre-)	: before (previously, predominantly, prematurely, predictably)
(en-)	: to cause to be (enthusiastically, endoscopically, enigmatically)

3. Research Method

3.1 Research Design

To achieve this research's goal to improve student's vocabulary mastery level by using affixation strategies, the design of this research adopts the form of "Classroom Action Research" (CAR). The action research is research conducted by teachers of the course to solve problems or improve teaching. Teachers in the classroom conduct action research according to their situation. Teachers determine the issues or areas they wish to improve based on the theories or experiences, or assumptions they believe to be intervention. They documented the interventions and their results. If the impact is positive, it may lead to information dissemination. If not, you can check the cycle.

Classroom action research includes four phases of a cycle: planning, action, observation, and reflection. There are four steps of the classroom action research model here.

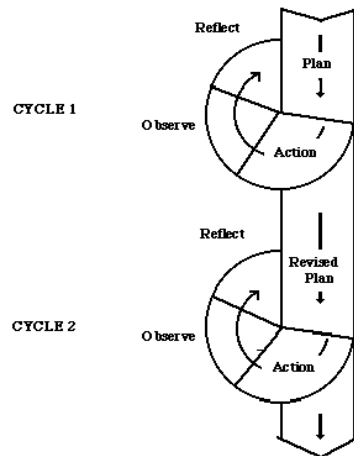


Figure 1. Cyclical Classroom Action Research (CAR) based on Kemmis and McTaggart in (Burns, 2010)

4. Results and Discussion

This chapter describes the data collected from operations. The data consist of the period I and period II. The test is to understand the improvement of students' vocabulary mastery after learning the affix strategy. Quantitative data take the form of a vocabulary test. The following is an analysis of quantitative data:

a. Analysis of Pre-test

$$M = \frac{\sum x}{N} \times 100\% =$$

$$M = \frac{1040}{30} \times 100\% = 34.66\%$$

Based on the pre-test result, all of the students cannot identify nominal, verbal, adjectival, and adverbial. No student passes Minimal Criterion Mastery, whose value is 70 (seventy).

b. Analysis of Cycle 1

1. Total percentage of Nominal:

$$\frac{\text{The students' maximum score of nominal}}{\text{Total of nominal}} \times 100\% = \frac{182}{206} \times 100\% = 88.83\%$$

2. Total percentage of verbal

$$\frac{\text{The students' maximum score of verbal}}{\text{Total of verbal}} \times 100\% = \frac{110}{142} \times 100\% = 77.46\%$$

3. Total percentage of Adjectival

$$\frac{\text{The students' maximum score of adjectival}}{\text{Total of adjectival}} \times 100\% = \frac{110}{270} \times 100\% = 40.74\%$$

4. Total percentage of Adverbial

$$\frac{\text{The students' maximum score of adverbial}}{\text{Total of adverbial}} \times 100\% = \frac{69}{82} \times 100\% = 84.14\%$$

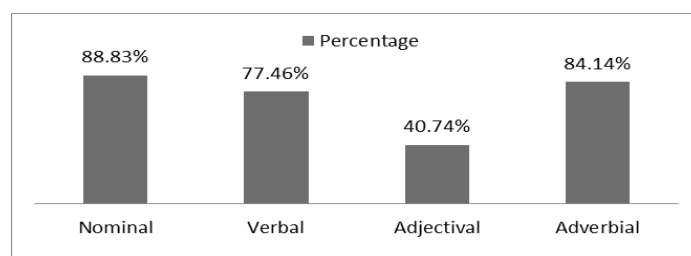


Figure 2. The Result of Students' Affixation in Cycle 1

The mean score in cycle 1:

$$M = \frac{\sum x}{N} = \frac{2804}{30} = 93.46$$

The class percentage who passes Minimal Criterion Mastery whose value is 70 (seventy) is calculated as follow:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{30}{30} \times 100\% = 100\%$$

The first round of students adding words shows that the percentage of students' nominal ability comparison is 88.83%, students' verbal ability is 77.46%, students' adjective ability is 40.74%, and students' ability comparison is 84.14% in adverbials. The highest proportion of students is nouns (88.83%), and the lowest proportion of students is adjectives (40.74%). This indicates that the student has difficulty with adjectives in the first cycle score. According to the results of the first cycle, most students still have adjective problems. The author continues to cycle 2 to improve students' ability of adjectives.

According to calculations, the average score of the pre-test is 34.66, and the average score of period 1 is 93.46% (pre-test < period 1 = 34.66 < 93.46). The results showed that the scores of vocabulary mastery were improved before and after the action. The class percentage is 100%, which means that all students (30 students) have passed the minimum standard of mastery, which has a value of 70 (seventy students).

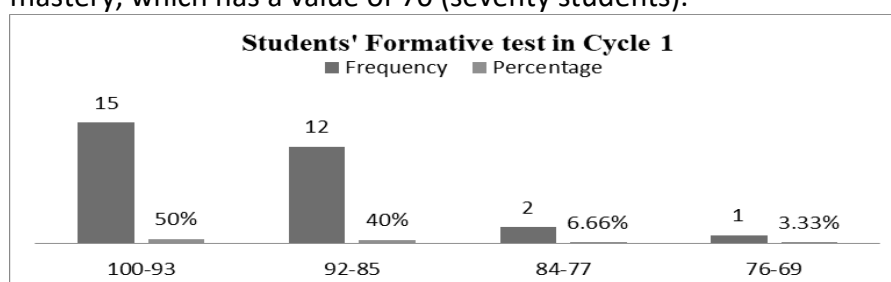


Figure 3. The Result of Students' Formative test

The improvement from pre-test to cycle 1:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{93.46 - 34.66}{34.66} \times 100\% = 169.64\%$$

After calculation, the authors conclude a significant difference between the forecast and the first cycle; that is, the students' performance in the first cycle is higher than in the previous test. This previous test shows that implementing affix strategies can improve students' vocabulary mastery.

c. Analysis of Cycle 2

1. Total percentage of Nominal:

$$\frac{\text{The students' maximum score of nominal}}{\text{Total of nominal}} \times 100\% = \frac{120}{120} \times 100\% = 100\%$$

2. Total percentage of verbal

$$\frac{\text{The students' maximum score of verbal}}{\text{Total of verbal}} \times 100\% = \frac{88}{84} \times 100\% = 95.45\%$$

3. Total percentage of Adjectival

$$\frac{\text{The students' maximum score of adjectival}}{\text{Total of adjectival}} \times 100\% = \frac{266}{404} \times 100\% = 65.84\%$$

4. Total percentage of Adverbial

$$\frac{\text{The students' maximum score of adverbial}}{\text{Total of adverbial}} \times 100\% = \frac{112}{118} \times 100\% = 94.91\%$$

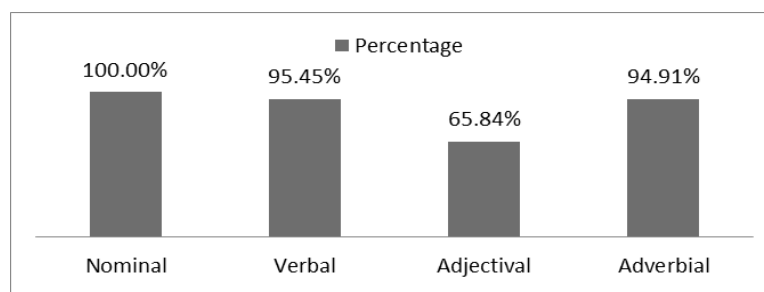


Figure 4. The Result of Students' Affixation in Cycle 2

The mean score of post-test in cycle 2:

$$M = \frac{\sum X}{N} = \frac{2920}{30} = 97.33$$

The class percentage that passes Minimal Criterion Mastery whose value is 70 (seventy) is calculated as follow:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{30}{30} \times 100\% = 100\%$$

The result of adding words to students in Cycle 2 shows that the percentage of students' nominal ability comparison is 100%, students' verbal ability is 95.45%, students' adjective ability is 65.84%, and students' ability comparison is 94.91% in adverbials. The highest percentage of students in nominal (100%), and the lowest students are adjectives (65.84). According to the post-test results, students' progress in the second cycle increased from 40.74% in the first cycle to 65.84% in the second cycle, indicating that the previous review plan has been improved—cycle 1, especially the ability of students to learn adjectives.

According to calculations, the average score of the pre-test is 34.66, and the average score of the post-test is 97.33 (pre-test < post-test = 34.66 < 97.33). This shows that vocabulary mastery improves the scores before and after the action. The students' vocabulary mastery score increases in cycle 2. The class percentage is 100%, which means that all students (30 students) have passed the minimum standard of mastery, which has a value of 70 (seventy).

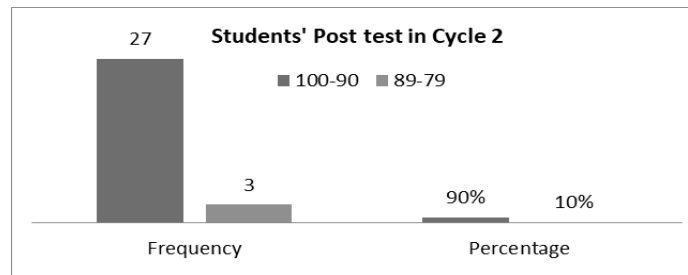


Figure 5. The Result of Students' Post-test of Class IX-1

The improvement from pre-test to post-test:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{97.33 - 34.66}{34.66} \times 100\% = 180.81\%$$

Through calculation, the authors conclude that there is a significant difference between the pre-test and the post-test; that is, the students' post-test scores are higher than the pre-test. This shows that implementing affix strategies can improve students' vocabulary mastery. The following table compares the improvement of students' vocabulary mastery in the pre-test, formative test cycle 1, and post-test cycle 2.

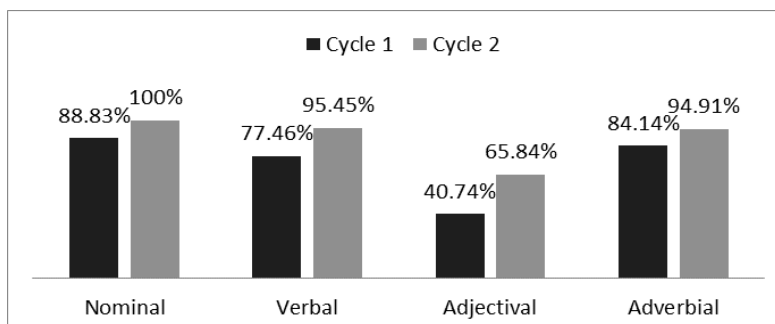


Figure 6. The Comparison of Students' Affixation in Cycle 1 and Cycle 2

Based on the data analysis, the research results are as follows: First, the results of each test are described as follows: In the pre-cycle, the average pre-test score of IX-1 is 34.66, which is relatively low. Knowing that vocabulary mastery is an essential part of language, so this problem is solved immediately. In the first cycle, the average score was 93.46. The average score for period 1 is much higher than the predicted average score ($93.46 > 34.66$). All students (30 students) have passed the minimum standard of mastery, 70 (seventy students). In the student comparison, nominalness accounted for 88.83%, oral accounted for 77.46%, adjectives accounted for 40.74%, and adverbials accounted for 84.14%. The highest proportion of students in nominal (88.83%), and the lowest proportion of students is adjectives (40.74%). According to the result of affixes, students have difficulty in adjectives. The improvement of the student pre-test to the first-cycle student formative test is 169.64%. It shows that there is a significant improvement from the pre-test to formative test in cycle 1.

In the second cycle, the average score is 97.33. The average score after the second cycle was higher than the average score before ($97.33\% > 34.66\%$). All students (30 students) passed the minimum standard of proficiency, which has a value of 70 (seventy students). When comparing the proportion of students, nouns are 100%, oral is 95.45%, adjectives are 65.84%, and adverbs are 94.91%. The highest proportion of students is nouns (100%), and the lowest proportion of students is adjectives (65.84%). The student's adjective scores increased from 40.74% in the first cycle to 65.84% in the second cycle, indicating that the modification plan for the supplementary materials in the first cycle is effective. The improvement of the student pre-test to the second-cycle post-test is 180.81%. It shows that cycle two can be significantly improved over cycle 1.

According to the analysis of research data, in the 2017/2018 school year, the affix strategy effectively improves the vocabulary mastery of students in Politeknik Ganesha Medan.

5. Conclusion

Based on the score, which is chosen as the subject of study, the score in the pre-test is 34.66. It is in a low category because Minimal Criterion Mastery is 70. The students also cannot identify nominal, verbal, adjectival, and adverbial. Then the writer conducts cycle 1, and the mean score of the pre-test is improved to 93.46 in cycle 1. In cycle 1, the comparison percentage of nominal is 88.83%, verbal is 77.46%, adjectival is 40.74%, and adverbial is 84.14%. The students' highest rate is insignificant (88.83%), and the students' lowest percentage is adjectival (40.74%). Furthermore, forgetting the better mean score and increasing the students' ability in adjectival, cycle two is conducted, and the mean score is increased to 97.33. In cycle 2, the comparison percentage of nominal is 100%, verbal is 95.45%, adjectival is 65.84%, and adverbial is 94.91%. The highest proportion of students is nouns (100%), and the lowest is adjectives (65.84%). The adjective score increased from 40.74% in the first cycle to 65.84% in the second cycle, indicating that the revised supplementary material program for the first cycle is effective. All students have passed the minimum standard of proficiency, which is 70 (seventy).

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TABOO WORDS IN DELI JAVANESE DIALECT

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Abstract

This research was focused on taboo words used in Deli Javanese dialect. It was aimed at describing the classification of taboo words used in Deli Javanese dialect namely sex; death; excretion; bodily functions; religious matters; and politics and to investigate how frequent the taboo words were used by Javanese community in *Karang Sari* village of Medan city, North Sumatera. The descriptive qualitative method was applied by describing taboo words used by the Javanese community. The approach is sociolinguistics, which studies the perspectives of using taboo words among society in Deli Javanese dialect. The data were collected by interviewing three informants with different ages, and taking a note to identify the data of this research. The result showed that there were 18 taboo words found in Deli Javanese dialect and they were classified into six types of taboo word as mentioned before. It also showed that the causes of using taboo words were to express the emotion, such as anger, happiness, and surprises, to talk about sex, to joke and to insult. Hopefully all the findings may give some contributions and references for any further researches related to the use of taboo words within any language and also as communication guidance especially for speakers not to use taboo words.

Keywords: Sociolinguistics, taboo words, Deli Javanese, dialect

1. Introduction

Language is a human communication tool in interacting with others and their social environment. In doing interaction, generally humans interact to create collaboration one each other in order to form, develop, and inherit culture in a broad sense. In the process of interacting, sometimes, humans disagree or have different point of view with one another. Hence, it should not be ignored to avoid severe assault between speakers because they have to behave appropriately based on the norms in their society. People also should note that all languages have certain words or expressions that are banned to be used in public. From this condition, humans as language users often use language or words that are not understood by their interlocutors such as inappropriate words that are commonly known as taboo.

Taboo is a proscription of behavior that affects everyday life including bodies and their effluvia (sweat, snot, faces, menstrual fluid, etc.); the organs and acts of sex, micturition and defecation; diseases, death and killing (including hunting and fishing); naming, addressing, touching and viewing persons and sacred beings, objects and places; food gathering, preparation and consumption that arise out of social constraints on the individual's behavior where it can cause discomfort, harm or injury (Allan & Barride, 2006: 1). In concerning of behavior, (Trudgill, 2001, Wardaugh, 1998 & Mbaya, 2002), taboo is characterized with

something supernaturally unacceptable or regarded as immoral, impropriety, and appalling character because it deals with prohibition and violates moral values, assaults, humiliates, and even judges somebody or member of society in illogical manner.

Taboo words happen in ethnic language as well. Based on the background above, this research investigates taboo words belonged to Deli Javanese dialect in North Sumatera. The use of taboo words in Deli Javanese dialect is adjusted to the application of the Javanese language which has been already assimilated to Deli language (Malay language). The words *bajingan*, *ashu*, *modar*, *sontoloyo* are the examples of the harsh words which are frequently uttered by the Javanese people if they are angry or annoyed with someone's behavior. The taboo words in Deli Javanese dialect are not to be spoken by Javanese people only, but also to be spoken by other people from different ethnics in daily conversation. Thus, the adjustment and assimilation of Javanese language into Deli language on taboo words make this research interesting to be conducted. Deli is the name of area at present called as Medan city and Deli Serdang regency located in North Sumatera province. The Javanese people have already migrated from Java island to Deli land and have lived there for many years.

Javanese language is one of the regional languages that derives from the island of Java and is spread in various provinces in Indonesia, including in the province of North Sumatra with the largest number of speakers. Javanese language is the one of the most frequently spoken ethnic languages spread all over Indonesia. Based on the level of speech, Javanese can be divided into three, namely *Ngoko*, *Madya* and *Krama* (Wedhawati, 2006: 11). *Ngoko* is Javanese dialect which is used as source of data in this research. It is frequently spoken by Sumatran people known as Deli Javanese dialect for daily conversation in informal situation. The dialect of Deli Javanese is the combination between Deli language and Javanese language. The speakers do not use every single word of Javanese during dialogue because some of the Melayu word used in daily speaking as well.

2. Literature Review

Sociolinguistics is one of studies about language associated with society condition. Jendra (2010, p. 9) says, "Sociolinguistics is a branch of linguistics that takes language as a subject of study, in a way that is usually distinguished from how syntax, semantics, morphology, and phonology handle it." Hudson cited in Putri (2018, p. 11) says, "Sociolinguistics is study of language in relation to society." Wardaugh (1998, p. 12) states that sociolinguistics is concerned with investigating the relationships between language and society with the goal of being a better understanding of the structure of language and how languages function in communication, while Gumperz in Wardaugh (1998, p. 11) states that sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occurs in certain society.

The concept of Taboo is expressed by Wardaugh (2006: 239). He states that Taboo is the prohibition or avoidance in any society of behavior because it is believed to be harmful to its members. In other words, Taboo words might cause anxiety, embarrassment, or shame. Even though taboo word is strictly prohibited by some language experts, it can be accepted in a certain condition because it shows the freedom of speech. When people talk using taboo words, they can express their feeling freely because taboo is free speech (Shabrina, 2014: 7).

Taboo is a social prohibition on words, things, actions, or people who are considered unwished by a group, culture and even a society. Taboo violates anything to do and to speak because it is unacceptable and sometimes is offensive. Taboo may cause a shame, disgrace, and feeling of uncomfortable and abusive treatment through society. On the other hand, the concept of "taboo" is the same as the concept of "magi". It is a word with the power to influence events (Junaidi, 2019: 3). Belief in taboo matters is found in archipelago in the past and today's society.

According to some experts in discussing taboo language may have their own arguments, Allan & Burridge (2006) state that taboo is a local word standing for something forbidden including a thing which is not allowed within a cultural perspective. In any culture, there is a taboo behavior and words, which both are not supposed to do and say especially in everyday life (Fairman, 2009, Jay, 1996). Cultures are also associated with languages, traditions, and habits of society. Therefore, taboo violates the norms and provisions in a particular society to be avoided (Hakim, 2013).

Consequently, so far as language is concerned, certain things are not to be said or certain objects can be referred to only in certain circumstances, for example, only by certain people, or through deliberate circumlocutions, i.e., euphemistically. Of course, there are always those who are prepared to break the taboos in an attempt to show their own freedom from such social constraints or to expose the taboos as irrational and unjustified, as in certain movements for 'free speech. To answer the problem in this study, the writer uses Wardhaugh's concept (2006: 239) which states that tabooed subjects can vary widely: sex; death; excretion; bodily functions; religious matters; and politics.

1. Sex: It is the relationship between several parts of a person's body or genital or someone's anus, for example: 'fuck', sexual intercourse 'Sex'
2. Body functions: It is related to body parts and functions of a person's body, for example: 'asshole' and 'suck'
3. Death: It is the end of life, a word that can make people scared, for example: die and damn
4. Excretion: It is a disposal of sexual organs and bodily functions, for example: shit
5. Religion: It is related to words used to show disrespect towards God in sacred things, such as: God and Oh my Lord!
6. Politics: It is the activity associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power. For example: Anarchy, provocateur, traitor, no skill to lead.

3. Research Method

This research is a qualitative research, which investigated a case of language used by the Javanese Deli dialect community. The research data were in the form of utterances containing taboo words available on the Deli Javanese dialect in *Karang Sari village* of Medan city of North Sumatera. The note taking technique was done for matters related to utterances. This as occurred because it is often uttered spontaneously and cannot be conditioned. This note-taking technique was also used to complement other techniques such as record techniques, listening techniques, interview techniques. Interviews were conducted with informants in the hope that accurate data could be obtained. This type of interview is

flexible and open, unstructured, not in a formal setting, and can be repeated with the same informant.

4. Results and Discussion

Based on the theory and concept of taboo words referring to Wardhaugh's (2006; 239), the taboo words of Deli Javanese dialect can be explained through the following findings:

4.1 The Taboo Words on Sex

Taboo words related to sex are all taboo words spoken by speakers that refer to sexual intercourse occurring between man and woman and also between other living things such as animals which refer to immoral behavior or deviations of sexuality. The word *meteng* 'pregnant', *lonte* 'whore', *cipo* 'forbidden kissing' and *ngentot* 'fucking' are the taboo words spoken in Deli Javanese dialect.

- (1a). Parto nggranyangi bojone seng wes *meteng*
 Parto nggranyang.ACT bojo.POSS seng wes *meteng*
 'Parto finger up his pregnant wife'
- (1b). Ojo koe gowo lonte iku nang oma
 Ojo koe gowo.ACT lonte iku PREP. Oma
 'Don't take the whore home'
- (1c). Sardi karo Yani cipoan nang dapor
 Sardi dan Yani cipo.ACT PREP. dapor
 'Sardi and Yani kisses each other in the kitchen'
- (1d). Paino ngentot setiap malam Jumat karo wedoke
 Paino ngentot.ACT setiap malam Jumat PREP wedok.POSS
 'Paino fucks his wife every Thursday night'

The word *meteng* in (1a) is kind of light taboo word in which it is still accepted by people when being used in daily speaking. It is different from the word *lonte* and *cipo* (1b and 1c). These words are categorized as very taboo words which will be strickly criticized by public, even though they are sometimes used in certain situation. The taboo words are forbidden and are not good to speak because they are supposed as the bad words in the formal situation and they are regarded not to have courtesy and manners in social life as well. Further more, the word *ngentot* (1d) is really taboo word which cannot be used in public, because it sounds too rough and ought not to be used in social life.

4.2 The Taboo Words on Natural Function of the Human Body

In general, every human being has parts of the body that possesses their respective functions. Still, there are several things related to the natural function of the human body that are considered taboo to be talked about or spoken in formal situation or in social life. The following words are catagorized as taboo words like *nyerocos* 'grumble', *mbayi* 'give birth', *ngeten* 'peep' used in daily communication of Deli Javanese dialiect.

- (2a). Mbakyumu nyerocos wae ket mau.
 Mbakyu.POSS nyerocos.ACT wae ket mau
 'Your sister keeps grumbling'
- (2b). Kapan mbayine bojomu?
 Kapan mbayi.ACT bojo.POSS?
 'When did your wife give birth?'

- (2c). Darma kerjane *ngeten* wong mandi
Darma kerjane *ngeten*.ACT wong mandi
'Darma always peeps showering people'

Based on the data above, the word *nyerocos* (2a) is light taboo word which is frequently used and still accepted in the daily speaking or in any situation. Meanwhile the words *mbayi* and *ngeten* (2b and 2c) are the taboo words which are not worted to use in social life because it has negative and immoral sense.

4.3 The Taboo Words on Animal

All people has their own tradition even culture in treating and viewing the various animal behavior living around them. To see the difference between animal and human being, it could be clearly depicted that human has comon sense and good character and animal does not. The taboo words related to the animal like *wedos* 'goat' *asu* 'dog', and *ketek* 'monkey' are Deli Javanese dialect used by the javanese community of North Sumatera.

- (3a). Mambumu *koyo wedos nek* orong mandi
Mambu.POSS *koyo wedos nek orng* mandi.
'Your body smells like a goat if you do not take a bath'
(3b). *Nek mangan, cangekeme ojo muni koyo asu*
Nek mangan.ACT, *cangkem*.POSS *ojo muni*.ACT *koyo asu*
'Don't let your mouth sound like a dog when you eat'
(3c). *Riko manjat kelopo cepet kali koyo ketek*
Riko manjat.ACT *kolopo cepet kali koyo ketek*
'You climd the coconut tree very fast like a monkey'

It can be elaborated that the words *wedos*, *asu* and *ketek* (3a,3b,3c) are taboo words that cannot be used in society. These taboo words are usually used to show some aims such as the feeling of annoying, anger and joke. The use of the taboo words often causes people hearing them feel inconvenient because it tends to similarize people to animals. However, the words are not accepted in formal speaking and even in daily dialogue.

4.4 The Taboo Words on Parts of Human Body

The human body is everything that makes you up well. The basic parts of the human body are the head, neck, torso, arms and legs. Basically, each part of human body has its own function. However, at this time it is devoted to discussing only a few parts of the human body. The toboo words related to human body in Deli Javanese dialect like *pentel* 'nipple', *pantat* 'ass', *kontol* 'penis'.

- 4a). *Rubi nyekel pentel* anak gadis iku
Rubi nyekel.ACT *pentel* anak gadis iku
'Rubi touched the nipple of the girl'
(4b). *Wong wedo iku ndodok ketok pantante*
Wong wedo iku ndodok.ACT *ketok panta*.POSS
'The woman's ass was seen when she squated'
(4c). *Ojo buka celonone mengko kontol mu didelok wong*
Ojo buka.ACT *celonone mengko kontol mu didelok wong*
'Don't open the pants, your panis will be seen by people then'

The use of the word *pentel* (4a) is taboo because it is not polite if the word is spoken in public. Further more, the words *pantat* and *kontol* (4b and 4c) are very taboo at the level of mentioning the parts of the human body referring to the very personal things of men and women who are no longer worthy of saying or even showing. The use of these taboo words will get harsh criticism from the public. The taboo words on this level have been regarded as the bad word going beyond the politeness and not wanted to be spoken because they cause the speaker to be supposed as an immoral person.

4.5 The Taboo Words on Religion Manners

The people of Kelurahan Karang Sari are mostly muslim. Thus, they have some words regarded as taboo words which are not wanted to be spoken. The taboo words like *kobor* 'grave', *neroko* 'hell' and *seng Kuoso* 'The God'.

- (5a). Beramalah sak orong melebu nang *kobor*
Amal.ACT sak orong melebu.ACT PREP *kobor*
'Prepare your goodness before getting into the grave'
- (5b). *Neroko* iku nggawe wong seng males sembayang
Neroko iku nggawe.ACT wong seng males sembayang
'The hell is for the lazy people to get prayer'
- (5c). Ojo sombong, riko udu Seng Kuoso
'Don't be arrogant, you are not the God'

The use of taboo word *kobor* (5a) is still considered as acceptable word in the environment of Javanese people in Desa Karang Sari. Even though it is not wanted to be spoken in public, but it is not too strange to use the word in mourning situation. The other taboo words like *neroko* and *seng Kuoso* (5b and 5c) are forbidden to be spoken against people because it will get harsh criticism from the community. The words are only wanted to be spoken in formal situation with the understanding related to religion case and not to be used for joke, anger and insult which can violate the norms in society. This kind of taboo words are no longer appropriate to say in social life.

4.6 The Taboo Words on Politics

Politics is the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power. The language in politic issue is definitely influenced by tradition and culture in each country all over the world. Automatically, each language of countries has terms related to taboo words. In Indonesia especially for Deli Javanese dialect, it seems to have taboo words like *sontoloyo* 'no skill to lead/stupid' and *bangsat* 'traitor or bad one'. The two taboo words are sometimes used in political issue.

- (6a). Pejabat *sontoloyo* ora iso kerjo, mangan duet rakyat wae
Pejabat *sontoloyo* ora iso kerjo.ACT, mangan.ACT duet rakyat wae
'Just stupid official, cannot work well and do the corruption'
- (6b). Ojo jadi penguasa seng bersifat *bangsat*
Ojo jadi.ACT penguasa seng bersifat *bangsat*
'Never be a leader who has a bad character'

The words *sontoloyo* and *bangsat* are sometimes used in political environment in Indonesia particularly to express anger and disappointment to someone or people who

cannot do the work properly. These words are regarded as taboo words because they cannot be used in public and not worthy to be spoken formally. These words will give bad impact to the persons spoken with as well. In addition, the public will judge us as stupid and bad ones in social life.

5. Conclusion

Taboo is the prohibition or avoidance in any society of behavior that is believed to be harmful to its members. Furthermore, it would cause people anxious, embarrassed, or shameful. The existence of taboo in society is to have a set of values and norms. Based on the result of the research, it shows that there are 18 taboo words found in Deli Javanese dialect referring the concept of taboo word by Wardaugh (1998) namely sex; death; excretion; bodily functions; religious matters; and politics. Javanese language specifically has three types of dialect *inggil*, *madya* and *ngoko*. The use of taboo words by Javanese people located in *Karang Sari* village of Medan city is spoken with *ngoko* dialect in which it has been understood not only by Javanese people but also by the people from different ethnics. The taboo words of Deli Javanese dialect are regarded not worthy to use and they bring various forms of norm damage if being violated.

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INTEGRATING TECHNOLOGY IN EFL CLASSROOM FOR INDONESIAN ADOLESCENT LEARNERS

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Abstract

The coming of the internet and the advancement of technology make revolution in Language Pedagogy, especially in the EFL classroom. Teaching the students who were born as the digital natives forces EFL teachers to integrate technology in language teaching. This article was written based on a recent EFL teacher's practice. This study employed a case study method with 30 students of grade 9 of Junior High School in the west part of Indonesia as the participants. The aim of this study was to elaborate the way how the teacher made the students more familiar with the computer and the internet access in EFL Classroom. A *Messenger Group* as the main communication platform, supported by other web-based platforms including school's Facebook (FB) group and online materials were integrated into learning activities. The findings showed that students found using technology in the classroom was easy due to the teacher's instruction. They also reported that the technology integration in their EFL classroom encouraged their creativity and helped to accommodate their diverse interest. As a result, the students feel more comfortable and confident using technology for educational purposes and, become more creative and innovative in doing their project. Beside the clear instructions from the teacher, the availability of the computer laboratory, internet access, and students' smartphones really help the success of this course.

Keywords: EFL Classroom, ICT, Integrating Technology, Language Pedagogy

1. Introduction

Nowadays, technology is very important in our life. The trend of using *Information and Communication Technology* (ICT) affects almost all areas of life. The currently implemented curriculum in Indonesia, The 2013 Curriculum recommended the integration of ICT as a critical component in all subjects including English (Al-Munawwarah, 2014). Integrating ICT in each subject in an education curriculum is aimed to assist the students to get high quality in English teaching and learning. The enhancement of ICT and language teaching approach makes a learning environment more meaningful and attractive. Junaidia, et.al (2020) states that the utilization of ICT as source of learning in the EFL classroom becomes one smart step in teaching in the modern era. However, making the students more familiar with technology utilization for educational purposes becomes a challenge for all teachers and English as a foreign language (EFL) teachers are no exception.

Within English language teaching and learning context, the huge transformation has been done in EFL classroom through the growing of technology. As Chen and Hsu (2020)

state that the advancement of computer and multimedia have modified the way in teaching language. Technology and internet access not only support the teaching learning activity in the classroom but also outside the classroom. Digitalization makes everything become easier in education and give different experiences for EFL learners. Furthermore, through the computer and mobile devices connected to the internet, language learners get access to diverse learning resources within the global context. They could also merge themselves in a real-world experience in terms of joining the target language speaking community. Therefore, EFL learners can develop the ability especially in English skill, appreciate and accept diversity in English, and broaden their perspective and knowledge. (Yang & Chen, 2007)

In relation to this, how the advancement of technology influences the pedagogical approach in language teaching and learning has become an interesting issue to be studied in the past decades. A myriad of studies focusing on the integration of technology in language learning has been conducted in various classes of language skills such as vocabulary learning and writing workshop. Some studies evaluate the types of technology used such as the utilization of desktop and mobile devices in EFL classes. While some others focus on the quantitative enhancement of technology utilization in EFL teaching learning through experiments in the scheme of experiment and control groups (Supriadi et al., 2020).

Many studies related to the merits of technology integration in the EFL classrooms have also been done. Some find that that using technology in the EFL Classroom can improve language acquisition and motivation (Azmi, 2017). Some others show that both teachers and students have positive attitude and are motivated in teaching and learning process (Azmi, 2017). Bahaus et.al (2011) claim that applying recent strategies will help the students to adopt positive attitude and increase the students' motivation in learning. Similar to this, Nim Park & Son (2009) state that using *Computer Assisted Language Learning* in EFL classroom showed that the teachers had positive and favorable attitude and enhanced the way of teaching and learning experiences.

However, despite a plethora of studies that had been conducted in regard to the integration of technology in EFL classrooms, very few focuses on how to familiarize technology in EFL teaching and learning so it could decrease students' reluctance to use English. In sequence to get these aims, the writer decided to combine a set of web-based tools into EFL classroom interaction.

2. Literature Review

Technology based e-learning becomes more popular in the context of modern innovative education. With the help of internet access and other technology devices, not only can it help develop learning materials but also make the process of teaching learning easier to do since the innovative concept replaces the traditional approach to the digital EFL classroom (Alfred, 2003).

Nevertheless, the innovative education becomes the main objective of a modern education to prepare the students with the special skills in technology, so they can be competitive with others in the labor market world (Mariani et al., 2019). This is particularly important because in reality the modern education system has not fulfilled the requirements in the labor market yet (Fadel, Charles, Bialik, Maya, Trilling, 2015)

Teachers, as the frontlines in the educational sector, play an important role to introduce ICT in their instructional practices. For EFL teachers, they need to design class activities integrated with technology. Therefore, the clear instructions from the teachers are really

crucial in making the process of teaching learning sequence. Thus, training in using ICT for EFL teachers is also essential especially for the teachers who are not used to teaching using IT (Pelgrum et.al., 1993).

2.1 The Development of Technology Competence

The main goal of the competence-based education is to prepare professional teachers to use ICT and become the facilitator for EFL learners in the teaching process. The competency-based approach is also dominant to develop the modern teachers' skill. The principal intention of innovative education is to provide qualified skill, someone who has all kinds of abilities, who can compete in the labor market. The purpose of competency-based approach is to enhance competitiveness, and innovation in teaching learning approach and the learning environment (Tokareva et al., 2019).

What is actually technology integration in EFL classroom? Technology integration is also called as curriculum integration that is the combination among the parts of technology such as software and hardware, related with area of curriculum to enhance learning process (Backfisch et. al., 2021). Integrating technology in the EFL classroom needs the extensive training and practical experiences for the successful this course. Mastering skills such as how to operate the computer and the ability of using web applications become the basic need for the EFL teachers. If the teacher doesn't have skill in technology, firstly he/she must follow ICT training. This training is not completely new, but it can decrease the possibility of learning difficulties. Commonly as long as course training, the teachers are free to study all related with the way in operating the computer. This chance is really very important for older teachers, who usually have problem in operating a computer. The literacy in technology course will assist the teacher feel free to use basic computer program that is really important to learn, such as the ability to use Microsoft Word, Microsoft Excel, and also PowerPoint. This course will give the EFL teachers the chance to become more confident in using PC.

Another fundamental urgent capability for the teacher is how to present the material by using interactive media for presentation such as projectors and interactive whiteboards. The use of these devices shows the positive effect on the quality of teachers and workshops due to visualization in presentation. Using the projector in class presentation will help the students easier to understand the steps and the material presented by the teachers.

The most important thing is that the teacher should remember that technology is only a tool to support learning instructional strategies. Teachers need to create and design their own steps to integrate technology to EFL classroom and identify what we want to achieve based on the target of the curriculum then decide what kinds of technology are appropriate to achieve the goals.

2.2 Web based Learning System

The IEEE Learning Technology Standard Committee defines Web Based Learning System (WBLS) is a learning technology system that uses *Web Browsers* as the main approach of doing interaction with another learners, in this case the internet is as the main method of communication among its systems with another subsystems (Chen, 2010)

As cited by Chen 2010, Jolliffe, Ritter, & Stevens, (2001) state that WBL provides some interests to traditional classroom-based learning including: we can apply it anytime and anywhere; that is easier for us to update learning material; it also supports the interaction between the learners and the teachers in some ways it can incorporate multiple media such

as text, audio, video, graphics and also animation; it helps the learners forming learning communities, therefore the facilitators easily checked the progress of the learners, and it allows for a learner-centered approach that can address the many differences between the learners (Chen, 2010)

Many studies have been done related to WBL and some findings show positive impact of using WBL but contrary with others. Even though some discussions concern about the success of technology based learning, but it was not clearly connected to the measurement and the benefits to an organization. These challenges are certainly valid, there may be ways to learn how to change them become the advantages, and we can reduce the negative impacts.

Cook et.al. (2010) stated in his article he found some several reports related with specific configurations such as 1) Email discussion, 2) Learning management system, 3) multimedia, 3) online discussion, 4) Online resources 5) Power point; product Microsoft, 5) Power point slides; uploading power point slide, 6) Simulation or virtual patient, 7) Shincronous Communication, 8) Tutorial, 9) Video Conferencing.

3. Research Method

This study employed a case study of an EFL teacher who planned to integrate the technology into EFL classroom. The student participants of this current research were adolescent learners in the west part of Indonesia studying in the grade 9 of Junior High School. The study focused on the integration of technology in EFL classroom. It was assumed that the integration of the computer and web-based learning systems would encourage students' creativity and innovation in learning English.

The qualitative case study design was used in this study. Yin (2013) states that case study research is the empirical inquiry that investigated a contemporary phenomenon and the context are not clearly evidence. Therefore, in this study the researcher was allowed to make research to particular students to endeavor the case study when they were integrating ICT in the EFL classroom. The participants were the students in the grade 9 of Junior High School in one school in North Sumatera Indonesia. They were about 30 randomly selected to participate. All of them could be classified to have low proficiency in using the computer for EFL learning. In this class the EFL teacher tried to implement and integrate ICT in the EFL Classroom. The integration of ICT web-based tool and non-web-based tool in the EFL classroom was started on 7th of August 2021 until 1st of November 2021. The data were collected by direct observation and open ended and close ended questionnaires that were given to the students via Google form to know their learning experiences in EFL Classroom. Furthermore, the data of this study was examined by using interactive model. After the data were collected, data selection was done by filtering them into the main data and get rid of unnecessary data. Then, the data were analyzed in the form of word description before the conclusion was drawn. Finally, the data were verified to make the primary conclusion to solve the research questions.

4. Results and Discussion

4.1 Technology Integration in the EFL Classroom

To answer the question related to how technology is integrated in the classroom, the data from observation were used as the main data. Based on the data collected, the teacher and the students used *messenger group* as the main communication platform to interact with each other. All instructions were sent and introduced on the platform every week. This

group was formed to facilitate the students and the teacher to communicate and to send the agenda and relevant resources as well as students' products or work. The best products from the students' projects were posted on the school's FB account as a promotion to the public about the students' activities and projects.

Although the instructions and agenda were sent in the messenger group the students did their practice in computer laboratory. There were about 40 computers connected to the internet system that could be used by the students. All of the students' activities on the computer were connected to the computer server, so it would be easier for the teacher to control all the students' activities.

For each topic given to the students, the teacher always accompanied them during the learning process. After the end of every meeting, the students needed to submit their work to the messenger group. In addition, they were asked to produce additional work at home using either a desktop or a mobile device. Most of their activities were completed in the computer laboratory. Students who seemed to have more learning motivation completed all or the biggest parts of the required tasks during the class meeting, while other students needed more additional meeting to finish the required tasks during the class time or had to work at home. Timely assistance from the instructor and classmates were available during the class time and or online. Table 1 detailed the learning processes in every meeting, while Figure 1 shows some of the artefacts from the teaching and learning process.

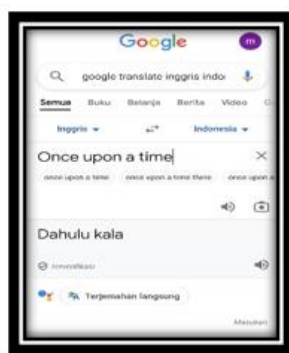
Theme	Activities	Web Tools
1 st Meeting : Introduction	Course Introduction	Messenger Forum
2 nd Meeting : Creating Email	How to create an email Sending document through Email	Google Google
3 rd Meeting : translation file or document	Using Google Translate Using Google Assistance	Google Google Assistance
4 th Meeting : Widen your search and idea/ resources	Searching the Labeling in the food, drink and medicine product	Google/ messenger
5 th Meeting: Widen your search and idea/ resources	Searching kinds of procedure text	Google/messenger
6 th Meeting : Making Video editing	Making an editing video of their project when practicing on one of title in procedure text	Video editing application
7 th Meeting : Making Presentation in Power Point	Making power point slide about their procedure text project	Power Point
8 th Meeting: Creating Design with Canva	Creating Advertisement Creating Class Schedule	Google; visiting canva.com

Table 1: The class schedule

Technology introduced to the students in this EFL classroom through its integration in the class materials; learning resources, and assignments as explained in the next subtopics:



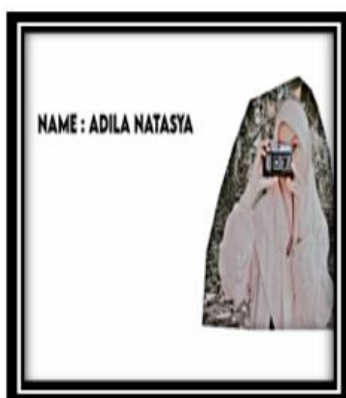
Creating an email



Google Translate



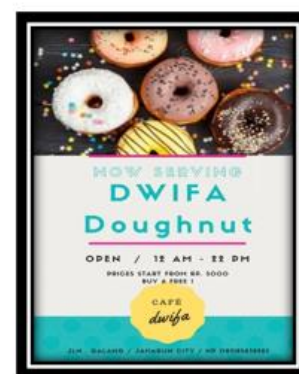
Searching food labelling in Google



Creating video editing



Power Point



Creating advertisement in Canva

Figure 1. Some artefacts of students' projects in EFL Classroom which is integrated with Technology

4.1.1 Creating Email

Having an email becomes an important thing to the students before the course was started, especially when the teacher wanted to integrate the EFL classroom with web-based application. To familiarize the students in following the instructions the teacher used LCD projector. The students were following the teacher's instructions step by step. For the class assignment, the email accounts already made were asked by the teacher to send in their messenger group. The email addresses were later used to receive and send the materials and instructions about the students' projects from and to the teacher's email.

4.1.2 Designing Advertisement in Canva

The using of *Canva* in EFL classroom was to bring out the students' creativity in designing their own advertisements. This activity helped the students to understand the meaning, kinds and the function of advertisement. The students were free to choose their own advertisement theme for their projects, the teacher just instructed them to visit <https://www.canva.com/>, then explained the way to log in to *canva* and the steps in making project in *canva*. Canva was chosen by the teacher as one of web-based tool because it was connected with their lesson about labeling on food, drinks and medicine in grade 9. The project that had been done by them was asked to send to the messenger group to get easy

for the teacher to check them. Then the teacher asked the students to give comment or suggestion to their friends' advertisements.

4.1.3 Power Point

Microsoft PowerPoint is one of non-web-based tool used in this course. It was used to encourage the students make their presentation more interesting. They could use different power point templates that the teacher shared or they individually downloaded from the internet. Later, they used the chosen templates to type their English presentation on. After that the teacher asked them to present their presentation. This activity was aimed to help them develop their speaking skills.

4.1.4 Google Search

Google Search as web-based tool was the most used application not only in the classroom but also out of classroom activities. In the classroom activities the students used their own smartphones, but, if in the computer laboratory, they might use the computer. They mostly used *Google* to search any information needed which should be related to their lessons.

4.1.5 Google Translate

Google translate is really helpful in EFL classroom, because it can be accessed by smartphone. The students used Google Translate to help them understand English texts by translating the dictions they were not familiar with into Indonesian. They also used it to translate some texts from Indonesian into English, particularly when they needed to complete their work but did not know how to pour their ideas in the target language.

4.2 Students' Perception of Technology Integration in the EFL Classroom

The second research question explored the students' perceptions related to the implementation of ICT tools in EFL Classroom during the course program. The data from close- and open-ended questionnaire were as the main source to answer this particular question. In the questionnaire, the participants were asked about the ICT tools and their understanding about ICT in the EFL classroom activities. Most of them mentioned that they could easily familiarize themselves with ICT tools used in the classroom because of the teacher's way in explaining the topic and her choice of presentation aid.

Bu guru menjelaskannya pelan-pelan sambil menunjukkan gambarnya di Power Point, makanya saya bisa paham walaupun saya tidak mencoba langsung [Translation: the female teacher explained (the lesson) slowly so I could understand it well although I didn't try it directly] – Excerpt 1

As seen in Excerpt 1, the participant mentioned that the teacher used the LCD projector to present the material that was already prepared in *Power Point* to support the presentation in the classroom. So, it was quite easy for her to follow the teacher's instructions. She also explained that her understandings of the ICT tools integrated in the teaching learning process was due to the teacher's way in introducing the concept. In this case, the teacher started the course from the basic one, such as how to operate the computer and explained the function of computer hardware in a precise pace that suited the students' need and comprehension.

Other students also share similar opinions emphasizing the teacher's instructional technique as the factor that influences the success of technology integration in the class, which include "The teacher is proficient in using ICT tools," "the teacher always accompanies during the practice," and "the teacher is always responsive when I ask a question."

Another question in the open-ended questionnaire was related to the impact and benefits that the students gained from this integration of technology in the classroom. Many of the students stated that the skills in using technology which was integrated in their learning helped develop their creativity as seen in the following excerpt.

Menurut saya latihan menggunakan Canva yang paling menarik dan bermanfaat karena saya bisa berkreasi semaksimal mungkin mendisain sendiri flyer sesuai kemauan saya. Dan hasilnya ternyata luar biasa...saya tidak mengira akan sekeren itu [Translation: I think the practice in using Canva is really interesting and beneficial because I can be as creative as possible in designing the flyer as I want it. And the result turns out to be so awesome. Excerpt 2

As explained in the first findings, the activities involving web applications that the teacher introduced to the students include creating email, sending the project through email, using *Google Translate* to translate the document, making a project report in power point, making video editing, creating an advertisement in *Canva*, and submitting the projects in messenger group. In excerpt 2, the participant found that doing these tasks, particularly the one utilizing *Canva* helped his creativity to shine.

From the data related to the students' perception, it might be conclusive to say that integrating technology in the EFL classroom brings positive impact on the students' attitude towards English learning. Similar finding was mentioned by Amin and Sundari (2020) who found the use of technology in language learning showed positive impact. Singsay (2020) also revealed similar findings emphasizing the students' positive attitude and perceptions after the utilization of technology in second language learning.

In terms of the relationship between ICT integration with learning interest, most of the participants agreed that integrating technology in the teaching learning process develops their interest in learning English. As seen in Figure 2, 65% of the participants strongly agree that they have high interest in learning English by using technology, 31% agree, and only 3,4 % disagree.



1. Strongly disagree 2. Disagree 3. Agree 4. Strongly agree

Figure 2. Students' interest in learning English with technology integration

Meanwhile, in Figure 3, we can clearly see the participants' commitment to continue learning English by using technology. 53.5 % of the students strongly agree that they have high commitment to continue learning English by using technology, 40% agree and 6,7 % disagree.

Lie et al., (2015) stated that adolescent learners significantly have higher interest learning through technology although they have different opportunities especially nowadays it is easier for them to access the technology from home through mobile phone.

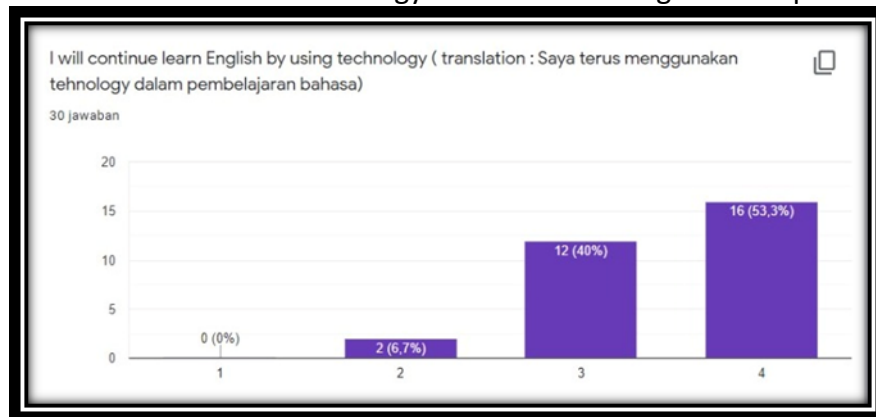


Figure 3. Students' commitment to learn English by using technology

All in all, the findings show that the activities which integrate technology in the EFL classroom make the students familiar with computer and internet access. This activity was taught step by step to them under the teacher's supervision. The students did not seem to face fundamental problems in doing the activities, except the issue with time frame in comprehending the instruction. They sometimes were left behind in following the teacher's instructions but finally could follow the course. Integrating technology in the EFL Classroom kept the students more active in performing task although for some students, some applications were quite new and unfamiliar. All of the students' projects were posted by the teacher in the school FB group which was followed by 1.825 group members to promote school and students' activities. One of the extraordinary changes through these activities that can be seen here, they become more disciplined to follow the class activity, directly without the teacher's instruction. They initiatively stayed in computer laboratory and sat in front of their computer and sometimes forgot that it was their recess time already.

5. Conclusion

The important trick in integrating technology into EFL Classroom is by making sure that the teacher already has the skills needed to teach it. The school's facilities such as computer laboratory, internet access, students' smartphones and projector also become the crucial factors that the school should have as they will ensure its affordability to the students so they could become familiar with computer system. The EFL teacher should also arrange the course design before the class started to ensure the learning goals be achieved. The different abilities of the students in using computer and other applications forced the teacher to be more patient and prepare more time to accompany them in learning, which eventually will help make them more confident.

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MEDICAL STUDENTS' PERCEPTIONS AND TARGET NEEDS IN ENGLISH FOR SPECIFIC PURPOSES COURSES

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Abstract

This study aims to identify the target needs of students in English for Specific Purposes (ESP) courses at a private university in North Sumatra, Indonesia. The participants in this study were 10 students majoring in medicine. This study employed a qualitative descriptive method to explain students' perspectives of the ESP courses. The research data were obtained through surveys and interviews. The findings reveal that the participants expect the ESP courses focus on the target needs of their academic and professional lives with an emphasis on drilling their skills in the four aspects of language. In addition, it also shows that students have a positive perception of the ESP courses at the university. The findings of the study also declared that the ESP program should focus on the effective use of language and improve their language skills in reading, writing, listening, and speaking.

Keywords: English for Specific Purposes, Indonesia, need analysis, target analysis, university students

1. Introduction

English for Specific Purposes (ESP) is a growing branch of teaching English as a Foreign Language (EFL). ESP can be defined as a learner-centered approach to teaching English as an additional language and focuses on developing communicative competence in various majors such as academics, medical, accounting, business, teaching, IT, agrology and engineering. It aims to develop students' language skills in the field they are studying. For instance, medical students need to learn and develop their English for medicine; IT students need to learn and know the English terms of IT, or if they are students majoring in business management, they need to learn and develop their English language skills to learn business developments abroad. Therefore, the term needs analysis emerged in ESP. This proves that an ESP course at a university can help students improve and develop their English skills according to the academic needs in their major studies (Richards, 2010; Saragih, 2014).

ESP course within a university is defined as the teaching and learning of English as a foreign language tailored to the needs of students based on their major studies. This is following with Hutchinson and Waters' (1987) explanation saying that needs analysis was largely derived from the ESP field. Need analysis mostly comes from the ESP field and it is a cornerstone of ESP. Similarly, Kim (2006) also noted that needs analysis had been affected by the emergence of ESP.

Need analysis is activities involved in gathering information for developing a curriculum based on student needs. This means that needs analysis includes all activities used to gather

information about students' learning desires and needs. Needs analysis is the main step to know the goals, aspirations, and needs of students in the design and development of any educational program. Need analysis defined as systematic procedures to recognize the needs of students and improve the learning programs (Altschuld and Witkin, 1995). Brown (1995) also explains that needs analysis in language programs aims to identify the language forms that students need to use in the target language to understand and produce the language.

English language course at a university is arranged based on the principle related to the purpose and needs of students in their major studies. Especially for medical studies, an ESP course for medical studies intends to help them develop their language skills for their professional life future. In this case, the students are expected to be able to develop their four aspects of language skills. However, in practice, it is often found that the ESP courses do not really meet the students' needs.

Although quite a few studies have been conducted to investigate topics related to ESP courses especially those offered in medical studies, many of them focuses on diverse topics except students' perception and expectation. Some studies discussed the effectiveness of teaching ESP courses for medical students (Jezo, 2014); some others on the design of an ESP course through needs analysis approach (Lodhi, 2018) and students' perception of using electronic learning tools in ESP program (Alizadeh, 2018).

To fill the research void in the current literature, this study was conducted with the aim to identify the target needs of medical students in taking ESP courses as well as to explore their perception of the currently offered ESP courses in terms of its suitability with their needs. Particularly, there are two research questions addressed in this study:

1. How do the students perceive of the current ESP courses?
2. What are the students' target needs in the ESP courses?

Thus, the focus of this study is on recording students' perceptions and their opinions regarding their needs in the ESP course. The findings of this study will be worthwhile for lecturers who teach ESP courses, especially in the faculty of medicine to recognize of what medical students need. Furthermore, medical students might be aware what they need during have ESP course classes at university.

2. Literature Review

2.1 English for Specific Purposes (ESP)

Hutchinson and Waters (1994) argue that ESP is an approach used in learning English by using methods or strategies based on the objectives of students wanting to learn English. This is in line with what Nunan (2004) has described, ESP is an important sub-component in language teaching, through its approach in developing curriculum, designing material, pedagogy, testing, and research. ESP is generally used in teaching foreign languages for particular utility in certain fields of science and professions. ESP can be comprehended as a benefit in the role of English as a means of communication both oral and written. Therefore, ESP can be seen as a different approach, concept, and method from General English.

ESP material refers to the needs of students (Ramirez, 2015) where the syllabus and materials are determined in all essentials by previous analysis of the communication needs of the learners (Donough, 1984). Donough (1984) also stated that the materials and syllabus, as well as the objectives of ESP, should be designed and developed based on the students' needs. Hence, educators must know what students' reasons to take ESP courses are and

what they need during the ESP course classes so the learning objectives that have been set in the syllabus are compatible with their needs.

There are three main characteristics of ESP, namely 1) ESP is goal-oriented learning. In this context, learners learn the English language not because they want to know the language as a language and the culture it contains, but learners learn ESP because they have certain goals in each other's academic and professional fields; 2) ESP substance is designed and expanded based on the needs analysis concept. The needs analysis concept aims to specialized, relate and juxtapose what students need in both academic and professional fields; and 3) ESP is more aimed at adult learners than children or adolescents because ESP is generally taught at the secondary academic and work professional levels.

ESP course within a university has become a crucial and innovative activity in teaching English as a second language. Most of all universities in the world including Indonesia have listed ESP courses in various majors such as medicine, engineering, economics, business, and so on. This indicates that ESP course is being used as an approach to help learners use English in academic, professional, and work in accordance with their major studies (Saragih, 2014). To achieve this goal, there is a need analysis in ESP because they have a correlation wherein running the ESP courses, educators must first do a need analysis on students so that the ESP learning objectives are achieved as expected.

2.2 Need Analysis

Need analysis is a vital part of ESP. Need analysis is the initial step in designing the curriculum and syllabus as it is prepared according to students' needs. Need analysis relates to the students' future study and professional needs and what they want to achieve from the language class. In addition, need analysis enables educators to understand the abilities that students already have before entering the English class and what they have not mastered in English. So, need analysis is directly related to activities in collecting information that will form the basis for designing a curriculum that will meet the needs of students (Iwai, et al., 1999).

Need analysis can be used to identify the language skills to focus on and to determine the context for the ESP course. In addition, need analysis can develop students' attitudes towards the introduction of need-based English courses. Therefore, need analysis has a utilitarian goal to modify or reshape courses compatible with the need of specific learners and the demands of specific target situations systematically. In this case, the educators are tasked with identifying the needs of students and designing ESP courses according to their target needs (Basturkmen, 2010).

Analyzing the students' needs serves as a precede to the design of an ESP course, as it determines the 'what' and 'how' of the ESP course. The results of the analysis will help to select and prioritize what students may need to do. Furthermore, the ESP course aims to enable students to understand and master the target situations where students can use the language they have learned. In the ESP course design process, the first thing to do is to identify the target situation and then to do a careful analysis of the language features of the situation (Gass, 2012).

In Indonesia, as one of the countries that stipulates English as a foreign language, it is assumed that almost all majors at the university have ESP courses in it, including one of them is the medical department. Therefore, this study will find out how students perception of the ESP course and what their target needs are during ESP course at university.

3. Research Method

This study employed a qualitative research design to find out and understand the problem(s) of groups or individuals have. This helps students to be aware and know how their views and perceptions of ESP courses at university. This qualitative research used a case study design to recognize and excavate how an individual or group develops their skill from time to time (Creswell, 2014).

This research was conducted at a private university in North Sumatra, Indonesia. The participants of this study were ten (N=10) ESP students of the Faculty of Medicine. The participant's mother tongue is Indonesian. Six (N=6) participating students were female and four (N=4) were male with an age range from twenty (20) to twenty-seven (27). At the start of the study, students were informed about the purpose of the study and they voluntarily participated.

The data for this study was collected through two instruments which include 1) a survey conducted during the class meeting; and 2) an interview conducted with the participants to explore their perceptions referring to the needs of the target skills. During the interview, participants were asked about their perceptions of target needs in the ESP course.

In this study, content analysis was used to identify different views that had been collected through the instruments. Therefore, the results of the participants' experiences can be fully understood, the common themes are presented as findings from this study.

4. Results and Discussion

Two research questions were proposed to guide this study; one related to the students' perceptions of the ESP courses they were taking and the other the students' target needs in the ESP courses. The findings are elaborated as follows:

4.1 Students' Perceptions of the Current ESP Courses

To explore how the students perceive of the current ESP courses, 10 students were interviewed. Almost all of them felt that ESP course is important and has an important role for their future job. However, a closer look at the data reveals the mismatch between what the current ESP courses offers with what the students expect to learn from the course. In other words, the ESP courses do not provide learning objectives which are compatible to their needs as medical students.

Based on the students' report, mostly, the ESP learning only focuses on learning English in a general context with little to no relation to medical science. The following excerpts portray the students' perceptions emphasizing the mismatched target of what the course offers and what the students want.

During ESP learning, we only focus on learning English itself, like focusing only on grammar and reading text. [Andi – Medical student]

The current ESP courses do not provide related English language learning in the field of medical science. As for reading learning, we only read the text without any further discussion about the contents of the text. [Yanti – Medical student]

One of the tasks we do is to write papers for weekly presentations at each meeting [Abdul – Medical student].

In responding to the findings of the first research question, mostly participants said through their interviews that the ESP course had a crucial role for them as medical students. They said that the ESP course is an approach in learning English that helps them to learn English and develop their English skills. This finding supports what Lodhi (2018) claimed that English plays an important role in every academic activity of medical students. It means ESP courses can guide students to carry out academic activities even in English. ESP course can identify the needs of medical students because in designing the ESP course it must be adjusted to the needs of the target students.

However, the current ESP course learning has not provided learning that is in accordance with the needs of students. The learning provided only focuses on developing English itself and does not relate it to medical science. In fact, English proficiency can be used in various academic activities such as discussions on medical issues, in presentations and attending seminars and conferences, for reading articles and journals, for writing laboratory reports, and writing research articles (Gaffas, 2019). Therefore, this study will describe the students' target needs in the ESP courses in the second subsection of the findings.

4.2 Students' target needs in the ESP courses

To recognize the target needs of the medical students, 10 participants were interviewed. There are various statements regarding the students' target needs in the ESP course. Most students consider ESP learning as a valuable contribution to helping them learn new terms. In this case, they mentioned their needs regarding the understanding of the four language skills, as shown in the following excerpts:

I need to learn English to know more medical term and to understand the content of textbooks, articles and journals. [Egi, Medical student]

My target needs in the ESP course are to be able to communicate my patients, to add informations that are happening in medical science. Beside, I expect that in the ESP course, there will be learning where students are trained as speakers. This is because it will be the right provision for me when attending international conferences [Nanda, Medical student].

I expect that I will learn how to write articles and journals for publications [Putri – Medical student].

In this case, almost all participants opined that they need the four language skills; listening, reading, speaking, and writing. They furthermore explained the importance of mastering the four skills for them in doing their academic activities such as listening skill and speaking skills help them while they are in seminars and conferences, reading skills can help them understand while reading textbooks, articles, journals or the result a laboratory report, then writing skill guide them in writing laboratory report, articles and journals.

Therefore, the participants state that they need to practice the four language skills in each of their academic activities. It is also approved by Jezo (2014), who stated that mastery of vocabulary can guide medical students in understanding English medical textbooks, understanding related to articles and journals as well as when interacting between doctors and patients or doctors and nurses. Besides, Kawagoe (2009) argues that medical students

need to read books and journals in medical genres, speak with colleagues, to contribute in conference international, write articles for journal publications, and to continues their study to abroad.

Based on the results of the interviews, it can be concluded that the ESP course is very much needed and beneficial for them. There are diverse opinions but almost all point to one thing, namely the ESP course helps them in exploring the sciences in the medical field. Mostly their reading books are written in English, therefore the reading skills trained them to understand the reading text of the books they read. The ability to write is very important, especially when they are asked to write an article. Speaking skills will help them when they attend international seminars and when they communicate with foreign people who are studying or working in the same field. Furthermore, listening skills will guide them while they are in seminar conferences.

5. Conclusion

This study reported the students' perception of the target needs in the ESP courses. The conclusions of the study were made according to the findings obtained from the data provided by the participants. The main point of this study is to elaborate the perception of the students and identify the language needs of medical students. They said that they needed to take an ESP course to develop their English language skills. Moreover, in the ESP course, they realize that they learn English appropriate to the needs of their target so it helps them to carry out their academic activities.

Furthermore, this study elaborates the target needs of medical students in the ESP courses. The finding illuminates that the target needs focus on mastering the four skills to develop their ability and knowledge related to English in their major study. Various academic activities require them to have the ability to use English; *first*, listening and speaking skills are needed while they are in seminars, conferences, and other scholarly networking events particularly in international context; *second*, reading and writing skills are needed for them when writing articles and journals for publications.

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THE PHONOLOGICAL PROCESS OF SEMIVOWEL INSERTION IN BAHASA INDONESIA

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Abstract

The phonological process shows the changing of sounds and the rules that govern the work. These sound changes can occur in vowels, consonants, and even semivowels. This study focuses on the sound changes that occur in semivowels [y] and [w], especially in Indonesian vocabularies. This study aimed to investigate the quantity of diphthong diversity in Bahasa Indonesia, as the basis for examining the role and patterns of [y] and [w] insertion, as well as when [y] and [w] cannot be inserted into some words in Bahasa Indonesia. This study also emphasizes the location where [y] and [w] are inserted by using a spectrogram. The data collection used the observation method. The list of data was taken from *Kamus Besar Bahasa Indonesia* (KBBI) and pronounced by an Indonesian native speaker. The spoken data are transcribed into the phonetic form using the note-taking technique. The analysis was done through the syllabic structural process based on Schane. The results present that [y] is inserted between the diphthongs *ia, iu, ie, io, ea, and eo*. Then, [w] is inserted between the diphthongs *ua, ui, ue, uo, and oa*, and the insertion of [y] and [w] does not appear when they meet with the diphthongs *ai, au, ae, ao, ei, eu, oi, ou oe*. The spectrograms in this study are used to see and present the insertion of [y] and [w].

Keywords: semivowels, phonological process, syllabic structural.

1. Introduction

Phonology is concerned with sound roles in communication and covers the sounds of language, both in terms of sound production, sound as air vibrations, and audible sounds (all three are examined by phonetics). Chomsky and Halle (1968) found the field of phonology in 1968, and it is known as generative phonology. The term generative phonology refers to the study of a language's phonological process. As a result, there exist principles for sound modification in the study of generative phonology. The sort of sound itself influences anything that impacts sound alterations. Semivowels are one of the sound kinds. It's a spoken sound that's made up of a vowel that's utilized as a consonant. The sounds [y] and [w] are classified as semivowels.

The writers apply a syllabic structural mechanism to explain the emergence of [y] and [w]. According to Schane (1992), the syllabic structural process influences the relative distribution of consonants and vowels in words. It indicates that vowels and consonants can be added or removed. The insertion of consonants or vowels into a word is an activity that adds consonant and vowel sounds to a word to fit the borrowing language's phonological

pattern. Meanwhile, deletion of consonants or vowels is an activity that removes vowels and consonants from a sound so that it can be produced normally.

Schane (1992) also explains that after grouping the words, the phonological rules should be formulated as follows.

1. Segment addition is the addition or insertion of a segment to a word. This rule can be formulated as $\emptyset \rightarrow X / Y Z$.
2. Segment lapse is the process of deleting a segment of the word. This rule can be formulated as $X \rightarrow \emptyset / Y Z$.

The decision of the distinctive features in a segment of generative phonology is based on; (1) whether the sound is included in consonants or vowels, (2) if it is consonant and it has a pair (voice and voiceless), then it includes in [-sonorant] and vice versa, (3) if it has an obstruent, then it includes in-cont and vice versa, (4) place of articulation, whether it is in anterior or coronal, (5) and whether it is included invoiced or not.

2. Literature Review

The first research was from Arifiani and Subiyanto (2019) who researched about the phonological process of the structural changes of the syllable in the Bayan dialect of the Sasak language. The data shows that the effect of this sound causes changes in the structure of the syllable in the form of sound insertion [r] and [l] in the morphophonemic process of verbs with prefixes /bə-/ and insertion of sounds [w] and [y] if verbs get suffixes /-an/. The neutralization of the sound [ə] pronounced into sound [a] is found when the sound of [ə] in the final position meets the sound of [a]. The distinguishing or distinctive character that is neutralized is the [+ tense] feature in the sound [ə] to [-tense] or [+ lax].

The study from Swadana (2018) aims to describe the phonological process and phonological environment of the Jembrana dialect in Bali. The result shows that there are 16 phonological processes of the Jembrana Balinese dialect were found, namely nasal assimilation /ŋ/, obstruent impregnation /p, b, t, d, c, ʃ, k, g, s/, impregnation /s/, impregnation /ŋ/, impregnation /n/, impregnation /k/, impregnation /ə/, insertion /n/, insertion /ŋ/, semivowel insertion /y/, /w/, insertion /ə/, vocal dissimilation, vocal relaxation, vocal elevation / a /, and vowel reduction / i /.

The previous study about the use of spectrograms to interpret segments of the sound of Old Javanese was conducted by Erawati (2017). This study shows that sound segments are mainly vowels in Old Javanese, such as segments /u/ which are followed by /i/ change to /w/, sound segments /a/ followed by /i/ that become /e/, and segments /i/ followed by /a/ that become /y/. The wave circuit that appears has a slight difference from the previous circuit. The same applies to the duration required for each segment when the segment or syllable is pronounced.

Previous studies have described the sound changes that occur from the insertion of certain sounds in regional languages, such as Balinese dialects, Bayan dialects, and the only Javanese dialects equipped with a spectrogram. The novelty of this study is that the insertion of [y] and [w] that appear between diphthongs in Bahasa Indonesia has not been researched by the language researchers, while Bahasa Indonesia is used in all levels of Indonesian society. The writers present the occurrences of [y] and [w] using a spectrogram. The writers provide an overview of when an Indonesian word can be inserted by [y] and [w] and when it is not inserted. This study also presents the appearance of a glottal stop (ʔ), which makes [y] and [w] not appear on certain diphthongs, but it is recorded on the spectrogram. The results

of this study are useful for linguistics students to have a deeper understanding of the rule of sound changing that appears in Indonesian vocabulary.

3. Research Method

This study is qualitative research. The data collection method is observation. According to Sugiyono (2014), the observation method is a method of collecting data by observing and recording directly. The writers used the purposive sampling technique by Ary et al. (2010) to choose appropriate data. The source of the data in this study used written data from *Kamus Besar Bahasa Indonesia* (KBBI). The writers made a list of words in Bahasa Indonesia that consist of different vowels placed side-by-side in one word, for example, [i] and [a] to arrange a word like *ceria*. Then, the data is pronounced by an Indonesian native speaker to hear the occurrence of [y] and [w] between the two vowels. The writers used the note-taking technique to write the phonetic transcription.

To present and analyze the data, the writers used the descriptive-qualitative method. The linguistic research is generally included in research with qualitative descriptive methods (Subroto, 2007). This research model is intended to make general conclusions based on phenomena that can be found through data analysis. Next, the writers presented the data by giving examples of some words (they can be nouns, verbs, or adjectives) in Bahasa Indonesia that had the possibility of being inserted by [y] and [w] when we pronounce them. Then, the writers wrote the distinctive features for [y] and [w].

To writer the distinctive features, the writers used some symbols such as arrow (→) 'becomes', square brackets [...] to indicate that the unit inside is a sound characteristic, and the italic line (/) to show 'something appearing' and the the writers can add reason after the italic line. Meanwhile, to present the appearance of [y] and [w] in a word, the writers used a speech analyzer. A Speech Analyzer is a computer program or software used to analyze acoustics, sounds, phonetics, and sounds that are spoken and sounded. A speech analyzer is also used to find out which part gets the insertion of [y] or [w].

4. Results and Discussion

Some diphthongs are found in the Indonesian vocabulary. The word can be an adjective, noun, adverb, or verb. The list of diphthongs can be seen in the table below.

Diphthongs in Bahasa Indonesia				
aa	ia	ua	ea	oa
ai	iu	ui	ei	oi
au	ie	ue	eu	ou
ae	io	uo	eo	oe
ao	-	-	-	-

Table 1. Diphtongs in Bahasa Indonesia

The data above present that 21 pairs of diphthongs appear in Indonesian words in KBBI. In this study, diphthongs *ii*, *uu*, *ee*, and *oo* are not found in the dictionary. The reason is Bahasa Indonesia has no double vowels in one word. The data of the diphthong's varieties are used to facilitate the writers to look for the words and to determine whether or not the words can bring up the semivowels between the two vowels.

4.1 The Insertion of [y]

The Insertion of [y]			
No	Diphthongs	Examples	Phonetic Transcriptions
1	ia	<i>Bahagia</i> <i>Indonesia</i> <i>Euforia</i>	[bahagi ^y a] [indonesi ^y a] [eufori ^y a]
2	iu	<i>Siul</i> <i>Iuran</i>	[si ^y ul] [i ^y uran]
3	ie	<i>Pasien</i> <i>Efisien</i>	[pasi ^y en] [efisi ^y en]
4	io	<i>Ion</i> <i>Biodata</i>	[i ^y on] [bi ^y odata]
5	ea	<i>Idealis</i>	[ide ^y alis]
6	eo	<i>Geometri</i> <i>Beo</i>	[ge ^y ometri] [be ^y o]

Table 2. The Distribution of the Insertion of [y]

The semivowels [y] are placed between the diphthongs ia, iu, ie, io, ea, and eo based on the data. For example, [y] appears between [i] and [a] to get [i{y}a]. It may be deduced from the data that [y] always comes after [i]. The distributions of [y] can be writtern as follows.

[y] / [i] – [a]

[y] / [i] – [u]

[y] / [i] – [e]

[y] / [i] – [o]

[y] / [e] – [a]

[y] / [e] – [o]

The Phonological Rules of The Insertion of [y]

1. There is a sound insertion of [y] to separate the vocal groups [i] and [a], [i] and [u], [i] and [e], and [i] and [o]. Thus, it can be written that the insertion of [y] always appears after [i]. Based on Schane (1992), the sentence can be written through the phonological rules below.

$$\emptyset \rightarrow [y] / [i] ______$$

$\begin{bmatrix} -\text{syll} \\ -\text{cons} \\ -\text{cor} \\ -\text{ant} \end{bmatrix}$

$\begin{bmatrix} ? & ? & ? & ? \end{bmatrix}$

$\begin{bmatrix} -\text{high} \\ -\text{low} \\ -\text{back} \\ +\text{tense} \\ -\text{round} \end{bmatrix}$

$\begin{bmatrix} -\text{high} \end{bmatrix}$

2. There is a sound insertion [w] to separate the vocal groups [o] and [a], [o] and [e]. Therefore, it can be written that the insertion of [w] always appears after [o] and then is followed by vowel. The sentence can be written through the phonological rules below.

$$\emptyset \rightarrow [y] / [e] ______ \vee$$

$\begin{bmatrix} -\text{syll} \\ -\text{cons} \\ -\text{cor} \\ -\text{ant} \end{bmatrix}$

$\begin{bmatrix} ? & ? & ? & ? \end{bmatrix}$

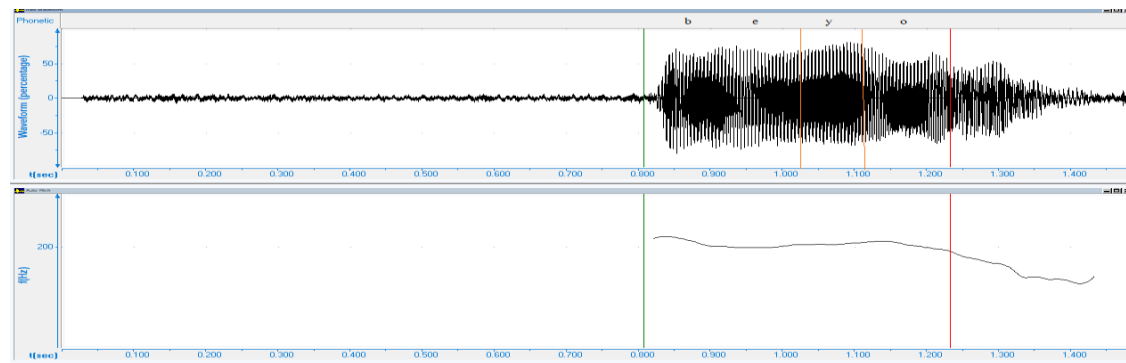
$\begin{bmatrix} -\text{high} \\ -\text{low} \\ -\text{back} \\ +\text{tense} \\ -\text{round} \end{bmatrix}$

$\begin{bmatrix} -\text{high} \end{bmatrix}$

This rule explains that the insertion of semivowels [y] appears between the vowel

sounds [-back] and it is followed by other vowel sounds. The vowel [-back] that can be categorized as [i] and [e] produce sounds by giving the front position of our tongue. Therefore, [y] has the possibility to insert and appear after [-back] because it is determined by the location of the tongue's position when making sounds. The position of the tongue when we make [i] and [e] sounds has a great similarity when we produce [y] sounds. Then, the insertion of [y] appears after [e] and is followed by vowels that has distinctive [-high].

The spectrogram below shows that there is a vibration between [e] and [o] from the word *beo*. It can be proved that there is a pause after [e] which is the insertion of [y]. It can be seen from the second 1.000 – 1.100.



Picture 1. The Spectrogram of the Appearance of [y]

4.2 The Insertion of [w]

The semivowel [w] is inserted between the diphthongs *ua*, *ui*, *ue*, *uo*, *oa*, and *oe*. The semivowel [w] appears between [u] and [a]. Thus, it becomes [u^wa]. To make it clear, the distributions of [w] are presented through the table below.

The Insertion of [w]			
No	Diphthongs	Examples	Phonetic Transcriptions
1	ua	<i>Benua</i> <i>Dua</i>	[benu ^w a] [du ^w a]
2	ui	<i>Buih</i> <i>Konduite</i>	[bu ^w ih] [kondu ^w it]
3	ue	<i>Duet</i>	[du ^w et]
4	uo	<i>Kuota</i> <i>Kuorum</i>	[ku ^w ota] [ku ^w orum]
5	oa	<i>Oasis</i>	[o ^w asis]
6	oe	<i>Oedipus kompleks</i>	[o ^w dipus kompleks]

Table 3. The Distribution of the Insertion of [w]

Meanwhile, the distributions of [w] can be written as follows.

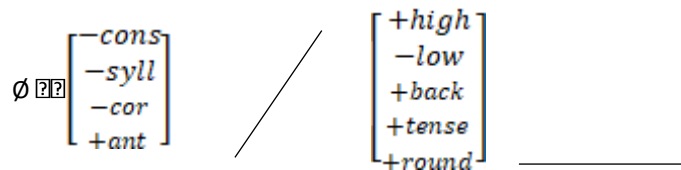
[w] / [u] – [a]
 [w] / [u] – [i]
 [w] / [u] – [e]
 [w] / [u] – [o]
 [w] / [o] – [a]
 [w] / [o] – [e]

The Phonological Rules of the Insertion of [w]

1. There is a sound insertion [w] to separate the vocal groups [u] and [a], [u] and [i], [u] and

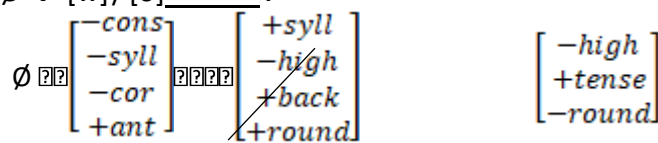
[e], and [u] and [o]. Thus, it can be written that the insertion of [w] always appears after [u]. Based on Schane (1992), the sentence can be written through the phonological rules below.

$\emptyset \rightarrow [w] / [u] \underline{\hspace{1cm}}$



2. There is a sound insertion [w] to separate the vocal groups [o] and [a], [o] and [e]. Therefore, it can be written that the insertion of [w] always appears after [o] and then is followed by a vowel. The sentence can be written through the phonological rules below.

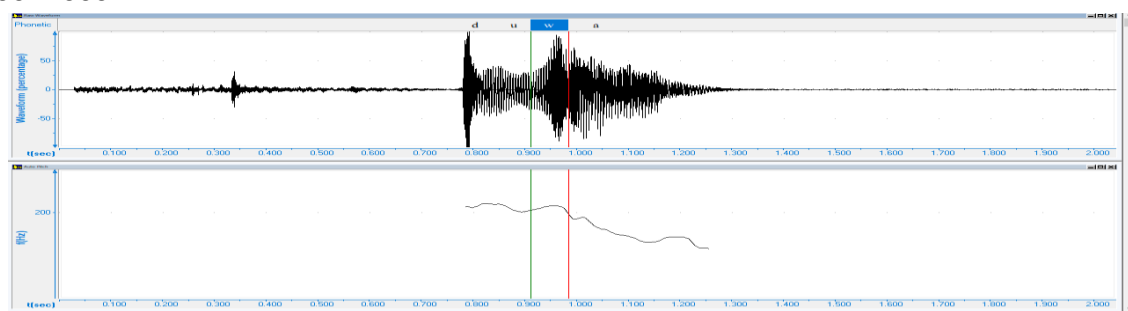
$\emptyset \rightarrow [w] / [o] \underline{\hspace{1cm}} v$



This rule explains that the semivowel [w] appears between the vowel and vowel sounds. The insertion of semivowels [w] results from the influence of vowel sounds with distinctive characteristics [+ back] which are contained in [u] and [o]. It is an evident from the distribution of [w] that [w] always appears after [u] and is followed by all vowels such as [a], [i], [e], and [o], whereas [u] does not appear because Indonesian has no double vowels for one word. Then, the insertion of [w] also appears between [o] followed by vowel [a] and [e] where the vowel has the same characteristics namely [-high], [+ tense], and [-round].

One of the characteristics of back-vocal sounds is the vowel sound that is marked by the retraction of the tongue's body to the back to the palatal cavity, namely [u], [o], and [ɔ]. Thus, it can be concluded that the appearance of the sound [w] is influenced by the sound [u] and sound [o] as the back vowel.

This spectrogram proves the evidence that [w] appears between [u] and [a]. Thus, Indonesian people read the written text *dua* becomes [du^wa]. It can be seen in seconds 0.900-1.000



Picture 2. The Spectrogram of the Appearance of [w]

4.3 No Insertion both [y] and [w]

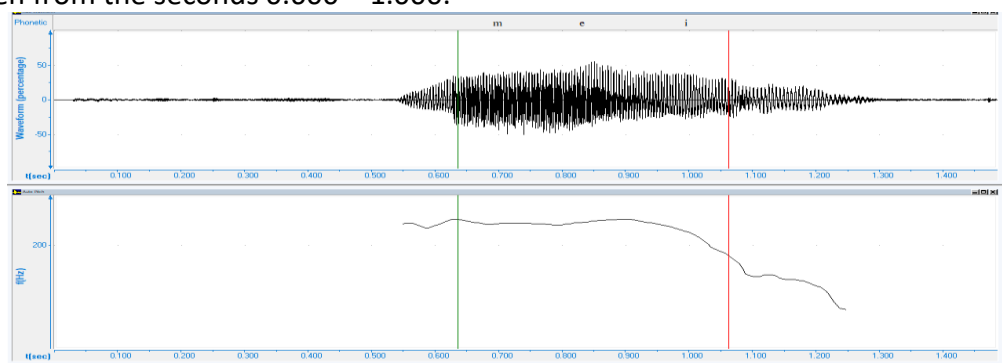
No Insertion both [y] and [w]			
No	Diphthongs	Examples	Phonetic Transcriptions
1	ai	Lantai	[lantay]
2	au	Kalau	[kalaw]

3	ae	<i>Aerobik</i> <i>Aerosol</i>	[aerobik] [aerɔsɔl]
4	ao	<i>Aorta</i>	[aorta]
5	ei	<i>Eigendom</i> <i>Mei</i>	[eigendom] [mei]
6	eu	<i>Eufili</i>	[eufili]
7	oi	<i>Koboi</i> <i>Amboi</i>	[koboy] [amboy]
8	ou	<i>Voucer</i>	[vocer]

Table 4. No Insertion both [y] and [w]

The insertion of [y] and [w] does not appear when meeting with diphthong *ai*, *au*, *ae*, *ao*, *ei*, *eu*, *oi*, and *ou*. It happens because there are rules that [y] and [w] cannot insert between [a] and [i] or [u]. This is evidenced by the fact that people in Indonesia do not pronounce [lantaʏi] or [lantaʷi] in their daily communication. Then, [y] and [w] do not appear in diphthong *ae*, *ao*, *ei*, *eu*, *oi*, *ou* because the majority of that words are adapted from some foreign languages that should be pronounced similar to the pronunciation in their respective languages.

The spectrogram below shows that diphthong *ei* or [i] behind the consonant is not obliterated from the word *Mei*. It proves that the diagram is presented in full in one word. It can be seen from the seconds 0.600 – 1.000.



Picture 3. The Spectrogram of the Obliteration of [y] and [w]

4.4 Special Case in Semivowels

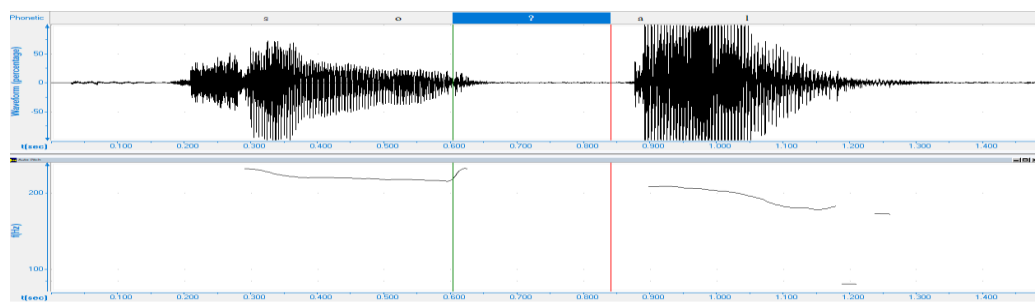
Special Case			
No	Diphthongs	Examples	Phonetic Transcriptions
1	aa	<i>Kendaraan</i>	[kəndaraʔan]
2	oa	<i>Doa</i> <i>Soal</i>	[doʔa] [soʔal]
3	ei	<i>Survei</i>	[surve]

Table 5. Special Case in Semivowels

In this particular case, one word has been found with the same double vowel *aa* and *oa*. The phonetic transcription indicates that there is a glottal stop (ʔ) in [kəndaraʔan] and [doʔa]. Glottal stop makes us to close our vocal cords as we hold our breath. When it's opened, then we will continue to produce [a]. Therefore, it makes both [w] and [y] do not appear in the pronunciation process. Meanwhile, the [i] in the word *survei* is not clearly pronounced or even tend to disappear. This might be due to the adaptation of the word *survey* [sɜrveɪ] in

English which was changed into Indonesian into a survey where the pronunciation prefers to remove [i] which then becomes similar to how to read in English and makes it more acceptable in pronunciation and meaning in Bahasa Indonesia rather than the insertion of [w] and [y] become [surve^wi] or [surve^yi].

This spectrogram gives evidence that there is a space between [o] and [a] when we pronounce the word *soal*. This is the space of glottal stop [ʔ] or we can blank space starts from 0.600 until 0.800.



Picture 4. The Spectrogram of the Appearance of the Glottal Stop

5. Conclusion

The discussion above can be concluded into three parts. First, the semivowel [y] is inserted between the diphthongs *ia, iu, ie, io, ea, and eo*. Thus, [y] always appears after [i] and some in [e] that are followed by [-high] vowels. Second, the semivowel [w] is inserted between the diphthongs *ua, ui, ue, uo, oa, and oe*. It can be concluded that [w] always appears after [u] and some in [o] that followed by [-high], [+tense], [-round] vowels. Meanwhile, the insertion of [y] and [w] does not appear when meeting with diphthongs *ai, au, ae, ao, ei, eu, oi, ou*. This study also finds two special cases where diphthongs *aa* and *oa* can appear with a glottal stop so that [y] and [w] do not appear. Then, there is a deletion of [i] sound in the word *survei* that caused of borrowing word from another language. The spectrograms that are included in the discussion have a function to show the location of the insertion of [y] and [w] in Bahasa Indonesia's words taken from KBBI.

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SPEECH ERROR IN “GET REAL GIVING THANKS WITH SAM KIM EP #22 BY DIVE STUDIOS” VIDEO PODCAST

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Abstract

The study aims to describe the speech errors and find out the causes of the speech errors in the video podcast Get Real Giving thanks with Sam Kim Ep 22. The researchers collected data using the documentation method and applied qualitative analysis. The data for this research were the utterances from the video podcast Get Real Giving thanks with Sam Kim Ep 22. The data source was a video between the hosts, Ashley and BM, and the guest, Sam Kim, which was downloaded from the official DIVE Studios YouTube Channel with durations of 46 minutes. The data were described based on the theory of Common Speech Errors by Clark & Clark (1977). According to the results, it was shown that Ashley made nine types of errors totaling 47 errors, but BM made eight types, so he did not make errors in types of stutters totaling 80 errors, and Sam made nine types totaling 106 errors. The causes of the speech errors are due to internal and external factors such as nervousness, hesitation, haste, and lacking concentration. The total number of speech errors made by the speakers is 233 mistakes. The speech errors happened as many as 52 repetitions, and Sam did it the most. In filled pause, 46 mistakes occurred, and Sam as well as BM produced the most errors. In silent pause, 41 errors occurred 41, and all speakers made the errors. In interjections, 37 mistakes occurred, and Ashley made the fewest mistakes. In false starts (unretraced), 14 mistakes occurred, and BM as well as Ashley made 4 mistakes. In corrections, 13 mistakes occurred, and BM only made two mistakes. In stutters, 13 mistakes happened, and Asley and Sam made the most mistakes, but BM did not make any mistake. In a slip of the tongue, 11 mistakes occurred, and Ashley made only one mistake. In false starts (retraced), which is the least common type, 6 mistakes occurred.

Keywords: Speech Errors, Video Podcast, Common Speech Errors, DIVE Studios YouTube Channel

1. Introduction

Psycholinguistics is the study of language behavior and using language to communicate ideas and the mental representations and processes involved in language use, including the production, understanding, and storage of spoken and written language. The main focus of Psycholinguistics is language acquisition, language understanding, and language production. Kempen (1987) stated that in psycholinguistics, two components become the object of study: humans and language. Psycholinguistics deals with how language is produced, felt,

understood, and remembered. Psycholinguistics discusses speech in language acquisition. In Psycholinguistics, speech production or a spoken sentence has a special function: to inform, ask, and warn about something. Speech Production, the process involved in converting ideas into spoken speech, addresses the stages of speech planning, the mental units involved, and interesting questions such as how far ahead of time one chooses words when one starts speaking. The production of language is closely related to doubt and pause. These doubts and pauses are usually referred to as a part of Speech Error (Clark & Clark, 1977).

In Speech Errors, many utterances are characterized by hesitations, repetitions, false start, and filler such as *um*, *well*, or *you know*. According to Deese (1978) speakers use complete sentences, 98% of which were grammatically correct. Speech Errors occur regularly in everyday conversation.

Podcasts are episodes of programs available on the Internet. Podcasts are usually the original audio or video recordings, but they can also be recordings of a television broadcast or radio program, lecture, show, or other programs (Brown & Green, 2007). Berry (2006) defined a podcast as a converged application that can create, collect, and distribute personal audio and video programs freely through new media and collect various formats such as mp3, pdf, and ePub. The researchers resolved to study the Speech Error on Video Podcast *Get Real* by DIVE Studios in this research. DIVE Studios is a podcast networking company that was founded in July 2019. DIVE Studios has a variety of podcasts with interesting and very up-to-date topics; pop culture, young adulthood, music, K-Pop, movie reviews, random things, and all the issues very close to young people. In this research, the researchers specifically studied the Speech Errors on Video Podcast *Get Real* Giving Thanks with *Sam Kim* Ep #22. BM, Ashley, and Peniel hosted the show on Thursday, November 28th, 2020.

Based on the introduction of the study, the research problems were formulated as follow:

1. What speech errors occurred on the Video Podcast *Get Real* Giving thanks with *Sam Kim* Ep #22?
2. What were the causes of the speech errors?

Based on the problems of the study stated earlier, this research has the following objectives:

1. To describe the types of speech errors in the Video Podcast *Get Real* Giving thanks with *Sam Kim* Ep #22.
2. To find out the causes of the Speech Errors.

This research focuses on the causes, and the types of Speech Errors that occur in the Video Podcast *Get Real* Giving Thanks with *Sam Kim* Ep #22, both the host and the guest in the podcasts. In this research, the researchers used the theory of Clark and Clark (1977) and applied qualitative method research to describe the types of speech errors and find out the causes of the speech errors.

2. Literature Review

Several previous studies on Speech Errors have been carried out by previous researchers. Awad and Fathy (2020) conducted a study entitled "Spontaneity of Speech Errors: A Diagnostic Psycholinguistic Case Study". Awad and Fathy in their research focused on the use of speech errors as a verbal communication tool to clarify the psychological aspects of George W. Bush's characters. To achieve their research objectives, they adopted

a psycholinguistic approach in addition to the set of sound production models proposed by Dell (1999), and Chang and Griffin (1999). The main results of the study were, (A) Phonological errors and morphologically, (b) Freudian Bush slip - caused by psycho-physiological factors, such as fatigue, excitement, and distraction (c) Bush syntactic errors, caused by improper lexical insertion, (d) Economic use of speech disfluencies, which caused by a problem in the recognition system.

In addition, Nooteboom and Quené (2019) also conducted a study on Speech Errors where in their research entitled "Correcting speech errors: Competition as a Source of Improvement," they focused their research on sources of self-repairs of segmental speech errors during self-monitoring. The potential sources of repairs were candidate forms competing with the form under production. Their journal used the theory of repairing that derived four main predictions specific for classical SLIP experiments: (a) Error-to-cutoff mistakes were shorter after single elicited errors than after other errors. (b) Single elicited errors were relatively more often detected than other errors, but more so after internal than external error detection. (c) The correct form is the most frequently used as repair, but more so for single elicited than other errors. (D) Cutoff-to-repair mistakes were shorter for single elicited than for other errors.

The focuses on these two studies are different from the research the authors carried out in which the authors focused the research on the causes, and the types of Speech Errors that occur in the Video Podcast Get Real Giving Thanks with Sam Kim Ep #22, both the host and the guest in the podcasts.

Gleason and Ratner (1998) define speech disfluencies as a speech by speakers with the characteristics of doubt, repetition, initial errors, and fillers, e.g., as *um*, *well*, *eh*, etc. There are common types of errors according to Clark and Clark (1977: 263) as follows:

a. Silent pause

A silent pause means a silent period between any words. A period of silence between words can be called a brief pause. A silent pause occurs when the speaker pauses a second or more of a word. Silent pause is symbolized by [//].

b. Filled pause

The Filled pause means that the gap is filled with speech sounds such as *um*, *ehh*, *uh*, *em*, *aa*, etc. Like "*I think [em] she's really pretty*" "*She's like [ehh] wise but [aa] really loud*". This filled pause, resulting in a full pause because they think if they waited too long to plan their following speech. Filled pause is symbolized by [,.....,]

c. Repeat

A repeat occurs when the speaker repeats one or more words when the person speaks very quickly and spontaneously. Repeats occur when the speaker repeats one or more spoken words. Repeats are symbolized by [/].

d. False starts (unretraced)

False starts (unretraced) correction of a word, including one or more repetitions before the correct word. In False starts (unretraced) errors, the speaker would try to pronounce the words issued correctly, but the speaker unconsciously produces the wrong words so that the speaker needs to correct the words issued. False starts (unretraced) symbolized by [\].

e. False starts (retraced)

In the case of False starts (retraced) errors, the correction of a word also includes repetition of one or more words before the corrected word. When the speakers realized that they had made a speech error, they corrected their words. They make a repetition of one or more words before the corrected word. False starts (retraced) symbolized by [\\].

f. Corrections

Corrections occur when the speaker replaces certain old words with new ones, indicating that the old words were misplaced. The correction category was like wrong starters, except that they contain an explicit correction phrase as *I meant—or rather, well, or that* marks the phrase as a correction. Corrections symbolized by [-].

g. Interjections

Interjections indicate that the speaker should pause to think about what to say next. An interjection is indicated, a pause of hesitation, indicating that the speaker should stop thinking about what to say next. The interjection words were like *oh, ah, well, and say*. English words used mostly as interjections include *ugh, wow, ouch, etc.* Interjections symbolized by [*....*]

h. Stutters

Stutters occur when a speaker is in doubt, tripped, tense, jerks, or nervous. Stuttering is signed by repeating one letter or syllable several mistakes before a particular word is spoken next. Stutters is symbolized by [- - -].

i. Slips of the tongue

Slips of the tongue occur when the speaker's actual speech differs from the intended speech. It involves involuntary movement, addition, deletion, mixing, or substituting material in a speech and can be phonological, morphological, lexical, or syntactic. A slip of the tongue is symbolized by [→].

3. Research Method

This research was conducted using a qualitative research method. The data of this research were in the form of utterances through the transcript described descriptively based on the transcript. According to Moleong (1995), descriptive qualitative is a type of research that results from descriptive data in written or oral words from an observed object or the data source. Besides, the data would be interpreted and displayed descriptively and systematically based on supporting theories. The method of data analysis for the research was content analysis. It was focused on the characteristics of language as communication by paying attention to the content or contextual meaning of the text (Tesch, 1990). The primary data of this research was the utterances spoken by the host and guest *Get Real Giving Thanks with Sam Kim* Ep #22. The source of data in this research was a video podcast on Youtube (<https://www.youtube.com/watch?v=Nq3LOWHBza8&t=206s>).

The researchers performed several procedures to obtain the data described in this research. The data were described following the theory proposed by Miles, Huberman, and Saldana (2014) in which the technique was focused on four characteristics; data collection, data condensation, data display, and conclusions (drawing/verification). Since this research

used a qualitative descriptive method, the data described were carried out in words, not in numbers or statistical procedures.

4. Results and Discussion

4.1 Types of Speech Errors

1. Silent Pause [//]

DATA I

BM : We're hungry //, but for many uh // but a lot other Korean-Americans working abroad, we didn't have a chance to spend the holiday at home with our family and friends.

The mistake made by BM, who made two silent pause mistakes at the same time in one sentence, which was **hungry//but for a lot of uh//but**.

DATA II

BM : So, it's not really Thanksgiving, guys, but // when you hear that, it's Thanksgiving Day. Those errors were in the example, **but//when** you hear that he chose to stop thinking the word he would say next.

DATA III

Sam : Definitely it's it's definitely like it's it's different when you come into your house //, and there's like nothing.

Sam made, **your house // and there's**, from the first word he said, he felt it wasn't right.

DATA IV

Ashley : Just like their // likeability.

In this case, Ashley was irritated by the silent pause as she was unsure what words to say, so he continued speaking after a 2-5 second pause with the word **their // likeability**.

DATA V

BM : Thankful for // life. I'm thankful for // Negativity. I'm thankful for // eh nature. thankful for // headphones. Thankful for // good coffee.

BM hesitated a lot to continue his words, and there was a lot of silence 2-6 seconds in the sentence **for // life, for // Negativity, for // eh nature, for // headphones, and for // good coffee**.

2. Filled Pause [,.....,]

DATA I

Sam : Yesss, I'm Sam Kim. I, **hmm**, I love music.

Sam did Filled pause in his sentence I, **hmm**, I love music.

DATA II

Ashley : I just feel comfortable when I'm at home, **you know**, just like, no stress.

Ashley shows **you know** as a form of wanting others to understand what he said without explaining it.

DATA III

Sam : When you come into your house **umm** and there's like nothing. A year or so **ehh** I had to put him in the hospital.

Sam needed some time and thought to consider what words to say, so he did a full pause **umm, uhh**.

DATA IV

Ashley : And **you know** after thanksgiving.

Ashley used a filled pause **you know**, and it shows that Ashley produced a full pause for waiting and thinking.

DATA V

BM : Ohh **you know** what, I remember hitting the mall.

BM made mistakes by filling it in clearly with the sentences **you know**.

3. Repeats [/]

DATA I

Sam : Hello / hello.

Hello / hello in this sentence Sam could say the word Hello only once, but he chose to repeat the word.

DATA II

BM : It's a good day / It's a good day.

In this case, it was shown that BM always repeats the words many mistakes without realizing it, resulting in speech error repeats.

DATA III

Sam : It's / It's a it's a newer game. It / it got the point. Because I was / I was tired.

It's / it's a newer game. **It / it** got the point. Because **I was / I was** tired of one sentence that he said had been repeated a lot without realizing it was always doing it.

DATA IV

Ashley : When I first came to Korea like / like ehm.

Ashley repeated in the sentence **like / like um**, Ashley should have said this sentence once but unconsciously she chose to repeat it without realizing it.

4. False Starts (Unretraced) [\]

DATA I

Ashley : Seollal umm Chinese thing \ like Lunar years.

Ashley corrected a word she said before and entered a new and correct word, namely **Chinese thing \ like Lunaryears** from the word Chinese and changed to lunar years.

DATA II

BM : Alright let's talk \ that's enough about games.

BM itself, which was in the sentence **Alright let's talk \ That's enough about the game**.

DATA III

BM : I'll the ref \ I'll be the judge.

BM in the sentence **I'll the ref \ I'll be the judge**, initially, BM said that he would be a ref, but the end, he replaced the word with judge.

DATA IV

Sam : I haven't \ I have never done this before.

From the data IX above, Sam made only one unretraced error. Namely, **I haven't \ I have never done this before in the sentence.**

5. False Starts (Retraced) [\\]

DATA I

Sam : How the age gap \\ what is the age gap between you and your brothers?

Sam made one mistake in the sentence **How the age gap \\ what is the age gap between you and your brothers.**

DATA II

BM : So, she's it's been third thing just \\ it's been her the third Thanksgiving.

BM made a retraced error in the sentence **it's been third thing just \\ it's been her the third Thanksgiving**, that was, he corrects the initial sentence and repeated it until finally fixing it with a new sentence.

6. Correction [-]

DATA I

Ashley : I know for us -**well** for Korean Americans.

Ashley made errors in the sentence I know for us **-well for Korean Americans**, in this case, Ashley included the word **-well**.

DATA II

Sam : My specialty -**well** I love cooking.

Sam made errors in the sentences **-well**.

7. Interjection [*.....*]

DATA I

Sam : ***Ohh***, yes.

Sam wanted to continue his next words by saying ***Ohh***, which was also indicated by pausing and thinking about what words he would say next.

DATA II

Sam : ***Ohh*** the PS5 is coming out soon.

By filling in the interjection with the word ***Ohh***, and it was also shown hesitantly and requires a pause to think so that the interjection of the sentence occurred.

DATA III

BM : ***Ohh*** you're a cat guy.

Errors interjections only the filler ***Ohh*** comes out by BM. And this proves that he was also hesitant to continue the next word.

DATA IV

Sam : ***Ohh*** my god jc penny right.

Filled in the interjections with the word ***Ohh***, and this also shows pauses and hesitates to continue with new words.

8. Stutters [- - -]

DATA I

Sam : Yesss, I-I-I am Sam Kim.

In the word **I-I-I** am; in this case, Sam could immediately say I am, but due to excessive nervousness.

DATA II

Ashley : Dude. It-it-it's tastes like a lime.

Ashley was so hesitant to continue her word that she stutters about it, **It-it's-it's**.

DATA III

Ashley : Than-than-thanksgiving they have macy's parade.

In this case, Ashley stutters in the words **Than-than-thanksgiving**.

DATA IV

Sam : That's what I do actually I-I-I just throw on a steam.

He repeated the word countless mistakes in **I-I-I** words.

9. Slips of the tongue [→]

DATA I

BM : Like testy now → Like testing now.

Like testy now, it should refer to the sentence **Like testing now**, which means that when BM speaks one of the two words skips one part of the word from **testy** → **testing**.

DATA II

BM : That kinda stuff → That kind of stuff.

From the data II above, BM made an error slip of the tongue blends. He combined two words into one, namely in the word **kinda** → **kind of**.

DATA III

BM : Jazzy Penney → JC Penney.

In the sentence, he said it was **Jazzypenney** when in fact it was the word **JCpenney** where **Jazzy** → **JC**.

DATA IV

BM : I'mma treat her → I'm going treat her.

In the sentence **I'mma treat her** → **I'm going treat her**. Where he blends two words into one word, namely **I'mma** → **I'm going**.

4.2 Causes of Speech Errors

Speech errors could be caused by a variety of factors. The cause of speech errors was that speakers spoke spontaneously rather than waiting and thinking for long periods of time to get the words out. Speech errors can be affected by a multitude of factors, including internal and external causes, as well as situational anxiety and social factors. Some of the causes of speech errors during the video podcast are listed below.

1. Nervousness

Nervousness was the main factor causing speech errors in this podcast video. Nervousness was the most visible factor during the host and Sam's video podcasts as the guest.

2. Hesitating

Hesitating was also a factor in speech errors in the podcast video. In this regard, a lot of hesitation occurred throughout the video podcast.

3. Haste

Haste was also a factor in speech errors in the video podcast. Haste was one of the attitudes where when someone speaks, it would cause speaking errors because they were too hasty to issue new words.

4. Lacking concentration

Lacking concentration was also a factor in speech errors in the video podcast. Lacking concentration when someone talking, then someone messes up the concentration, such as the interlocutor or the distraction around him.

4.3 Discussion

Based on the analysis of the data in the Video Podcast, it was vividly revealed that all the nine types of speech errors based on the theory proposed by Clark and Clark (1977) had been done by the hosts of *Get Real*, Ashley and BM, and also by the guest, Sam Kim.

After describing the data from the existing text transcripts, the researchers revealed that all kinds of speech errors existed from silent pause, filled pause, repeats, false starts (unretraced), false starts (retraced), corrections, interjections, stutters, and slip of the tongue were found in the video podcast. From the entire video podcast, the speakers made various speech errors. Ashley made 47 speech errors, BM made 80 speech errors, and Sam made 106 mistakes. From this data it is clear that Sam has made the most mistakes compared to Ashley and BM.

The total number of speech errors made by the speakers was 233 mistakes. Based on the results, it was found that the speakers in the video podcast produced the most mistakes in repeats; that is with the number of 52 mistakes, followed by pauses 46 mistakes, silent pause 41 mistakes, interjections 37 mistakes, false starts (unretraced) 14 mistakes, corrections, stutters 13 mistakes, slip of the tongue 11 mistakes, and false starts (retraced) 6 mistakes. The first cause was nervousness. It was the main factor causing speech errors in this podcast video. The second cause was hesitating, the third cause was haste, and the last cause was lacking concentration. This happened because the speakers did not focus while they were talking so that their concentration was easily distracted by the circumstances around them.

Types Of Speech Errors	SPEAKERS			TOTAL
	Ashley	BM	Sam	
Silent Pause	5	14	22	41
Filled Pause	12	17	17	46
Repeats	9	16	27	52
False Starts (Unretraced)	4	4	6	14
False Starts (Retraced)	1	3	2	6

Correction	5	2	6	13
Interjections	7	17	13	37
Stutters	3	-	10	13
Slips Of the Tongue	1	7	3	11
Total	47	80	106	233

5. Conclusion

Speech errors are very common, and often occur when the speakers are talking, whether in childhood or adults. Speech errors also occur on the Video Podcast *Get Real* Giving Thanks with *Sam Kim* Ep # 22. In the video, the hosts were Ashley and BM, and the guest Sam Kim. All of them made speech errors during the video podcast. Based on the theory of Clark and Clark (1977), the researchers discovered that there were nine types of speech errors that were carried out by the hosts and guest, except for BM, who did not make any mistakes in stutters during the video podcast. A total of 233 speech errors occurred during the 46 minutes of the video podcast. The frequency of speech errors made by the hosts and the guests during the video podcast varied. Speech errors made by three speakers, Ashley, BM, and Sam were caused by internal and external factors, such as anxiety and the social environment. The source of the speech error was taken from speech errors generated by the hosts and guest. The speakers in the video podcast had almost the same errors. Besides, the causes of their speech errors were almost the same too. The three speakers on the video podcast were nervous when they were about to say their words. This is the main cause of them making speech errors because if someone is already feeling nervous then what is stored in the brain can suddenly be lost. Hesitation is also a factor in the speech errors found in video podcasts. Throughout the video podcast, many doubts arise in this regard. Haste is also a contributing factor when speakers make speech errors on video podcasts. The last thing that causes them to make speech errors is a lack of concentration. Lack of concentration is also a factor in speech errors in the video podcasts. It can happen when one person interferes with concentration or the situation around them while the other is talking. For the implications of the findings and suggestions for future research, it is hoped that students who are interested in linguistic studies can learn and understand more deeply about speech errors. Every researcher who is interested in conducting related research is expected to learn the importance of understanding speech errors and how to solve them so that they can avoid making speech errors or minimize them.

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INTEGRATING COLLABORATIVE SKILLS IN 8TH GRADE ENGLISH TEACHING LESSON PLANS AT JUNIOR HIGH SCHOOL

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Abstract

Collaboration is one of the 21st-century skills needed to survive in this era. The need in society to think and work together on issues of critical concern has increased, shifting the emphasis from individual efforts to group work, from independence to community. Integrating Collaborative skills in the educational field, particularly in assessment, has been broadly employed. However, lesson plans that incorporate collaborative skills are lacking. This study aims to explore the collaborative skill in English teaching lesson plan in junior high school in Indonesia. A content analysis approach is used in this study. The data was analyzed using a systematic content descriptive text methodology based on the ACER (Australian Council for Educational Research) Framework, which was used in this study as an instrument to analyze lesson plans to see if they were integrating or not. The expected result of the study is that Collaborative skills are found in lesson plans, indicators, and the learning process.

Keywords: 21st-century skill, Collaborative skill, English teaching lesson plan, Junior High school.

1. Introduction

Collaborative skills are considered an essential skill in 21st-century education. It is in line with Piniuta's statement that collaboration is seen as a core skill in the 21st century (Piniuta, 2019). Besides, Wongdaeng (2018), students in this era must be aware of how the future is shifting and formulate themselves for a more challenging life in the future. Kuhn (2015) believed that Collaboration has recently been recognized as a key educational outcome in and of itself, rather than just a method for developing or evaluating knowledge gained through engagement and practice. In short, Collaboration skill is one of the 21st-century skills that must be required by students to help them to cope with this challenge in this era.

The Ministry of Education and Culture of the Republic of Indonesia supports 21st Century learning integrated into the 2013 Curriculum, which contains the 4C skills, namely critical thinking, creativity, communication, and collaboration. Collaboration is defined in the learning process as a sort of cooperation among students who mutually assist and complement one another in doing specific activities to develop collective intelligence and achieve common goals. As a result, teachers must develop well-organized lesson plans that will have a big impact on how their lessons are implemented in the classroom. The standard process contains objectives for the teaching-learning process, teaching-learning process activities, and teaching-learning process assessment. These are employed to improve the effectiveness and efficiency of the educational process.

Unfortunately, the implementation of Collaborative skills in schools in Indonesia has not been implemented appropriately. Fitriyani et al. (2019) found that collaboration skills were often overlooked and did not perform well in the group learning process. According to Indriwati et al (2019), students' collaboration skills were still weak. Thus, Most Indonesian students lack collaboration skills because the implementation of collaboration skills in teaching and learning activities is not yet proper.

Many studies are being conducted to investigate integrating students' collaborative skills in teaching and learning. Chandrasekaran et al (2016) investigated and shared the collaborative learning experiences of distant students in the project management network in a study. They argued that collaborative learning approaches are the most efficient techniques that may be employed in education with distance learning systems. Besides, Oganisjana (2015) stated that University students' collaborative skills could be encouraged effectively if multi-channel collaboration in the open innovation environment. As Van Boxel et al (2000) described collaborative learning activities such as letting students provide explanations of their understanding, can help students elaborate and reorganize their knowledge. The social interaction between group mates stimulates elaboration of explanations and conceptual knowledge, which improves student comprehension of concepts. Collaborative approaches may also be related to motivation. According to Piniuta (2019), the research used the criteria of equality, participation, and sharedness to assess the development of collaborative skills. The results of an experiment proved the effectiveness of technology (Google Docs and Meeting Words web applications) to provide collaboration among University students. While Sulaiman & Shahrill (2015) mentioned that this study investigates the impact of collaboration in the learning of secondary school Statistics in three government secondary schools in Brunei Darussalam. This study has shown that collaborative learning helped to improve students' performance academically as well as to develop the necessary skills of the 21st Century. Then, Gokhale (1995) referred to collaborative learning as an instruction method in which students at various performance levels work together in small groups toward a common goal. This means that each member of the group is responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. Research suggests that effective use of collaboration in classrooms structure can have powerful effects on student learning and performance.

The previous studies above focus use of collaborative skills in the classroom. Although many studies have reported the use of collaborative skills in teaching and learning, not much has been done on the lesson plan, particularly the English teaching lesson plan, that is used as a basis for learning. Thus, this study aims to explore the collaborative skill in English teaching lesson plans at three Junior High Schools in Karawang.

This research is required since collaboration skills are one of the most essential aspects of the 21st-century. It is significant since collaborative skills are required to be used in every learning activity in Indonesia. This is in line with the Ministry of Education and Culture's 2013 curriculum. Furthermore, the researchers picked lesson plans for this study because they can be used as a guide for practical learning. A lesson plan, according to Ratnawati (2017), is a written list of actions that occur during the teaching and learning process. Eventually, the result of the study is expected to be helpful for English teachers to support the implementation of collaborative skills in the teaching and learning process.

2. Literature Review

2.1 Collaborative Skill in 21st Century

In the twenty-first-century learning process, collaboration is a must. In line with Laal et al (2012) that Collaboration has been a popular idea in the twenty-first century. Then, Collaboration is frequently cited as a critical skill for 21st-century learning stated by Koenig (2011). Collaborative skills are the skills you use when working with others to produce or create something or achieve a common goal. Collaboration involves working in coordination with others to convey information or solve problems. Collaboration is vital since students will most likely work with others for the rest of their lives, whether they realize it or not. Almost every job necessitates collaboration with others at some time. Students learn how to confront an issue, offer solutions, and choose the best course of action by practicing collaboration and teamwork.

2.2 ACER Skill Development Framework

This ACER skill development framework is designed to support researchers and educators with a clear definitional model from which to base their understanding and development of collaboration Scoular et al (2020). Collaboration, as presented in this framework, is considered in the context of teaching and assessing the skill, and as such requires there to be an end goal, problem to be solved, or decision to be made. This definition of collaboration is situated on the premise that there is purpose and necessity to employing the skill. ACER skill development framework for collaboration comprises three strands, with each strand containing three or four aspects. A strand is the overarching conceptual category used to frame the skills and knowledge addressed by collaboration assessments, whereas an aspect is a specific content category inside a strand. First, Building shared understanding: learners build a shared understanding of the goal or problem presented to them, second, Collectively contributing: each group member needs to contribute their agreed responsibilities to the group, and recognize the contributions of others, for sufficient collaboration to occur and last, Regulating: This may require checking in or reporting back to other group members.

This ACER skill development framework is designed to support researchers and educators with a clear definitional model from which to base their understanding and development of collaboration. As described in this framework, collaboration is addressed in the context of teaching and assessing the skill, and as such, it necessitates the presence of an end goal, a problem to be solved, or a decision to be made. As a teaching and evaluation tool, The ACER collaboration skill development framework described in the following section aims to characterize cooperation as both a set of abilities that can be used in any situation and as a practice. Collaborative skill is highly required among all people to be prepared and receive and spread information, knowledge, idea, and so on. As collaborative is mostly used as an input activity during the learning process. It is better to include a collaborative approach to help the student to shape their collaborative skill.

2.3 Collaborative Skills in English Teaching Lesson Plan

The teaching and learning process has many components. The most significant components of most EFL/ESL classrooms and programs are the syllabuses, lesson plans, and textbooks that language teachers typically use. According to Nesari and Heidari (2014), a lesson plan is one of the most crucial parts of the educational process. according to Milkova (2012), The instructor's lesson plan is a road map for what students should learn and how

they will learn it efficiently during class. The term "lesson plan" was used by Ratnawati (2017) to describe a written series of activities in the teaching and learning process. Besides, A lesson plan is also a planning document that describes the principles of competency-based on the topic standards in the syllabus Depdiknas, (2008). In summary, a lesson plan is a guideline that refers to basic competence in one set of topics to achieve students' learning objectives and is part of a teacher's arsenal for conducting the teaching-learning process.

Basic competencies, learning objectives, learning activities, assessment, and other factors must all be addressed while creating lesson plans. According to the Ministry of Education and Culture (2019), the basic components of lesson plans are learning objectives, learning activities, and assessment. In addition, other components are considered as supporting components. Lesson plans can be chosen, created, used, and developed by teachers at their discretion. The Ministry of Education and Culture has issued new regulations requiring the lesson plan to be one page long. The goal is to establish effective and efficient lesson plans so that teachers have adequate time to prepare and assess the learning process.

Many studies have proven the use of collaborative skills in the teaching and learning process; however, few studies have focused on the lesson plan, especially the English teaching lesson plan, which serves as the foundation for learning. Fatimah et al. (2020) conducted a study to analyze the incorporation of collaboration in syllabuses and lesson plans of subject Fikih. Collaboration aspects were discovered in the lesson plans, indicators, learning process, and evaluation, according to the findings. Furthermore, Wulandari, A., et al. (2020) a study was carried out to look into the Integration of collaboration between teachers and students in lesson plans. It shows that the developed lesson plans are oriented towards learning skills and 21st-century skills, namely in the steps of learning activities.

In summary, the study found that in some courses, such as Fikih and English, collaboration is explicitly indicated in lesson plans, as well as assessment. The proportion of collaborative skills, on the other hand, has not been evenly distributed. Those previous studies investigated collaborative skills in non-English lesson plans, while, the current study focuses on English teaching lesson plans.

Collaboration is needed to face challenges in the 21st century. It is significant since collaborative skills are required to be used in every learning activity in Indonesia. It is supported by Piniuta (2019) who stated that collaboration is seen as a core skill in the 21st century. Thus, it is necessary to be investigated because it is one of the skills, which is required by the students according to the 2013 curriculum. Moreover, the primary reason that researchers chose lesson plans for this study is that they serve as a guide for practical learning. According to Ratnawati (2017), a lesson plan is a documented list of actions that take place throughout the teaching and learning process. Eventually, the result of the study is expected to be beneficial for English teachers to improve the application of collaborative skills in the teaching and learning process.

In brief, this research intends to explore the extent of collaborative skills in the existing lesson plans at Junior High School. As a result, the following research questions were developed for this study:

1. To what extent are collaborative skills integrated into the existing lesson plan at 8th grade of junior high school?
2. Which lesson plan's components are integrated with Collaborative skills?

3. Research Method

This study used the content analysis approach, which Ary et al., (2012) defined as a research method for identifying certain elements of textual or visual resources. According to Ary et al., (2012) content analysis is also known as document analysis and may be used to analyze a wide range of documents, including web pages, speeches, textbooks, ads, television shows, sheet music, and more.

Three public schools in Karawang were chosen for data collection for a specific reason. Because the researcher was given the authorization to acquire data sources and was allowed to do so. The data sources were three 8th grade English teaching lesson plans from three in-service instructors at three separate junior high schools in Karawang. One lesson plan was given by SMP A. In addition, one lesson plan was also given by SMP B. SMP C also provided one lesson plan. The data was the verbs that represent the collaborative skills which include in the lesson plan's components.

The data were analyzed by using ACER descriptors. Firstly, the researchers reviewed and selected the lesson plan's components that contain verbs found in descriptions. Secondly, the researchers standardize the verbs and descriptions used to describe collaborative skills. Thirdly, verbs assess which descriptors of collaborative skills they belong to. Fourthly, the information was presented in a table format. Finally, the data were described in more detail in the form of a description. Since this study was limited to only three schools, the findings cannot be generalized to SMP in Karawang

4. Results and Discussion

After collecting and analyzing the data, researchers present the data in descriptive form. Table 1 illustrate the data analysis of collaborative skills in lesson plans, including strands of collaborative skills based on ACER's framework, aspects, indicators, and the data sources which are three lesson plans.

Strands of collaboration skills	Aspects	Indicators	Lesson plans		
			1	2	3
Strand 1: Building shared understanding	Aspect 1: Communicate with others	Learners may ask questions or for clarification, they may also respond to other requests or questions.	✓	✓	✓
	Aspect 2: Pools resources and information	Learners share their resources or information with others	✓	✓	✓
	Aspect 3: Negotiates roles and responsibilities	learner must realise that their participation is required and their contribution is essential			
Strand 2: Collectively contributing	Aspect 4: Participates in the group	Learners may participate when asked or in part of the task	✓	✓	✓
	Aspect 5: Recognizes contributions of others	Learners acknowledge the role of others in the task.			

	Aspect 6: Engages with role and responsibilities	Learners fulfil responsibilities associated with their role, such as following simple explicit instructions			
Strand 3: Regulating	Aspect 7: Ensures own contributions are constructive	learners should work together by sharing information, knowledge and resources	✓	✓	✓
	Aspect 8: Resolves differences	Learners discuss differences of opinion or perspective with others and give careful consideration of the views of others			
	Aspect 9: Maintains shared understanding	Learners act to maintain shared understanding			
	Aspect 10: Adapts behavior and contributions for others	Learners require feedback from others			

Table 1. Analysis of Collaborative skill in Lesson Plans

The first strand is building shared understanding. The strand includes three aspects, namely communicate with others, pools resources and information, and negotiating roles and responsibilities. Aspect 1 includes indicators ***Learners may ask questions or for clarification***. This is found in lesson plans 1, 2, and 3. In lesson plan 1, these indicators are found in the *learning scenario* component where students are expected to be able to *ask questions* about the information contained in the recount text. Furthermore, in RPP 2 the activities included in indicator 1 that Students are expected to *ask questions* about expressions of ability and willingness to take an action. However, in lesson plan 3, this aspect is found where the Students *ask questions* about the information that is not understood from the material on expressions of necessity, prohibition, and appeal.

*“Peserta didik diharapkan **menanyakan pertanyaan** tentang hal-hal yang tidak diketahui atau yang berbeda tentang recount text.”* (lesson plan 1)

Students are expected to ask questions about things that are unknown or different about recount text. (lesson plan 1)

*“Peserta didik diharapkan **menanyakan pertanyaan** tentang ungkapan kemampuan dan kemauan melakukan sesuatu tindakan.”* (lesson plan 2)

Students are expected to ask questions about the expression of ability and willingness to take an action. (lesson plan 2)

*“Peserta didik **menanyakan pertanyaan** tentang informasi yang tidak dipahami dari apa yang diamati siswa atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati.”* (lesson plan 3)

Students ask questions about information that is not understood from what the students observe or questions to get additional information about what is observed. (lesson plan 3)

Then, Aspect 2 includes indicators ***Learners share their resources or information with others***. This is found in lesson plans 1, 2, and 3. In lesson plan 1, these indicators are found in the *learning scenario* component where students are expected to be able to *share their information* about the results of their writing with others. Furthermore, in RPP 2 the activities included in indicator 1 that Students are expected to *share information* about expressing ability and willingness to take any action related to Covid 19. Then, in lesson plan 3 this aspect is found where the Students *Share information* about expressions that have been made based on everyday life. Moreover, Aspect 3 includes indicator learners must realize that their participation is required and their contribution is essential. This is not found in lesson plans 1, 2, and 3.

*“Peserta didik secara kelompok **membagikan informasi** mengenai hasil tulisannya sesuai dengan contoh yang telah dipelajari.”* (lesson plan 1)

Students in groups share information about the results of their writing according to the examples that have been studied. (lesson plan 1)

*“Peserta didik **membagikan informasi** teks tulis sederhana tentang ungkapan kemampuan dan kemauan melakukan suatu tindakan yang terkait dengan Covid 19.”* (lesson plan 2)

Students share simple written text information about expressions of ability and willingness to take an action related to Covid 19. (lesson plan 2)

*“Peserta didik **membagikan informasi** di depan kelas zoom hasil diskusi ungkapan yang telah dibuat berdasarkan dengan keseharian.”* (lesson plan 3)

Students share information in front of the zoom class as a result of the discussion of expressions that have been made based on everyday life.

The second strand is Collectively contributing. The strand includes three aspects, namely Participates in the group, recognizes contributions of others, and Engages with roles and responsibilities. Aspect 4 includes indicators ***Learners may participate when asked or in part of the task***. This is found in lesson plans 1, 2, and 3. In lesson plan 1, these indicators are found in the *learning scenario* component where students are expected to be able to *participate in groups* of 4 team members, each member gets a different piece of recount text. Furthermore, in RPP 2 the activities included in indicator 1 that Students are expected to *participate* in making ideas into a simple written and oral text containing expressions of ability and willingness to take any action related to Covid 19. Then, in lesson plan 3 this aspect is found where the Students *participate in making conversations* that involve the act of giving and asking for information related to imperatives, prohibitions, and appeals, with the correct speech and word stress. Then, Aspect 5 and 6 includes indicator Learners acknowledge the role of others in the task and Learners fulfill responsibilities associated with their role, such as following simple explicit instructions. These are not found in lesson plans 1, 2, and 3.

*"Peserta didik **berpartisipati** dalam kelompok 4 anggota tim, masing-masing anggota mendapat potongan teks recount yang berbeda."* (lesson plan 1)

Students participate in groups of 4 team members, each member gets a different piece of recount text. (lesson plan 1)

*"Peserta didik **berpartisipasi** membuat rancangan/ide menjadi sebuah teks tulis dan lisan sederhana yang mengandung ungkapan kemampuan dan kemauan melakukan suatu Tindakan yang terkait dengan Covid 19."* (lesson plan 2)

Students participate in making designs/ideas into a simple written and oral text containing expressions of ability and willingness to take an action related to Covid 19. (lesson plan 2)

*"Peserta didik **berpartisipasi** dalam membuat percakapan yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan ucapan dan tekanan kata yang benar."* (lesson plan 3)

Students participate in making conversations that involve the act of giving and asking for information related to imperatives, prohibitions, and appeals, with the correct speech and word stress. (lesson plan 3)

The third strand is **Regulating**. The strand includes three aspects, namely Ensures own contributions are constructive, resolves differences, maintains shared understanding and Adapts behavior and contributions for others. Aspect 7 includes indicators **learners should work together by sharing information, knowledge, and resources**. This is found in lesson plans 1, 2, and 3. In lesson plan 1, these indicators are found in the *learning scenario* component where *Students in groups share information*, identify and change present verbs into past verbs appropriately in the prepared recount text. Furthermore, in RPP 2 the activities included in indicator 1 that *Students in groups* share the results of the communicative goals of conversational texts related to expressions of necessity, prohibition, and appeal. Then, in lesson plan 3 this aspect is found where the *Students in groups share the results of the discussion* of expressions that have been made based on everyday life. However, Aspects 8, 9, and 10 include indicators Learners discuss differences of opinion or perspective with others and give careful consideration of the views of others, Learners act to maintain shared understanding, and Learners require feedback from others. These are not included in the first, second, or third lesson plans.

*"Peserta didik **secara berkelompok membagikan informasi**, mengidentifikasi dan mengubah verb present ke dalam verb past dengan tepat dalam teks recount yang telah disiapkan."*

Students in groups share information, identify, and change present verbs into past verbs appropriately in the recount text that has been prepared.

*"Peserta didik **secara kelompok membagikan** hasil tujuan komunikatif teks percakapan terkait ungkapan keharusan, larangan dan himbauan."*

Students in groups share the results of the communicative objectives of the conversation text related to expressions of necessity, prohibition and appeal.

"Peserta didik secara berkelompok membagikan hasil diskusi ungkapan yang telah di buat berdasarkan dengan keseharian."

Students in groups share the results of the discussion of expressions that have been made based on daily life.

Therefore, based on the analyses in table 1, it appears that every lesson plan has incorporated collaborative skills. This is reflected in the fact that the lesson plan indications are included in each lesson. However, the lesson plans seem to integrate these indicators differently, depending on the topic categories that they discuss. As stated by the Ministry of Education and Culture in 2019, the main components of the lesson plan are learning objectives, learning activities, and assessment. As a result, only the component lesson plans, that are part of the main component, are being assessed. Collaboration skills were found in all of the lesson plans, according to the data analysis. However, it is only on specific sections, such as learning objectives and learning scenarios. Meanwhile, there was no evidence of collaborative ability in the assessment section. The teacher does not present the assessment in depth because the lesson plan is only one page long.

5. Conclusion

This study aims to explore collaborative skills in the English teaching lesson plan at three public Junior High schools in Karawang. Contrariwise, the evidence from this study reveals that collaborative skills have not been completely integrated into the current lesson plans. Moreover, collaborative skills were discovered in certain components of the lesson plan, such as learning objectives and learning activities. There was no collaboration found in the assessment section. However, those lesson plans need further revision. Collaborative skill aspect 3, 5, 6, 8, 9 and 10 are supposed to be used in the learning objective sections. Furthermore, it is intended that teachers will use collaborative skills more in the learning activities section. Therefore, the integration of collaborative skills in learning activities needs more improvement.

The study into collaborative skills in the field of English language teaching in Indonesia still requires more research. The findings of this study can be used as a starting point for determining the data to which English teachers support the implementation of collaborative skill learning. Exploring the application of collaborative skill based-learning in the real-world classroom is also critical. For further research, it is suggested to re-aligning the lesson plan design to be in line with the ACER framework. The adjustment is expected to standardize English courses and furnish the students of junior high school with collaborative skills.

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FACE-SAVING AND FACE-THREATENING NEGOTIATION BY LECTURERS: GENDER AND TEACHING EXPERIENCE DIFFERENCES

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Abstract

Teachers' use of language was believed to give impact for the success of language learners in one way or another. As some teachers' speech included managing classroom, giving instructions, and providing feedbacks, it is inevitable that a teacher would use the power and make the students uncomfortable. To soften the speech or lessen the impact to the students, a teacher could use some strategies of politeness inside the classroom. Seeing how linguistic politeness manifested by teachers could generally affect the students' esteem, this study aimed at observing face-threatening and face-saving utterances produced by six lecturers during 6 different lessons in a state university. Combining Brown and Levinson's theory of politeness and Yule's concept of face, this study would also contrast the language production by lecturers of different gender and different length of teaching experience to find out if they were correlated. Under the qualitative method, the researcher carried out class observation, recorded the interaction, and transcribed all of the lecturers' utterances. This study revealed that lecturers generally tend to manage more face-saving acts. However, it showed that most face-threatening utterances were generated by male lecturers. It also indicated that lecturers with longer teaching experience produced more face-threatening utterances, and lecturers with shorter teaching experience produced more face-saving utterances. The fact that female lecturers in this study were dominant in negotiating face-saving acts justified women are more polite than men.

Keywords: face-saving, face-threatening, politeness, gender, teaching experience

1. Introduction

Most people would believe that a competent teacher is the one who is able to provide students the best materials and to teach them using the best method with the best media. In fact, as Brown (2007: 215) states, a teacher's role is also controlling, director managing, facilitating, and resourcing. Considering this matter, the relationship between a teacher and students is, at the first place, determining the success of the student in the classroom. Thus, it is important to note that how the teacher and student are related in the classroom can help the student to actualize him or herself.

Regarding to the teacher-student relationship, language plays important role in class management and the acquisition process of students. It is believed that classroom language also determines the success of teaching and learning activities as well as the medium to enhance students' knowledge acquisition in the classroom (Nunan, 1991, cited in Peng, Xie &

Cai, 2014: 111). The interaction of teachers and students in classrooms creates a particular discourse where both teachers and students are actively participating in constituting intact communication.

Mugford (2011: 59) rephrases that students' different characteristics acquired from their own culture can be altered through classroom interaction. Therefore, a good classroom interaction is necessary for both teacher and student. A good interaction is able to make students develop their abilities in academic or non-academic sense. It is because, inside the classroom, a teacher does not only provide subject materials but also share moral values that will benefit students outside the classroom. For teachers, a good interaction enables them to build a positive relationship with their students so that the gap between them can be bridged by good communication skills. This is the reason why carrying out effective communication in the classroom is very important and cannot be underestimated. A study by Mantasiah and Yusri (2018) proved that teacher's language politeness has a pivotal role in improving students' academic motivation.

In Indonesia, many researches have been done in relation to the language teacher's competence. Anugerahwati and Saukah (2010) reveal that "English teachers in Indonesia have all the four competences (subject matter, pedagogical, social and personal competences), with the personal competence being the most influential in shaping them as professional and exemplary teachers". It reaffirms that the personal traits and abilities of an individual such as self-awareness, relationship skills and confidence are some important indicators to determine the success of English teachers. The personal competence of a teacher can be seen from the way a teacher manages his or her emotions, understands the students' emotions, and manages relationship with the students.

To manage such relationship, teachers are expected to have a wide concept of etiquette or appropriate behavior and thereby use proper language in the classroom. This properness is mostly associated with the application of linguistic politeness. Grundy (2000: 145) says that "politeness principles have been considered to have wide descriptive power in respect of language use, to be major determinants of linguistic behavior, and to have universal status". Furthermore, to be polite in language, people might use indirect speech acts, address others using respectful tone, or utilize polite utterances such as *please*, *sorry*, or *thank you* (Watts, 2003).

In relation to language usage, Coates (2015) argues that gender influences linguistics manifestation. It infers that language variation used by men is different from language variation used by women. Previously, the issuance of language differences between men and women had actually been explained by Brown and Levinson (1987), stating that "women are universally subordinate to men and therefore more polite". However, when applied to the classroom context, is it true that female teachers are more polite than male teachers? And what other aspect correlates to the classroom politeness?

Considering the phenomenon of language use differences and teacher-student relationship in the classroom, the current researcher is eager to explore these concepts under the study of linguistic politeness. In this study, the researcher will investigate the utterances generated by the lecturers as the subject by analyzing the implementation of face-threatening acts and face-saving acts and learn how differences in gender and teaching experience correlates to the lecturers' choice of language. The study aims at showing the phenomenon to the lecturers as well as the teacher and to raise the awareness of the teachers to use polite language during the classroom interaction.

2. Literature Review

2.1 Politeness and the concept of 'face'

The theory of politeness has been long introduced by many linguists. Yule (2010:135) generally says that politeness is same with the action of "being tactful, modest and nice to other people". In the study of politeness, Brown and Levinson's (1987) theory appears as the most famous one. This theory is excessively and frequently used by many researchers who are interested in politeness study. Brown and Levinson's politeness stresses on the concept of 'face', which was first introduced by Goffman in 1967.

According to Brown and Levinson (1987), all members of society have a property, which is best known as 'face'. Brown and Levinson's (1987: 61) definition of face is "the public self-image that every member wants to claim for himself". It shows the presence of people desire in every society to present himself or herself in a good way within his or her environment. This desire may be beyond people consciousness.

The concept of face contains two different aspects which are described by Brown and Levinson (1987: 61) as positive face and negative face. The positive face refers to human's desire to be well thought, admired, respected, and considered as a good person. On the other side, the negative face refers to human's desire to be free from any burden. Regarding the concept of 'face', Yule (2010: 135) considers politeness "as showing awareness and consideration of another person's face". Thus, every individual is described to have positive and negative face that interlocutors should recognize.

When an individual tries to do and says things which lead to other individual's face losing, Yule (2010: 135) calls it as face-threatening acts (FTAs). Song (2012: 27) defines FTAs as "verbal or non-verbal behaviors that violate the hearer's desire to maintain his/her self-esteem and social respect". Following the aspects of positive and negative face, people may threaten one or both face of the interlocutors. If a speaker impedes his or her interlocutor's desire to be admired, the speaker manages to do positive face-threatening acts. For example, a teacher surely expects himself to be addressed with respectful tone such as "Sir", "Mister", "Professor", etc. However, when his student intentionally calls him by his surname, the teacher will feel disrespected and lose his image as a teacher. The act by the student is then said to be a positive FTA. In opposite, if people interrupt his or her interlocutor's freedom, he or she manages to do negative face-threatening acts. For example, a 14-year-old girl orders her older sister to get her book by saying "Give me that book!". The action by the younger sister causes her older sister's freedom to be disrupted, and it refers to negative FTA.

The fact that it is almost impossible to omit the effect of face-threatening acts, people can get the benefit from speech acts which are less threatening. The effort to minimize face loss hereinafter refers to face-saving acts. Yule (2010: 135) writes that "whenever you say something that lessens the possible threat to another's face, it can be described as a face-saving act".

Face-saving acts also cover both positive and negative face. When an attempt is carried out to minimize the loss of positive face, it is called as positive face-saving act. Otherwise, negative face-saving act is an attempt to minimize the loss of negative face. Yule (2010:135) states that positive face-saving acts concern about interlocutors' solidarity (Let's do this together...; You and I have the same problem, so...). On the contrary, negative face-saving acts deal with the interlocutors' imposition (I'm sorry to bother you...; I know you're busy, but...).

The idea to lessen the face-threatening and minimize face loss is mentioned by Brown and Levinson (1987:68) with term 'politeness strategies'. Following them, Song (2012:27) also states that appropriate politeness strategies are needed to deal with FTA and save hearers' face.

2.2 Previous Studies

There have been many studies regarding politeness, face-threatening acts, or face-saving acts in the classroom. Purnomo (2020) in his study about politeness strategies used by teachers in EFL classes revealed that positive politeness becomes the most frequently employed. It implied that the lecturer mostly applied positive politeness in criticizing the students, in order to save the students' face, get closer and give more positive feedback (Heriyawati, Siba and Sulisty, 2019). In term of the differences on the language usage between male and female, Syafrizal and Putri (2020) who conducted a politeness study on university students showed that women were more respectful than male students in general. Another study of politeness on university students by Nurjanah, Santosa, and Rochsantiningsih (2017) also proved that female students were more polite compared to male students. A newer study of politeness investigating language used by male and female high school students towards their male and female teachers claimed that female students were more polite, but male students showed more polite language to their female teachers rather than to their male teachers (Mulawarman et al., 2021). Next, Mahmud (2019) who also explored the politeness strategies of university students found that politeness expressions used by the students were in the forms of greetings, thanking, addressing terms, apologizing, and fillers. In case of teachers' politeness in classroom, Ningsih, Boeriswati, and Muliastuti (2020) who investigated high school teachers indicated that the teachers can already be categorized politely in speech.

3. Research Method

3.1 Research Design

This study was under the scope of qualitative study using Discourse Analysis (DA) approach. The qualitative design was used since the data were in the form of words, and the findings would be explained descriptively (Fraenkel and Wallen, 2006). The DA approach was used to explain how the lecturers' utterances are 'used' toward the students in classroom. When the relationship between form and function in verbal communication is investigated, discourse study can be an instrument to describe the relationship (Renkema, 2004:1). In this case, the researcher found whether the utterances generated by the lecturers were indicating face-threatening acts or face-saving acts and correlate them to the lecturers' gender and teaching experience.

3.2 Research Setting and Participants

This study was conducted in State University of Malang, and the participants were six lecturers in English Department at the Faculty of Letters. The researcher designated three active male lecturers and three active female lecturers as the research subjects, as a matter of comparison. The lecturers who were designed for the current study were teaching six different courses given in the 3rd and 5th semester. Furthermore, after determining the gender of the lecturers, the researcher also considered how long each lecturer had been teaching in the classroom, and grouped them into shorter teaching experience and longer teaching experience. The grouping was intended to show how the length of teaching

experiences influence the linguistic manifestations. The consideration for selecting the six courses is based on the type of the course; skill course and content course. For balance, the researcher intentionally chose three skill course classes and three content course classes. The details are presented in following Table 1.

Course	Availability	Number of Meeting
Intermediate Listening	3 rd semester	2
Speaking for Formal Interaction	3 rd semester	2
Basic Analysis of Poetry	3 rd semester	2
Intermediate English Grammar	5 th semester	2
Translation	5 th semester	2
Cross-Cultural Understanding	5 th semester	2

Table 1. Research Setting

3.3 Data Collection

In this study, the data were collected in two main steps. First, the researcher attended the intended classes and recorded the lecturer-student interaction during the teaching and learning process. As the researcher only observed and recorded data without interfering the teacher-student interaction in the classroom, the researcher belonged to non-participant observer. Non-participant observers are those who come to the research site and take notes of the phenomenon happening in the site without being actively involved in the activities (Creswell, 2012:214). Second, the researcher transcribed the lecturers' speech recorded during the classroom observation and eluded all of non-verbal speech such as tone, intonation, or gestures. In this step, the researcher did the data reduction to sort only the utterances containing interpersonal expression such as requesting, ordering, asking, or inviting done by the lecturers toward the students. In short, to collect the complete lecturers' utterances, the researcher used observation procedure using instruments such as field notes, video recording, and transcription. The process of data collection was carried out until the most recent data did not provide any new information. In short, the researcher did not gather more data when the data were considered saturated.

3.4 Data Analysis

After two-month class observation, the researcher did the process of data analysis. The researcher sorted and classified the interactive utterances generated by lecturers into two types: the utterances include face-threatening acts and those include face-saving acts. The researcher used Yule's theory on face-threatening and face-saving acts as a ground to identify the utterances. Aside from classifying the data into FTAs and FSAs, the researcher also analyzed the pattern of the occurring FTAs and found out the politeness strategies made by lecturers in generating FSAs. Finally, the researcher drew a conclusion based on the findings related to the study. In concluding the findings, the researcher represented the pattern of FTAs and FSAs in lecturers' utterances and referred them to different groups based on the lecturers' gender and teaching experiences.

4. Results and Discussion

4.1 Face-threatening Utterances

After analyzing the data, the researcher found that lecturers generated face-threatening utterances less frequent than face-saving utterances. It was shown by the occurrence of 168 face-threatening utterances compared to of 379 face-saving utterances in twelve-meeting

observation. It indicates that the practices of face-threatening acts were not much and did not take the most part in teacher-student interaction. It violates a study by Senowarsito (2013), who claimed that bald on-record strategy or face-threatening was frequent to use inside the classroom. Despite the unpopular use, among all of the face-threatening utterances, the instructional speech is the most identifiable speech acts in classroom language. It explains that lecturers may manage the classrooms by delivering necessary commands to the students.

Furthermore, among 168 face-threatening utterances, there were 21 utterances indicate positive face-threatening acts and 149 utterances indicate negative face-threatening acts. The huge gap between negotiating positive and negative face-threats shows that expressing damage to the students' freedom is somewhat more usual in the classroom. The negative face-threatening utterances found during the observation are all in the forms of direct instructions.

After observing and analyzing the subject and the data, the researcher found a difference in generating face-threatening utterances between male and female lecturers. The following Table 2 describes numbers of how male lecturers were more dominant in generating face-threatening utterances.

	Positive Face-threatening Utterances	Negative Face-threatening Utterances	Total
Female	14	61	75
Male	7	88	95

Table 2. Gender Differences in Generating Face-threatening Utterances

Aside from gender, the researcher also tried to examine the factor of teaching experience to see if there is a significant difference between a group of lecturers with longer teaching experience and a group of lecturers with shorter teaching experience. The result shows that lecturers with longer teaching experience tended to generate face-threatening utterance more frequent than the other group (Table 3).

	Positive Face-threatening Utterances	Negative Face-threatening Utterances	Total
Longer teaching experience	4	94	98
Shorter teaching experience	17	55	72

Table 3. Teaching Experience Differences in Generating Face-threatening Utterances

4.2 Face-saving Utterances

For the face-saving practices in classroom, the researcher found various uses of face-saving strategies. The researcher noted the use of both positive and negative politeness strategies to lessen the negative effect of face-threatening utterances for students. From the positive face-saving view, the lecturers made use of eleven different strategies: *Notice/attend to H, Exaggerate, Use in-group identity markers, Seek agreement, Avoid agreement, Joke, Offer/promise, Include both S and H in the activity, Assume or assert reciprocity, and Give gifts to H*. Among these strategies, most lecturers tended to use seek agreement strategy to appreciate the positive face of the students.

As for the negative face-saving view, the lecturers made use of six different strategies: be conventionally indirect, question/hedge, minimize the imposition, give deference,

apologize, and impersonalize S and H. Among these six strategies, most lecturers tended to use question/hedge strategy to save the negative face of the students.

Noticing how positive politeness strategies was widely used in the classroom, it is unexpected that, in fact, the utterances which indicate negative politeness strategies were in greater quantities. It was because the lecturers tended to deliver indirect instructions inside the classroom. Therefore, the number of using negative politeness strategies was greater than positive politeness strategies. Among 379 face-saving utterances, 248 were found to be the negative face-savings or negative politeness.

In analyzing face-saving negotiation, the researcher found out that female lecturers generated face-saving utterances more frequently than male lecturers. Although male lecturers also generated more face-saving utterances than face-threatening in one session of a classroom, but the proportion was not as distinct as those generated by female lecturers in one session of a classroom. The numbers of distinction are shown below in Table 4.

	Positive Face-saving Utterances	Negative Face-saving Utterances	Total
Female	113	181	294
Male	18	67	85

Table 4. Gender Differences in Generating Face-saving Utterances

In regard to the teaching experiences, the following data (Table 5) tell that lecturers with shorter teaching experience tended to negotiate face-saving utterances more than lecturers with longer teaching experience inside the classroom.

	Positive Face-saving Utterances	Negative Face-saving Utterances	Total
Longer teaching experience	26	49	75
Shorter teaching experience	105	199	304

Table 5. Teaching Experience Differences in Generating Face-saving Utterances

4.3 Politeness Strategies Utilized by Four Different Groups

The previous explanation says that female lecturers generated face-saving utterances more frequently than male lecturers. However, the variety of face-saving utterances generated by female lecturers was much smaller than those generated by male lecturers. It shows that male lecturers tended to apply various strategies in saving students' face inside the classroom rather than female lecturers did. Similar research conducted by Arriyani (2017) on politeness applied by a male and a female friend confirmed that the female friend talked more confident and did not use fillers or hedges, while the male friend talked nicely and use many fillers or hedges. It shows that men may not be more polite than women, but men know and use more politeness variation to lessen the impact of their speech.

Comparably, although it is said that a group of lecturers with shorter teaching experience tended to negotiate face-saving utterances more than the other group, the data convincingly pinpoint that the other group is more varied in using different strategies of politeness. Instead, the group of lecturers with longer teaching experience was the most creative group in utilizing both positive and negative politeness strategies. The following Table 6 describes its details.

Politeness Strategies		Influencing Factors			
		Gender		Teaching Experience	
		Male	Female	Longer	Shorter
Positive Politeness	Notice, attend to H	√		√	
	Exaggerate	√		√	
	Use in-group identity markers	√		√	
	Seek agreement	√	√	√	√
	Avoid disagreement	√	√	√	√
	Joke	√		√	
	Assert or presuppose S's knowledge of and concern for H's wants	√		√	
	Offer, promise	√	√	√	√
	Include both S and H in the activity		√	√	√
	Assume or assert reciprocity	√		√	
	Give gifts to H	√	√	√	√
Negative Politeness	Be conventionally indirect	√	√	√	√
	Question, hedge	√	√	√	√
	Minimize the imposition	√	√	√	√
	Give deference	√	√	√	√
	Apologize	√		√	
	Impersonalize S and H	√		√	
Total		16	9	17	9

Table 6. Politeness Strategies Utilized by Four Different Groups

In addition to the table above, male lecturers apparently use jokes more often to soften their speech and make the class atmosphere livelier, compared to the female lecturers. Sholikhatin and Indah (2019) who conducted a study of politeness in *Instagram* also stated that the male's comments in *Instagram* tend to employ the strategy of joking about putting the hearer at ease.

5. Conclusion

From the findings, it can be concluded that the practices of face-threatening acts performed by lecturers were not much and did not take the most part in teacher-student interaction. In contrast, the use of face-saving strategies was more various. Furthermore, the researcher found out that female lecturers generated face-saving utterances more frequently than male lecturers. However, male lecturers seem to employ more various politeness strategies than the female group. It reaffirms that language and gender are related, and that patterns of differences in language use between men and women can be observed (Ambarita and Mulyadi, 2020). Likewise, group of lecturers with longer teaching experience was also identified to use more various politeness strategies than lecturers with shorter teaching experience.

The findings of this study are expected to provide remarkable inputs for linguistic and pedagogical sciences and to contribute to the intact development in wider society. More specifically, this study is expected to give benefits for the EFL teachers or lecturers, both theoretically and practically. Theoretically, this current study extends the importance of

pragmatic awareness for lecturers who teach English as Foreign Language. It will broaden the pragmatic knowledge of EFL teacher, particularly in using politeness in English as a foreign language. Practically, the current study is beneficial for a reference to teach pragmatics issues around the classroom environment, especially politeness.

In addition, this study managed to describe some possible expressions that are frequently generated by lecturers implying threatening acts which may impose the students' esteem. Thus, EFL teachers and lecturers should be aware of using such expressions and should find more polite expressions to deliver the instructions. Moreover, it suggests EFL teachers and lecturers to exercise power without negating students' face, as well as to construct comfortable learning atmosphere and to avoid disadvantageous situation in the classroom.

However, due to the limitations of the study, the results were not quite able to represent the generalization. Thus, it is suggested for future researchers who are willing to conduct the similar research to include a larger amount and variety of data so that generalization can be made more reliable. It is also suggested for further studies to consider non-verbal expressions such as tone, mimics, and gestures to see how those expressions complementing the utterances generated by lecturers. The future studies are also expected to manage more research subjects, in this case the lecturers, with more various backgrounds for comparison to figure out how far actually the different background of the interlocutors can affect their language. Thereby, the findings can provide the readers a lot of useful knowledge in understanding the classroom discourse.

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