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COLLABORATIVE STRATEGIC READING IN TEACHING COMPREHENSION SKILLS

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Abstract

The purpose of this mixed-method study was to investigate the extent to which Collaborative Strategic Reading (CSR) serves as an instruction in teaching reading skills developing students' targeted comprehension skills. This study was conducted to 42 participants of eight-grade in one of junior high schools in Sumedang, West Java, Indonesia. The data were collected through observation, students' learning logs, and comprehension tests. The data analysis was conducted in several steps, including statistical analysis of pre- and post-test using Wilcoxon signed-rank test, students' learning logs, and observation. The findings of this study indicated that CSR developed three out of seven comprehension skills, namely *Brainstorming*, *Predicting*, and *Identifying clunks (problems)*. In addition, students' syllabus-targeted comprehension skills were also improved, particularly answering detailed questions and context-driven vocabulary meaning. Moreover, collaborative working through peer interaction appeared to foster students' active engagement in group discussion. The implication of this study was that CSR seemed to be beneficial to be implemented in teaching English reading since this method was relatively comprehensive. However, during the implementation, teachers had to adjust this learning model to suit students' condition and competence.

Keywords: *Collaborative Strategic Reading, reading comprehension strategies, reading comprehension skills, collaborative working*

INTRODUCTION

In the process of acquiring reading competence, English reading in particular, two main problems hinder the language teaching in Indonesia (Mbato, 2013). First, as a foreign language, most of Indonesian students have limited exposure to natural communicative English. Second, although English is used as a medium language in gadget and many students learn English while using them, this seems not to influence the development of their reading competency. Besides, based on informal observation conducted in the classroom and the researcher's experience during teaching, the researcher found out that students' main problem, particularly junior high school (SMP) students, seems to be lack of various strategies whilst comprehension activity. Consequently, that students have to possess comprehension strategies to help them with English comprehension is inevitable. Thus, this study was intended to investigate the implementation of a reading comprehension strategy to enhance students' comprehension skill, namely Collaborative Strategic Reading (CSR); as well as to identify the extent to which CSR can develop comprehension skills of a group of junior high school students.

Review of Literature

Collaborative Strategic Reading (CSR) is an instructional model which was developed by Klingner, Vaughn, and Schumm (1998). CSR was inspired with the studies of Reciprocal Teaching and Cooperative Learning as well as other features of effective instruction, such as interactive dialogue and procedural strategies (Bremer, Vaughn, Clapper, & Kim, 2002; Klingner, et al., 1998; Mohammed, Swanson, Roberts, Vaughn, Klingner, & Boardman, 2010; see also Abidin & Riswanto, 2012). This model is expected to address three common problems in teaching and learning, namely:

“(a) how to adequately include students with disabilities and English language learners (ELL) in text-related learning; (b) how to teach text comprehension strategies that facilitate students’ learning ... ; and (c) how to provide opportunities for students with disabilities to interact effectively with peers” (Klingner, Vaughn, Arguelles, Hughes, & Leftwich, 2004, p.292)

There are four strategies in CSR implemented before, whilst, and after comprehension activity, namely:

a. Preview

This strategy, which is conducted before reading a text, comprises four activities of which purposes are to recall and activate students’ background knowledge and associations about topic of a passage with their peers (Vaughn et al., 2011). According to Vaughn et al. (2011), there are four steps in implementing this stage. First of all, the teacher makes the students know about the topic of a passage and pre-teaches several related or specialized vocabularies which are not familiar to students. Second, students brainstorm or recall what they already know about the topic. Third, students are taught to preview the passage by searching the clues of what the text will be about through reading the title, headings, and graphics to learn the text as much as possible in a very limited time. Finally, students predict what the text might be about and what they will learn from the passage. Throughout Preview activity, students are required to share and discuss ideas within the group and record their discussion, including brainstorming and prediction on their Learning Logs.

b. Click and Clunk

The purposes of this strategy are to teach students to monitor their comprehension while reading, to identify their breakdowns or ‘*clunks*’ (difficulties) in understanding the text, to apply fix-up strategies to *declunk* (resolve) their problems and misunderstandings (Vaughn et al., 2011). The strategy comprises: (1) reread the sentence without the word, think about what word meaning would make sense; (2) reread the sentence before and after the clunk, looking for the clues to determine the meaning of the word; (3) identify key elements in the word (such as prefixes or suffixes); and (4) identify word parts that will help students in understanding the text (Vaughn et al., 2011).

c. Get the Gist

Students are required to restate the most important ideas or the most critical information in each section of a text in their own words to make sure they improve their understanding of what they read and memorize what they have learned (Vaughn et al., 2011). Implementing the strategy, teachers prompt students to identify the most important person, place, or thing in the paragraph questioned and to rephrase the most important idea of them in as few words as possible.

d. Wrap up

This is an after-reading activity of which purposes are to summarize and review the key ideas of what has been learned, to monitor and evaluate what students have learnt for further extend comprehension, and to generate questions based on what they just read and learned (Vaughn et al., 2011).

A large number of studies have been conducted to examine the implementation of Collaborative Strategic Reading to enhance comprehension skills. Some examples of the study investigated the implementation of CSR on adult EFL learners (Alamin & Ahmed, 2014; Al-Roomy, 2013; Fan, 2009; Karabuga & Kaya, 2013; Zoghi, Mustapha, & Maasum, 2010), and on young adult learner (such as Demachkie & Oweini, 2011). In Indonesian context, several studies were conducted in implementing CSR as a learning model for teaching reading comprehension (Novita, 2012; Puspita, Tasnim, & Ariyanto, 2013). However, there has not been many research conducted in the implementation of CSR to junior high school students in EFL setting, particularly in Indonesia. Accordingly, this present study attempted to fill the gap by trying to examine the implementation of CSR in teaching comprehension strategies as well as its implication to students’ comprehension skills of a group of junior high school students. By learning how to comprehend English texts, students are expected to be able to benefit from the implementation of CSR to enhance their overall academic achievement.

METHOD

Instruments

This study was a mix method study conducted both quantitatively and qualitatively. The participants were an intact class of eight-grade students in one of state junior high schools in Sumedang. Most of the participants are Sundanese, having Bahasa Sunda as their mother tongue. Bahasa Indonesia is their second language, thus English is their foreign language. Subjects of the research consisted of 22 male students and 20 female students with age about 13 to 15 years old, though four students were excluded from this study as they did not have complete scores in both pre-test and post-test.

The data were collected through CSR learning logs, comprehension tests – including pretest, post-test, and formative assessment – and observation. Pre- and post-test were intended to measure the significance of students' progress on acquiring the targeted comprehension skills before and after an intervention. On the other hand, formative tests were conducted to measure progress of students' ability in answering comprehension questions related to the objectives as targeted by the syllabus throughout two cycles of intervention.

The focus of English reading was limited to comprehension of narrative, recount, as well as functional texts due to the school curriculum. However, the texts for the research were restricted only to test narrative and recount texts. The reason for using only two types of text was because of the teacher's experience that students had more difficulties in comprehending narrative and recount texts than a functional text. Moreover, adjusting the targeted skill with the curriculum-based learning objectives, two objectives became the focus of this present study: identifying information and identifying reference in narrative or recount text. These objectives were further elaborated into several learning activities for achieving numerous reading skills, as presented in the following table:

Table 1. Learning Objectives and Learning Activities for Eight Grade Students in Second Semester

Learning Objectives	Targeted Comprehension Skills
Identifying various information in narrative text	Finding the meaning of context-driven vocabularies Determining main and supporting ideas Answering detailed questions
Identifying reference in narrative or recount text	Identifying reference

The items tested in each test were 20 questions covering the four targeted skills stated in the table above in both narrative and recount texts. In pre-test and post-test, two types of both narrative and recount texts were used, entitled "Visiting a Mall" and "The Legend of Nyi Roro Kidul". The first formative comprehension test utilized two narrative texts, entitled "Banyuwangi" and "The Ant and The Dove", while second formative test used two recount texts, namely "Firecrackers" and "Travel by Air". The multiple-choice form (close-ended questions) was used, due to its practicality as well as easy scoring and analysis (Fraenkel et al., 2012).

CSR learning logs was used in this study to record ideas or questions when applying the strategies. The logs provide written documentation in their activity before, during, and after reading activity (Klingner & Vaughn, 1998). These logs also serve as a students' guidance which helps students demonstrating the implementation of each CSR strategies (Bremer, et al., 2002; Vaughn & Edmonds, 2006).

CSR learning logs consisted of several sections covering stages before, during, and after reading (Texas Centre for Reading and Language Arts, cited in Bremer et al., 2002; NSW Centre for Effective Reading, n.d.). In '*Before Reading*' section, students were required to write their brainstorm and

prediction of the content of the text based on their prior knowledge. Meanwhile, in ‘*During Reading*’ section, students were required to jot down their difficulties or parts that were hard to understand in the passage as well as to write down the main ideas of each paragraph in the passage. In ‘*After Reading*’ section, questions regarding the content and summary of information obtained from the passage were recorded.

Observation is conducted during the intervention to look at the extent of implementation of CSR strategies during comprehension activity. In this study, behavioral observation was chosen to measure students’ acquisition of CSR strategies as well as the targeted reading skills. In doing so, the researcher employed descriptive field notes and reflective field notes to record a description of events, activities, and people; as well as to record personal thoughts that researcher has during the observation (Cresswell, 2012; Fraenkel et al., 2012).

Data Analysis

The data from the field notes was categorized based on themes, and then classified based on the stages in CSR. After the data had been classified, it was analyzed and interpreted by examining students’ behavior in each implemented strategy in each session.

The written documentations of groups’ activity written in the Log were examined to measure the extent of CSR implementation as well as the progress of students’ comprehension skills in each session. Each of the strategies was analyzed using CSR scoring rubrics proposed by Klingner and Vaughn (2012), in which the score range from 1 (the least proficient) to 3 (the most proficient). In order to ease the computation process, the researcher divided the obtained score with 21 and multiplied the score with 100. Thus, students’ maximum score on their Learning Logs was 100, while their minimum scores was 33,33. After the scores were obtained, they were categorized into three groups: proficient, becoming proficient, and not proficient.

Comprehension tests were used to measure the significance of students’ comprehension skill before and after getting intervention on the implementation of CSR. In order to obtain the answer, a statistical testing was utilized. First of all, normality test was conducted to figure out whether the data was a normal distribution or not. Using Shapiro-Wilk, the result of normality test was as follow:

Table 2 Normality Test of Pre-test scores

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.178	42	.002	.880	42	.000

Table 3 Normality Test of Post-test Scores

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest	.128	42	.080	.910	42	.003

It was found out that the data was not normally distributed. Since it was intended to measure two sets of scores which was not normally distributed from the same participants, the parametric statistical computation used was Wilcoxon signed-rank test, which was a non-parametric test equivalent to the dependent t-test.

FINDINGS AND DISCUSSION

As stated earlier that this study was intended to find out the implementation of CSR to enhance students’ comprehension skill as first question, while the second question was to identify the extent to which CSR could develop comprehension skills of a group of junior high school students.

The Interpretation of Analysis on Comprehension Tests

As indicated before, both pre-test and post-test were administered to 42 students. Pre-test was conducted before the intervention, while post-test was conducted after 3 weeks of intervention.

After the normality of the tests was measured, it was found out that the test was not normal; thus a non-parametric statistical procedure was employed. The researcher employed Wilcoxon signed-rank test as the equivalence of t-test for non-parametric statistics (Laerd Statistics, 2013). After obtaining the result of test Wilcoxon signed-rank test through SPSS, the following result was achieved.

Table 4. Test Statistics

	Posttest - Pretest
Z	-4.145 ^a
Asymp. Sig. (2-tailed)	.000

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

The table indicated that Asymp. Sig (2-tailed) which was showing the coefficient value of Wilcoxon signed-rank was .000. This was a two-tailed computation with level of significance (α) 0.05. Still, the score for two tailed was 0. Because 0 was lower than 0.05 ($0 < 0,5$), the result indicated that there is a positive significant impact of CSR strategies on students' syllabus-targeted comprehension skills before and after getting intervention on CSR as a model of teaching comprehension strategies.

This answers the first research question that CSR strategies gives statistically significant impact in comprehension skills of a group of junior high school students.

The Development of Students' Comprehension Skills

Generally, Collaborative Strategic Reading (CSR) was likely to develop three categories of comprehension skills as proposed by Chamot and O'Malley (1990), namely cognitive, metacognitive, and social and affective strategies. However, not all subskills of cognitive, metacognitive, and social and affective appeared. Throughout the intervention, CSR was likely to emphasize the development of two of six cognitive strategies, namely *brainstorming* (or Imagery), and *predicting* (or Elaboration). Meanwhile, students' metacognitive skill which was developed by CSR was only monitoring comprehension for particular information (Chamot & O'Malley, 1990) which is called *identifying clunks* in CSR strategies.

On the other hand, social and affective strategies that were emphasized by implementing CSR were *Promoting interaction* and *Cooperative social skills*. Throughout the observation, students' comprehension skills appeared to develop in each cycle, particularly in cycle 3 in which students demonstrated a significant development in acquiring the targeted comprehension skills. However, students' development in acquiring the skills is not in line with the result of comprehension tests and the Logs' scores. This findings support the previous study conducted by Zoghi et al. (2010) that the students did not demonstrate significant gains in their comprehension skills though students showed a positive attitude towards CSR.

The result of observation showed that students benefitted from the implementation of CSR since this comprehension model helped them develop the targeted comprehension skills through its four strategies, namely Preview, Click & Clunk, Get the Gist, and Review. Drilling these strategies, students seemed to develop not only their CSR comprehension skills but also their syllabus-targeted comprehension skills.

Meanwhile, the result of the Learning Logs scoring was presented in the following table:

Table 5 Students' Scores of Learning Logs

CYCLES	GROUP									
	1	2	3	4	5	6	7	8	9	10
Cycle 2	57,1	66,7	47,6	33,3	47,6	57,1	47,6	66,7	57,1	52,4
Cycle 3	76,2	90,5	42,9	42,9	76,2	71,4	76,2	61,9	57,1	66,7

From this table, in general students were categorized of 'becoming proficient' as it can be seen that 70% of the total groups (seven groups) demonstrated an improvement on their skills, namely group 1, 2, 4, 5, 6, 7, and group 10. Meanwhile, only 20% of the total groups (two groups) indicated decreasing scores. Only 10% (one group) showed an unchanged score.

The Improvement of Students' Cooperative Learning Skills

In addition to the development of comprehension skills, CSR was likely to promote two out of four CSR Cooperative Learning features, as explained, namely *Promoting interaction* and *Cooperative social skills* (Klingner et al., 2012). As to *Promoting interaction*, CSR comprehension strategies, Learning Logs, and teacher's feedback appeared to promote interaction among the members of a CSR group throughout the intervention.

In turn, this active peer interaction led to the enhancement of *Cooperative social skills*, such as sharing, listening attentively, asking for clarifying, and giving feedback (Klingner et al., 2012) as they gradually appeared to actively interact within their groups. As the field notes indicates, at first, most of the groups seemed to passively interact with their peer. In cycle 3, they appeared to work with their peer better. Students were sharing information they had, asking each other for clarifying their comprehension problems, and giving comment to their friends' ideas and opinion. As the result, the Learning Logs showed that among the three cycles, students developed their comprehension skills the best on the third cycle.

From this finding, it can be asserted that cooperative learning enhances the learning process and the acquisition of strategies. This is also in line with the work of Vaughn and Edmonds (2006) that cooperative working made students involved in learning process.

From the interpretation above, it can be concluded that CSR as an reading strategy is likely to develop three of seven comprehension skills, namely *Predicting*, *Brainstorming*, and *Identifying clunks*. Meanwhile, three other skills are developed in a fluctuated way, namely *Get the Gist*, *Review*, and *Generate questions*. Only *Fix-up strategies* appears not to develop because of students' insufficient vocabularies. From these findings, it can be inferred that CSR seemed not to be effective enough to enhance students' comprehension skills in the research site. This supports the previous study conducted by Fan (2009) and Zoghi et al. (2010) that the participants did not demonstrate significant gains in their comprehension skills. However, these findings answer the second research question that CSR as a model of teaching reading comprehension strategies develops three of seven CSR comprehension skills significantly, develops three other skills in a fluctuated way, and one other strategy which is not developed.

The Development of Syllabus-targeted Comprehension Skills

The second research question was planned to identify the extent to which CSR can develop comprehension skills of a group of junior high school students. As this study focused on the syllabus-targeted comprehension skills, this section will elaborate the finding obtained from formative tests as the instrument for collecting data for syllabus-targeted comprehension skills. The syllabus-targeted comprehension skills included context-driven vocabulary, identifying main idea and supporting idea, answering detailed questions, and identifying reference.

In relation to metacognitive strategies, this learning model was likely to develop students' ability in monitoring and controlling their comprehension (Cromley, 2005), in which students were aware when something did not make sense, were able to detect the lack of understanding in order to be corrected (*ibid*) through processing the information and recognizing what they did and did not understand (Willis, 2008). These were reflected in students' ability in identifying their comprehension problem, which parts they did and did not understand. However, students' improvement in this skill was not in line with their improvement in solving comprehension problems (fix-up strategies).

In addition to this explanation, CSR seemed to give a significant improvement in developing students' social and affective skills. Referring to indicators of social and affective strategies (Habte-Gabr, 2006), students demonstrated five of seven indicators, namely (i) 'I have worked closely with groups in my class who have helped me with language problems.' (ii) 'Frequently, I have worked in groups to solve and discuss tasks in class.' (iii) 'I have used specific strategies suggested by my teacher and others to overcome difficulties with language.' (iv) 'I identified classmates who could help me with the specific English language problems.' and (v) 'I have approached my teacher for specific help with problems with the English language.'

According to the field notes, since students were assigned into a group based on the researcher's grouping, at first most of students were reluctant to work within the group because they were not grouped with their close friends or desk-mates. In the end, most of them could be actively engaged in group discussion.

In spite of this fact, collaborative working, which was emphasized in the entire implementation of CSR strategies, resulted on students' eagerness and active interaction to learn. As they were assigned into heterogeneous small groups, students who were high-achievers were encouraged to help their peers who were low achiever. This kind of participation appeared to foster students' motivation to learn, particularly to learn English as the foreign language in Indonesia.

CONCLUSION

The major conclusion of the study is, despite some limitations, that CSR generally appeared to develop students' particular comprehension skills significantly, namely *Brainstorming, Predicting, and Identifying Clunks*; to develop other comprehension skills in a fluctuated way, namely *Get the Gist, Review, and Generate Questions*; and not to develop another comprehension skill, namely *Implementing Fix-up strategies*. However, since there were only two out of seven implemented strategies that were developed, it could be said that this learning model is not effectively developing students' particular comprehension skills.

There are some limitations of the study. First of all, since this study was conducted to a group of students in an intact class, this study has a little possibility of being generalized. Students' proficiency in different classrooms might be different. These differences may result on the different finding although participants get the similar treatment. Secondly, this study was conducted solely based on the researcher's perspectives. Therefore, there would be any bias and potential loss of objectivity in every stage of the research, in terms of data collection and analyses (Ivanic & Weldon, 1999 as cited in Emilia, 2005). Thus, in order to minimize bias for further research, other observer and assessor have to get involved.

On the other hand, this study suggests the importance of prior knowledge in comprehending a passage. This study revealed that if students did not have adequate background of knowledge, they will encounter problems in comprehending a text. Not only the prior knowledge, but also exposures to many entries of vocabularies will also help students deepen their comprehension. Therefore, the researcher suggests English teachers to put more attention to vocabulary instruction and modified reading materials to be the main part of English teaching and learning. Moreover, it is recommended to implement this learning model to higher level students, like high-school students, as they are expected to have a higher level of thinking than junior-high school students. In addition to this, another type of instruments, such as interview, would be better to be utilized to validate the result from other instruments.

In addition to the findings and limitations of this study, it is recommended for teachers to implement collaborative working as well as the integration of cognitive, metacognitive, and social and affective strategies in the form of Collaborative Strategic Reading. The findings of this study confirm the importance of the integrated reading instruction to teach comprehension skills instead of implementing the traditional method.

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LINGUISTICS, LITERATURE, TOURISM: STUDENTS' TOPIC IN WRITING GRADUATING PAPER AT ENGLISH DEPARTMENT FIB UNSAP SUMEDANG

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Abstract

Academic writing is really essential mastered by students. For this reason, those who want to finish study in any levels of degree must write graduating paper. It becomes one of requirements to get Sarjana, Master, and Doctoral degree. Every program has determined several kinds of topic that the students should select. Basically, this study aims at 1) describing students' topic in writing their graduating paper to get Sarjana degree since 2005-2018; and 2) exploring their reasons of selecting those topics. There are three main theories applied in this study, namely, theory of linguistic, literature, and tourism. To strengthen the main theories Hadaway, Vardell, and Young's statement (2002) is also taken. It is also added by some supporting theoris from Grant (1988), Finegan, Blair and Collin (2000) and others. Then, qualitative research design is appropriate method used in this study. The research site is at Fakultas Ilmu Budaya (FIB) UNSAP Sumedang. While the object of the research was the students and their graduating papers since academic year 2005/2006 to 2018/2019. Hence, to collect data, it was applied observation, interview and library research in order to find out complete documents. Relevant to this, descriptive research was conducted to analyze data by applying some steps. The result shows that most students had chosen topic covering linguistics, literature and tourism. They selected such kinds of topic based on their interest and hobby as their curiosity to know the concept and its meaning, to apply theories, and to understand the description of things. Then, it is focus of topic on certain materials because of their comprehension of the subject. The last is popular themes as choices among other. It can be concluded that students have variety of thinking in selecting topic of graduating paper. This happened because they were motivated by enjoyment to do writing process, curiosity of proving something (theories, social life situation), and comprehension of certain subject.

Keywords: *Linguistics, literature, tourism, topic, graduating paper*

INTRODUCTION

Finishing study at university, most students should write graduating paper, thesis or dissertation. It, indeed, becomes a requirement to get Sarjana, Master and Doctor degree. Writing graduating paper is a must to fulfill curriculum need at the end of study. The aims of this study are 1) describing students' topics in writing their graduating paper to get sarjana degree since 2005-2018 at FIB Unsap Sumedang; and 2) exploring their reasons of selecting those topics. So far, these purposes describe students' critical thinking seeing such problems in real life related to study program. Of course, it is not easy to do for a lot of students.

However, the essential point is the supply of sources. For examples, In the beginning of writing, they should find out a topic for their focus of research. After determining the topic, they must make a proposal to be evaluated. Then, they start to write chapter I, II, III, IV, and V. Every steps must be patient to do. In order to be right in doing this job, they must consult their writing to supervisors. This process needs more concentration and patientness to do because some factors will come up. May be, the problem can be from supervisors, even, from the students themselves.

The difficulties of writing graduating paper automatically take time consuming. Most students can finish their graduating paper almost a semester, a year, even three years. It can be imagined how

hard the process fulfilled. Both supervisors and students must do effective communication so that it can be finished as soon as possible. To do that, the most important factor in selecting appropriate topic is by considering those problems above. Fortunately, through guidance from supervisors, they finally could finish it properly.

Review of Literature

Academic writing has several forms. One of them is scientific work. Abidin, et al (2015: 6) mention kinds of scientific work such as: research paper, working paper, graduating paper, thesis, and dissertation. Meanwhile, Djuhaeri (2001: 9) states that the position of scientific work in the university is very essential which is a part of formal academic demand. According to Djojuroto & Sumaryati (2010: 21) scientific research is essentially application of scientific method in science activity.

Talking about language curriculum in English department, Hadaway, Vardell, and Young (2002: 137) say "Schools emphasize reading and writing skills throughout the grades and across the curriculum; indeed, reading and writing are the processes viewed as most critical to academic success." Their statement indicates that every school keeps curriculum which suggest their students to cope with reading and writing to develop students' critical thinking. Related to the purposes of language teaching and learning, Richard (2002: 2) explains that "language curriculum development refers to the field of applied linguistics that addresses these issues."

Then Hadaway, Vardell, and Young (ibid: 137) also clarify that "writing offers a means of exploring our own thinking, a way to examine what we know about a subject." So far, the aim of writing graduating paper is to motivate students to write problem based on their study program so that they can solve it. In line to Hadaway, Vardell, and Young, Grant (1988: 109) mentions two main objectives of writing skill: a) "to enable the students to consolidate their knowledge of the language; b) to enable the students to respond appropriately in writing those situation that require it." These aims is relevant to develop writing skill of students in order to explore more about the things happened around them. They can talk about themselves, family and society's life. Many topics to be discussed based on problems they observe and comprehend. Fortunately, most of them had understood what they should do.

The first theory used in this study is about linguistics. In language study, Finegan, Blair and Collin (2000: 17) mention that "linguistics can be defined as the scientific inquiry into human language-into its structures and uses and the relationship between them, as well as into the development and acquisition of language." Then, they also state that "the scope of linguistics as discussed in this book includes both language structure (and the grammatical competence underlying it) and language use (and its underlying communicative competence)." Briefly, it covers language structure like phonetic and phonology, morphology and lexicon, syntax, semantics, sociolinguistics pragmatics (Mitchell & Myles, 1998), speech act and conversation, registers, and dialect.

Furthermore, translation also became students' focus to discuss. Here, it was analyzed both technique and adaptation from a novel into film as explained by Choliludin (2007). Here, the most important point is to give a good translation result. Along with him, Yazid (2009: 22) emphasizes the importance of qualified translation is really needed. Then, Malinowski (1965: 11-12) quoted by Tou (1993: 31) explains that translation must always be the re-creation of the original into something profoundly different. Whereas, related to linguistic study, Moentaha (2006: 2) mentions that the mean of translation in language science is as interesting source of data for linguistics especially contrastive linguistics. In addition English becomes an international language in the world and it should be learned as second language in every country. Practical English language teaching and learning process as discussed by Nunan (2003; Harmer. 2001; Brown. 2001) also became a topic for some students to study.

The second theory applied here is theory of literature. Besides linguistic study, English department also invites students to investigate literature. Literature, for some students, is an entertainment of life (Sumardjo & Saini, 1988: 8). They enjoy reading novels, poetry, and drama. Christie (2005: 203, see also Whardhani. 1981) describes three functions of literature, that is, as source of pleasure and entertainment; as a means of exploring social and cultural values of many

kinds, allowing reflection on experience as well as opportunity to challenge experience and values, as a source of exploring the nature of language art; as a means of exploring the nature of language art. Furthermore, literature is divided into two categories, namely, literary work and pop literature. Pop literature, as Damono (2011: 41) states is only gives pleasure at all. Meanwhile, Goldmann as explained by Endraswara (2011:) affirmed that pop works is not literature.

Overall, intrinsic elements given much attention by those who chose literature study. They are elements inside of a literary work. According to Laelasari and Nurlalilah (2006:261; Nurgiantoro, 2010: 23) intrinsic elements are elements which form the literary work itself; elements that cause a work exists as literary work. It consists of theme, plot, character, setting, point of view, language style etc. By reading and watching a work, a student can analyze some elements in it. For this reason, it does not touch the writer/poet/playwright's life at all. Usually, they analyze intrinsic elements using structuralism theory (Ratna, 2011: 327). According to Laelasari & Nurlalilah, (2006:260) extrinsic elements are elements outside of the work itself. It can be background of writer, psychological aspect of writer himself, readers themselves, a work itself, writer's environment, point of view of a nation and other. Less sources in the library and information of certain writers background become problem for students to discuss about extrinsic elements.

The third theory used in this study is about tourism. Tourism has become the greatest opportunity for people in the world. To analyze the real condition of tourism sites, it can be done by conducting SWOT analysis as elaborated by Yoeti (2008: 133)

METHOD

Qualitative research design was applied in this study. It aims to find out students' deeper understanding in selecting topic of their graduating paper. Relevant to this, The closest research site was conducted at Fakultas Ilmu Budaya UNSAP Sumedang where the researcher has been teaching for years. While the object of the research was the students and their graduating papers since academic year 2005/2006 to 2018/2019. To make sure the data were valid, observation, interview and document analysis had been applied to collect data. Interview and observation actually had been conducted since 2005 when some students took final exam of graduating paper. Questions-answers were conducted since they defended their graduating paper in order to get sarjana degree as interview session. So far, it was also explored reasons of choosing the topic in its category, students's curiosity and most popular themes. Document analysis was also conducted in 2022. In addition, library research was more appropriate to support in collecting data. Although the intensive activity had been conducted in 2022, planning of this study had been started since the final examination of graduating paper in 2005. Descriptive analysis was used to describe kinds of topic that students chose whether it was linguistics, literature or tourism, and their reasons to select those topics.

Actually, there are some researchers who had discussed similar topics. First, Altikriti, S. (2022) from Al-Hussein Technical University, Jordan/Amman, did research entitles "Challenges Facing Jordanian Undergraduates in Writing Graduation Research Paper." This study aims to investigate the academic writing challenges and to find out difficulties encountered in writing graduation papers. Second, Zhao, et al (2020) entitled "Comparing Academic Papers of Students and Experts in terms of Linguistic Features with Natural Language Processing." This study purposes to "compare the differences in linguistic features between the papers made by experts and graduate students through natural language processing." The last, is Javed (2019) conducted study about the way to write graduating paper. This research specifically elaborates several problems as they wrote academic papers in a journal.

FINDINGS AND DISCUSSION

Findings

Interview to students who took graduating paper for final examination had been conducted every year. It was done at STBA Sebelas April Sumedang and now becomes FIB Unsap Sumedang. The questions delivered about reasons of choosing the topic. At that time, some students who chose linguistics stated that they comprehended materials and would like to explore much in the research.

They were curious to know more about it in the real life. In addition, some of them might conduct research at schools like vocational school and senior high school related to observe English teaching and learning process. Then those who selected literature as object of research, they said that they liked to watch film, read novel and drama, and listened to music. The last, only a few chose tourism topics due to certain easiness to the research sites and curiosity.

There are at least 235 students noted as those who had taken final examination of graduating paper since 2005-2018. Related to the topic chosen, it was found out 159 mostly talking about linguistics and only a few discussing English language teaching and learning. In the linguistics side, they elaborated topics such as: code mixing-code switching, sign and concept of things, jargon words, locution and illocution, politeness strategy, speech act, meaning, ideology, maxim, symbol, syntactical structure, critical discourse analysis and deixis. The rest of topic discussed about cooperative principle, emoticon, language use, Slang language, and Alay language. In addition, topics of English teaching and learning had explored about vocabulary, writing, speaking, noun phrase, and translation. Here is the list.

Table 1. Linguistics Topics

No.	Focus	Total
1.	Code mixing-code switching	17
2.	Sign and concept	16
3.	Jargon words	14
4.	Locution and illocution	11
5.	Politeness strategy	9
6.	Speech act	9
7.	Meaning	9
8.	Ideology	6
9.	Translation	5
10.	Maxim	5
11.	Symbol	5
12.	Syntactical structure	5
13.	Critical Discourse Analysis	4
14.	Deixis	4
15.	The rest of focus	40
	Total	159

Then topics in literature that students discussed namely: character and characterization, feminism, figurative language, morality and values, intrinsic elements, motives, plot, transformation and adaptation, social conflict and criticism, message, setting, identity and psychoanalysis. These topics taken from genres of literature like novels, films, drama, and songs. To understand more about kinds of topic in literature that had been elaborated by students, here is the list.

Table 2. Literature Topics

No.	Focus	Total	%
1.	Character and characterization	15	23
2.	Feminism	9	14
3.	Figurative language	8	13
4.	Value	5	8
5.	Morality	4	6
6.	Setting	3	4
7.	Motives	3	4
8.	Language style	2	3
9.	Plot	2	3
10.	Transformation	2	3
11.	Social conflict	2	3
13.	Psychoanalytic	2	3
14.	Intrinsic elements	2	3
15.	Message	2	3

16.	Dignity	1	2
17.	Adaptation	1	2
18.	Identity	1	2
	Total	64	100

In other side, tourism becomes the smallest rating among other topics. The object of study consisted of tourism sport, ecotourism and traditional art. Meanwhile, total number of their focus about ecotourism, promotion of tourist sites and potential strategy can be seen below.

Table 2. Tourism Topics

No.	Focus	Total	%
1.	Ecotourism	5	42
2.	Promotion	4	33
3.	Potential Strategy	2	17
4.	Agrotourism	1	8
	Total	12	100

Discussion

Selecting the topic sometimes is hard to do because many aspects should be concerned. Not only like or dislike to the certain topics, attract readers' attention, and give contribution to public or not problems in paraphrase, plagiarism in writing, second language problem, problems in choosing the topic, starting point of research paper (Smith, 2003 in Javed, 2019) but also writing technique should be given much attention. Commonly, the students applied qualitative research design when they did research. Sugiono ((2011) says that qualitative research elaborates problems that have been determined. Then, the title of the research should be specific. In addition, it also reflects problems and variables that will be explored. Actually there are some factors that motivated students to choose topics of study, that is, students' interest and hobby, focus of topic and popular themes. This section should also explore the significance of the results of the study. This section allows you to offer your interpretation and explain the meaning of your results in the findings section. Emphasize any theoretical or practical consequences of the results.

Students' Topics In Writing Graduating Paper

Students' Interest and Hobby

Every student in the university should implement scientific research to prove his understanding of study program he/she takes. While, almost every student confesses that academic writing especially graduating paper is hard to make. It is due to several factors become their problems. Seeing those problems are varies, the students selected based on their ability, whether, it is difficult to elaborate, consumes long time, and needs much cost. The first thing that students decided to select certain topics due to their interest and hobby.

Some students like to explore certain topics in linguistic, e.g. semiotics, sociolinguistics, semantics, psycholinguistics and morphology, and functional grammar. These interests come up as the lecturers explained and discussed material more comprehensively. To do that, those topics were explored in their study because they were curious to know in order to understand more about them. Because of their curiosity, they tried to practice it as an assignment.

As usual, the assignment should be presented and discussed. To make more understandable, the lecturer gave response by explaining students' assignment. Since they comprehended it, they decided to select it as the topic of graduating paper but in different objects. The next step, they tried to consult the chosen topics with the lecturer and identified it with suitable study of linguistics. In fact, exploring linguistic study is the biggest interest for students connected with their hobby of certain objects. It can be seen from the data that there are 159 students who had decided linguistic study for their research' s topics.

Otherwise, some of them preferred to discuss about literature like novel, poetry, drama as text play and drama as performance like film or Korean drama. They love movie, songs/music, and novels so much. These kinds of literary works mostly taken from pop literature. Because of habit of watching and reading they got enjoyment. Finally, they decided to explore those literary works for their object of research. These activities helped them to comprehend content of the object of research. In addition, the most important point is that they enjoy doing activity until reporting the research. This, of course, made their research easier to finish. Mostly, they love Korean dramas, English novels and pop songs. Storey (2010: 138) says that Pop music can have big power.

Meanwhile, only a few students like to explore about tourism. Sumedang keeps many kinds of strategic tourism objects. However, they had not been developed yet to be better. At that time tourism sites in Sumedang needed improvement in all kinds of aspects. Students were interested in exploring about its development by observing to the tourism sites. They tried to find out a lot of information to support their study. Unfortunately, difficulties in finding the source of information including books become problems for students to choose tourism topics.

Focus of Topic

Related to the object, there are three kinds of focus of students' topic. They are linguistics, literature and tourism.

a. Linguistics

Linguistic study become the most challenging topic to discuss in graduating paper as seen in the above table. Motivated by interest and hobby, all students decided to focus on certain object of study. In the linguistic side, they elaborated topics such as: code mixing-code switching (11%), sign and concept of things (10%), jargon words (9%), locution and illocution (7%), politeness strategy (9%), speech act (9%), and meaning (9%), ideology (6%), translation (3%), maxim (3%) and symbol (3%), syntactical structure (3%), critical discourse analysis (2%) and deixis (2%). The rest of topics (25 %) discussed about cooperative principle, emoticon, language use, Slang language, and Alay language.

Apart from linguistics study, translation was also analyzed by two students specifically in term of discussion of transformation and adaptation technique from novel into film. They wanted to know the application of translation techniques and procedures used by translator in translating novel. In fact, the need of books in publication industry requires many kinds of translation. This need is similar with the statement of Barker, Ronald & Escarpit Robert (1976: 50).

Seeing that English as second language in Indonesia, some students also observed English teaching and learning process in the classroom including speaking, writing, vocabulary, and noun phrase learning. Consequently, they went to senior high school/vocational school to take observation and interview. Although they did not learn about method and technique of teaching and learning English, the supervisors guided them to conduct that activity.

As a result, as seen in the data, linguistic studies had been dominating focus of research. It is relevant to Nunan's statement (1988: 1) namely, "the belief that language pedagogy is basically a linguistic rather than an educational matter has led to research which is couched within a linguistic rather than educational paradigm."

b. Literature

In contrast to linguistic study, there were students who preferred talking about literature. They elaborated genre of literature like poetry/song, drama, and novel. "The study of literature provides students with an occasion for focused moral reflection and dialogue, an occasion to examine what informs the moral compass guiding fictional lives." (Bohlin, 2005: 31)

Talking about drama as text play may be just a few people in Indonesian culture like to read literary works. However, in connection with drama as performance developed to a film, most students really love it. For instance, in recent time the things come from Korean like Korean drama and K-Pop dominate popular culture in the world. Here, Fiske (1995) mentions that popular culture is as productive pleasure. Otherwise, only some students are interested in discussing poetry in terms of

structure and figurative language. Waluyo (1995) explains poetry appreciation like structure of poem. Here, only four students elaborated poetry talking about language style and figurative language.

Commonly, topics in literature that students had discussed namely: character and characterization (23%), feminism (14%), figurative language(13%), values (8%), morality (6%), setting (4%), motives (4%), language style (3%), plot (3%), transformation (3%), social conflict and criticism (3%), message (3%), psychoanalytic (3%), intrinsic elements (3%), dignity (2%), identity(2%), and adaptation (2%). On the whole, it can be concluded that analysis of character and characterization is the highest level of focus of study. Then it is continued by study of feminism, figurative language, values, morality and other intrinsic elements topics.

Otherwise, Students had never explored about extrinsic elements topic. They are elements outside of the work itself. Less sources in the library and information of certain writers background become problem for students to discuss about extrinsic elements. Endraswara (2011: 79) explains that sociology of literature views literary work as social document, mirror of social situation, and historical manifest and social cultural condition.

Similar to Endraswara, Escarpit (1958) mentions very close relationship between literary work and society. This topic contains a writer/poet/playwright's life especially since their career of writing; readers/society social, culture, politic, economic life, publishers, book stores, film makers or producer, and so on. It describes how the relationship among them whether it is very close or otherwise. Actually, elaborating writer's life is more challenging activity. Researcher can find out information from books, magazines, newspaper, or even, in the website. Luckily, he can visit his/her house to make an exclusive interview of certain issues if she/he is still alive.

The last is focus of tourism. Indonesia faces big challenges to develop tourism problems. This affects local government management to take policies in improving tourism industry. Sumedang keeps many tourism sites which requires to increase. Tourism industry should provide something to see, something to eat, and something to learn. To know more about condition of Sumedang tourism, some students decided to explore topics regarding ecotourism, its promotion, strategy to develop, and agrotourism. Ecotourism is the biggest topic chosen since Sumedang had been improving some tourism strategic areas.

To analyze the real condition of tourism sites, it was done by conducting SWOT analysis (Yoeti, 2008: 133). Although just a few students in certain period conducted research about tourism, they did it comprehensively. For examples, they interviewed managers and staffs to understand the real condition of the object in terms of its description. Specifically, they also asked about kinds of strategies to increase both quality and quantity of tourism objects. In fact, many kinds of tourism objects in Sumedang were still lack of better management. This influenced much especially to the visit of tourists both local and national. With this purpose, researches from external stakeholders are necessary to evaluate the real condition. That's the point of students' purposes in doing the research about tourism.

Popular Themes

Popular topics are topics that selected based on several aspects. It is chosen almost in every year of writing graduating paper. It affects much since student's friends try to choose a trendy topic of certain subject. In study of linguistics, because of other friends' choice they try to do the similar thing though in different object. Therefore, this phenomenon almost happened in certain period. For example, study about code mixing-code switching, sign and its concept, locution and illocution, jargon words, politeness strategy, and speech act become popular among students.

Then, in literature study, analysis regarding character and characterization, feminism, figurative language, and values to be students' favorite themes almost in every year. The reason is they feel convenient with material. Finally, they also think that they are able to do research. Discussion among friends and consultation with lecturers and supervisors are helpful and as a way to sharpen their understanding. On the other hand, this does not happen to tourism study. In a view that it gives little influence when they explored about tourism. It seems that they did not attract to discuss tourism for

their graduating paper. In fact, this topics were only elaborated in certain period like in 2009, 2010, and 2012.

Commonly, the choice of object based on the things being viral in daily life. The situation and condition of politic, social, economy, culture of the society give ideas to write. Students were interested in certain problems and decided to take research connected with subject they had been learning. During the teaching and learning process, they tried to apply it as assignment to submit. There are some students who continued their assignment to be a real research.

In the final analysis, seeing those phenomena, it had given possitive and negative perspectives. Possitively, it seems easier to do since they can explore the similar topics although it has variative object. However, it does not share much about information. Due to narrow discussion, students are not challenged to discuss other important topics.

CONCLUSION

In summary, to make a better graduating paper, students consider some aspects that make effective process runs smoothly. One aspect which challenges their decision is choosing an appropriate topic. This decision reflects their interest and hobby, focus of study, and popular themes as the main reasons among students. From 2005 to 2018, students of English department FIB Unsap Sumedang took three kinds of main topics, that is, linguistic, literature, and tourism. In addition, in 2008-2011 there were topics of teaching English language conducted at schools. In addition, tourism study was only conducted three times, namely in 2009, 2010, and 2012. Linguistic becomes the most interesting choice for them. Then, it is followed by literature in the second level, and the last is tourism. Therefore, it is important to select suitable topics based on own capacity in order to be easier to do and finish it as soon as possible.

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PERSONALITY TRAITS OF PAULINE IN “EVERYTHING EVERYTHING” NOVEL

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Abstract

Personality has been described as being an individual's characteristic pattern of thinking, feeling and acting across a wide range of situations. It affects how we make decisions, solve problems, handle conflict and cope with stress. This research aims to investigate the character, Pauline Furukawa Whittier, in the novel “Everything Everything” by Nicola Yoon. Pauline is a loving mother but was blinded by the trauma that she got from losing her husband and son. This affects her action in treating her only daughter, Maddy. The Big Five Personality from McRae & Costa (1992) is used to analyze personality traits. The researcher also employed a qualitative research method in collecting the data. The result revealed that Pauline is described as a woman who has neuroticism and conscientiousness. These two personalities are dominant due to Pauline’s traumatic experience that made her really need to be so protective to look after her daughter even by manipulating her own daughter.

Keywords: *Personality traits, conflict, literature, Pauline*

INTRODUCTION

Every human being is born with a distinctive and unique character from one individual to another, either in terms of behavior or personality. This individual characteristic or often known as personality represents those characteristics of a person that account for a consistent pattern of feeling, thinking, and behaving (Pervin & John as cited in Dornyei, 2005) and personality is also one of the human unique factors (Feist and Feist, 2008). Allport (as cited in Nicholson, 2000) also thinks that each individual’s personality is different from others and unique. According to Briley and Tucker-Drob (2014), these differences exist due to genetic and environmental factors.

According to Ryckman (2008), personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influenced his or her cognition, motivations and behaviors in various situations. Mishel (1968) defines personality as the pattern of individual behavior that is manifested and then practiced in everyday life. Personality can be seen from individual traits such as ways of thinking, behavior reaction, emotional response and interaction.

Nowadays, many researchers believe that there are five core personality traits known as The Big Five Personality by McRae & Costa (1992). Big Five Personality is a five-dimensional personality tendency called OCEAN -Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism-

Openness refers to the degree to which one is imaginative, creative, curious and broad-minded. Individuals with a huge amount of Openness would be open with their experiences, and able to describe and tell their inner experiences to others (Cervone & Pervin, 2012). This individual tends to be active, creative, innovative, original, have a wide range of interests, and has a great curiosity about everything.

Conscientiousness involves the extent to which one is well-organized, responsible, punctual, achievement-oriented and dependable. This type highlights the behavior someone does in achieving their goal (Cervone & Pervin, 2012).

Extraversion reflects the degree to which one is energetic, social, talkative, and gregarious. Extraversion commonly known as extrovert is an attitude related to interpersonal interactions (Cervone & Pervin, 2012). Measure the number and intensity of interpersonal interactions, level of activity, and need for stimulation and capacity for excitement.

Agreeableness reflects the extent to which one is warm, caring, supportive, cooperative and gets along well with others. This is an attitude related to friendliness. It is related to what one person does with another person.

Neuroticism means the degree to which one is worried, anxious, impulsive, and insecure. Neuroticism distinguishes emotional balance or emotional stability against negative feelings such as anxiety, nervousness, sadness, emotional insecurity, sentimental, temperamental and depression (Cervone & Pervin, 2012). Additionally, neuroticism identifies individual susceptibility to psychological pressure, unrealistic ideas, excessive desire or drive, and failure to provide appropriate responses.

Table 1. The Big Five Factors are (recreated from John & Srivastava, 1999)

Big Five Dimensions	Facet	
Openness	Ideas Fantasy Aesthetic	Actions Feeling Values
Conscientiousness	Competence Order Dutifulness	Achievement striving Self-discipline Deliberation
Extraversion	Gregariousness Assertiveness Activity	Excitement-seeking Positive Emotions Warmth
Agreeableness	Trust Straightforwardness Altruism	Compliance Modesty Tender-mindedness
Neuroticism	Anxiety Angry hostility Depression	Self-consciousness Impulsiveness Vulnerability

These factors above eventually became known as the “Big Five” (Goldberg, 1981), a title chosen not to reflect their intrinsic greatness but to emphasize that each of these factors is extremely broad. Thus, the Big Five structure does not imply that personality differences can be reduced to only five traits. Rather, these five dimensions represent personality at the broadest level of abstraction, and each dimension summarizes a large number of distinct, more specific personality characteristics.

“Everything Everything” by Nicola Yoon, is introduced to readers about a mother named Pauline Whittier and her daughter, Maddy. Pauline is a single parent due to her husband and son had died in an accident. Since then, Pauline has become so protective of her daughter. Having been traumatized by her loss, Pauline treated her daughter by locking her inside the house. She also created a fake diagnosis of SCID for Maddy to forbid her from leaving the house.

Studies about “Everything Everything” novel by Nicola Yoon has been performed in many pieces of research. More precisely there are some previous studies that had been conducted by researchers in analyzing the personality trait of the characters. First, (Siahaan & Wulan, 2020) conducted research on the teenage relationship of Maddy, Pauline’s daughter. Another newest study on this novel was carried out by (Talumepa, Rorintulus & Lolowang, 2022) who revealed the bravery of the main character, Maddy.

While those two studies focus on the main character, Maddy, the writer finds something unique in the personality of Pauline, Maddy’s mother. With the big-five theory by McRae & Costa (1992), how would Pauline’s personality be represented between those five dimensions and how it is visible in her daily feeling, thinking and behaving towards her daughter is the main gap of this research.

METHOD

This study applied the qualitative method. According to Sahu (2013), qualitative is an approach that aims to explore a phenomenon by understanding the behavior of individuals or groups. The example of qualitative research is the reason why a certain group of people in a particular area prefer a particular type of tea. A qualitative method has been used in anthropology, sociology, philosophy, and almost all fields of social science of inquiry, including applied linguistics (Croker, 2009). In addition, the researcher uses library research since the researcher uses the document to be analyzed in the form of a novel.

This research approach uses personality traits by McCrae & Costa (1992) who emphasized the five dimensions of personality tendencies -Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism- which we can shorten into OCEAN. Each category has a tendency towards certain personalities that help the researcher easier to analyze the data.

The source of the data in this study is taken from the novel "Everything Everything" by Nicola Yoon. A mother's superfluous action in this novel attracts a lot of attention from communities in society. It shows that a mother could do anything for her children including lying to her because of her own anxiety about losing another family member.

The method of supplying data is by referring to the reading technique with the advanced technique of note-taking. Sudaryanto (2016) states that the stage of data, namely taking notes, selecting and removing unnecessary data.

FINDINGS AND DISCUSSION

Personality Traits of Pauline Whittier

After researching, reading, understanding, and analyzing the novel "Everything, Everything", the writer found Pauline Furukawa Whittier's personality traits related to the character. Two personalities are dominant between the five dimensions theory by McCrae & Costa. These personalities reflect in her way of feeling, thinking and behaving toward her daughter, which would be explained in detail in this section.

1. Neuroticism

According to the theory of McCrae & Costa (1992), this personality trait is characterized by sadness, low self-esteem, moodiness, temperamental, worry, self-pitying, self-consciousness, emotional, pessimism, vulnerability, depression, and emotional instability. An individual high in this trait tend to experience mood swings, anxiety, irritability, and sadness. In the novel *Everything, Everything*, Pauline experiences many of these personality traits due to anxiety, depression, sadness, and emotional instability, which is described by her behavior in caring for her daughter, Madeline Furukawa Whittier or as she is often called Madeline.

According to Madeline, she only lived in a specific room made by Pauline, and not just anyone could visit her. In McCrae and Costa's (1992) theory, Pauline's attitude, which limits her daughter's activity, can be categorized as a personality trait of neuroticism since she is always worried about her daughter. We can see it in the following fragment of the story:

In my white room, against my white walls.... There's no one else here except my mother, and my nurse, Carla, who spends all time watching me breathe. I rarely have visitors, and so there's no one to lend my books to. (p.1-2)

From the fragmented story above, we can see that Pauline is trying to ban Madeline from social contact with other people by making this reason as the main problem:

According to my mom, I almost died as an infant. And so, I stay on SCID row. I don't leave my house, have not left my house in seventeen years. (p.3)

Pauline's fear of Madeline's disease makes her overprotective of her only daughter. Another piece of evidence that illustrates Pauline's anxiety in caring for Madeline is when Madeline tells us about the

condition of the food that she must eat every day when they are going to have a Friday Night Dinner with Carla, Madeline's nurse. All the food that Madeline was about to eat was taken very seriously by Pauline. As explained in McRae & Costa's theory, Pauline's actions can be categorized as a personality trait of neuroticism because Pauline has a fear of her child interacting with other people and new things that can make her child sick.

Of course, we have to be careful with the menu because of my allergies, but my mom always makes her version of a cassoulet.... The version that my mom cooks for me contains only white beans cooked in chicken broth. p.26)

From the story above, we can see how worried Pauline is about other substances that can interfere with Madeline's health. She even immediately checked her daughter's temperature when she found Madeline didn't have an appetite after asking about Madeline's recent change in attitude.

"Not hungry?" my mom asks a few minutes later. She presses the back of her hand against my forehead. (p.27)

Not only that, Pauline's anxiety continued as the doorbell rang several times. It intrigues Madeline, but Pauline asks her to stay in her chair.

"Stay here," she says to me (p.27)

In the fragment above, we can see that Pauline's anxiety arises whenever someone else comes to her house. It also makes it impossible for just anyone to enter the house without her permission. Her demeanor sometimes makes Madeline wonder what it's like to be outside and interact with other people, one of whom is their new neighbor. Carla even described Pauline's anxiety toward others who wanted to come by, forbidding Madeline to see who was ringing the doorbell for fear that Madeline's illness would relapse if she met other people. We can see in this fragment of the story:

"Your mother said to stay here." (p.28)

Pauline's emotional instability comes back when she refuses a Bundt cake given by their new neighbor, Olly, who came with her sister, Kara, without letting the cake touch her hands and surprise them. Kara didn't even hesitate to say that Pauline was a rude person.

*"I'm sorry, but I can't accept this."
There's a moment of shocked silence.
"So, you want us to take it back?" Olly asks disbelievingly.
"Well, that's rude," Kara says. She sounds angry and resigned, as though she'd expected disappointment. (p.29)*

Even though Pauline knew she was being rude, she still felt guilty and apologized to them as depicted in the story fragment below:

"I'm so sorry," my mom says again. "It's complicated. I'm really very sorry because this is so sweet of you and your mom. Please thank her for me." (p.29)

But that attitude did not last long. Pauline's fears and anxieties resurfaced when Olly asked Madeline's whereabouts as Madeline described in:

"Is your daughter home?" Olly asks quite loudly, before she can close the door.

“I’m so sorry, but she can’t. Welcome to the neighborhood, and thank you again.” The front door closes and I step back to wait for my mom. (p.29)

From the fragments above, we can see that Pauline experiences mood swings so fast. She even forgets her guilt and seems irritable if other people want to approach her daughter. It strengthens the evidence that Pauline can be said to have neuroticism, as found in McCrae and Costa's (1992) personality traits theory which described: that people who are high in this trait tend to experience mood swings, anxiety, irritability, and sadness.

Another evidence that Pauline is experiencing emotional instability is when she feels guilty and is haunted by the fear of Madeline after refusing Olly and Kara's visit two weeks ago. Pauline finally relented by bringing in Madeline's favorite architecture tutor, Mr. Waterman, as an apology to his daughter. But this attitude raises questions for Madeline because she is not used to receiving guests except Carla. She tells us that it is not easy to enter her house because Pauline is always worried about Madeline's health condition. As she explains in the following fragment:

Having a visitor is a big deal because they have to agree to a medical background check and a thorough physical... It’s a pain to come see me (p.58)

Even though Pauline's neuroticism, her daughter thought visiting her must be very painful. Pauline is afraid of losing her child to a severe combined immunodeficiency disease, making her very strict and limiting Madeline's interaction with the outside world. It clearly proves that Pauline has a high level of neuroticism as stated in *Personality in adulthood, second edition, A five-factor theory perspective*, by McCrae and Costa (1992).

From all the statements above, the researcher concludes that Pauline's neuroticism can cause Madeline to experience the same neuroticism. Even Pauline's neuroticism can give rise to another personality trait that makes her appear manipulative, namely the attitude of someone with a low level of Agreeableness. Thus, researchers argue that neuroticism can cause other personality traits to appear in a person, as Pauline experiences throughout the novel *Everything, Everything*, and that attitude is harmful to a person's mental health.

1. Conscientiousness

As described in the big five theory by McCrae and Costa (1992), standard features of this dimension include high levels of attention, excellent impulse control, and goal-directed behavior. Highly conscientious people tend to be organized and pay attention to detail. They make plans, think about how their behavior affects others, and pay attention to deadlines.

In the novel “Everything, Everything”, Pauline is described as a character who pays attention to detail, is very organized, persevering, punctual, and a hard-working person. It was made clear by her profession as a doctor. Besides that, she is a doctor for her only daughter.

Pauline's attention to detail and organized behavior began with her taking Carla's place to check on her only daughter's health while she was off on Madeline's birthday, as described below:

She stops inflating the cuff...and filling out my daily health log... She puts on her stethoscope... her smile fades and is replaced by her more serious doctor’s face. (Everything, Everything P. 8)

From the fragment above, we can see that Pauline does her job well and professionally, though the patient she checks is her daughter. She watched every movement of Madeline's breath carefully.

Another piece of evidence that shows Pauline's attention to detail and organized behavior is the description of the actions of Carla, Madeline's nurse when she checked Madeline's health while Pauline was working at the hospital. As explained in the following fragment:

She picks up my health log from yesterday, quickly reviews my mom's measurements and adds a new sheet to the clipboard. (Everything, Everything, p.13)

We can see that Pauline always provides a new health log sheet to see Madeline's health progress which Carla fills out when she is not around her daughter as proof that she is organized and pays attention to detail. She even designed a sunroom for Madeline in such a way that it was as if her daughter could play outside as Madeline told us:

The sunroom is my favorite room in the house.... The room's décor is like a movie set of a tropical rainforest. It's filled with realistic and lush-looking fake tropical plants. (Everything, Everything, p.71)

From the fragment above, we can see that Pauline always pays attention to the details of her house so that Madeline can still live a normal life like other children, even if only from inside the house. It is enough to prove that Pauline has conscientiousness based on the personality trait theory of McRae and Costa (1992).

Another piece of evidence that demonstrates Pauline's punctuality is when Carla says:

"Has she ever been late a day in her life?"

And Madeline also said:

I'm not even allowed to be late for Friday Nights Dinners.

From the fragments above, we can see that Pauline is always on time. She even keeps the people and things around her disciplined and well-organized. Based on the evidence above, we can conclude that Pauline has the personality trait of conscientiousness, as stated in the theory of McRae and Costa (1992). It is extraordinary because not everyone can do what Pauline did and should be followed by every reader.

CONCLUSION

After analyzing the personality traits of Pauline Furukawa Whittier, the researcher concluded that Pauline Furukawa Whittier in the novel "Everything, Everything" has a high level of neuroticism since she tends to have emotional instability, and is always worried about losing her daughter. This is due to a traumatic experience 18 years ago which made her lose her son and husband. Therefore, she misused her profession as a doctor by making false diagnoses about her daughter's health condition to protect her children by forbidding her to stay away from her and making her stay at home. In addition, Pauline also has a high level of conscientiousness. She tends to be disciplined and pays attention to details because of her fear that she will have little time for her daughter, Madeline Furukawa Whittier, who is the reason for Pauline's survival. So, she always uses her time wisely and makes Madeline live by the rules she has made.

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DEIXIS ANALYSIS IN THE STORYBOOK “THE MAGIC PORRIDGE POT” BY ROSIE DICKINS

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Abstract

The use of simple words is important to make children quickly understand the story in children's storybooks. Therefore, the role of pragmatics in accompanying simple words is also very useful in telling stories to children. The simple words in the storybook "The Magic Porridge Pot" by Rosie Dickins become the object of analysis in this research. Deixis's analysis in the storybook "The Magic Porridge Pot" by Rosie Dickins is the focus of research based on the theory of Yule (1996). The method used is a qualitative method. Retrieval of data using the method of documentation. The stages of data analysis are through the stages of data collection, data reduction, data description, and conclusions. The findings of this research discuss the types of deixis and reference of deictic expressions in the storybook "The Magic Porridge Pot" by Rosie Dickins using a deixis analysis. The conclusion of this research is that there are 29 person deixis and 6 temporal deixis, so person deixis is dominant in the storybook "The Magic Porridge Pot" by Rosie Dickins. There are also 15 anaphoric references and 10 cataphoric references, so the anaphoric reference is dominant in the storybook "The Magic Porridge Pot" by Rosie Dickins.

Keywords: *Deixis, Anaphoric, Cataphoric, Reference, Deictic Expression, Storybook*

INTRODUCTION

Children's storybooks are books of story that are created for children and are usually accompanied by illustrations or pictures to develop children's imagination and to attract children's attention to be interested in reading the storybooks. Because the children's vocabulary is still limited, children's storybooks use a lot of simple words so that children can more easily understand the story. Pictures in children's storybooks also help children get additional information in understanding the story. Reading children's storybooks can improve children's language skills such as strengthening vocabulary. The moral message in the story can also improve children's social skills.

One of the children's storybooks is "The Magic Porridge Pot" by Rosie Dickins which was published in January 2008. "The Magic Porridge Pot" storybook is a retold story from the "Sweet Porridge" story by The Brothers Grimm. The storybook tells about Hannah, a girl who never had enough to eat. One day Hannah met an old woman then the old woman gave her a magic pot. The pot could make porridge just by saying the magic words. One night the magic pot was stolen by a greedy boy and a bad thing came to him.

The use of simple words that aim to make children quickly understand the story in children's storybooks is interesting to analyze, so the simple words in the storybook "The Magic Porridge Pot" by Rosie Dickins become the object of analysis in this research. Deixis's analysis in the storybook "The Magic Porridge Pot" by Rosie Dickins is the focus of research based on the theory of Yule (1996).

Researchers that have analyzed similar matters are Artika Putri and Made Budiarsa (2018) with the title "The Analysis of Deixis in the Novel the Fault in Our Stars by John Green" about the analysis of types of deixis and the functions of deixis in the novel "The Fault in Our Stars" by John Green.

Lenggahing Asri Dwi Eko Saputri (2018) with the title “Deixis Analysis in First Chapter of The Rainbow Troops Novel: Ten New Students by Andrea Hirata” about the analysis of the types of deixis and the deixis’ relationship between the structure of language and the context in the first Chapter of “The Rainbow Troops” Novel by Andrea Hirata. Waladdin Panggabean (2018) with the title “Deictic Expressions in Nasreddin's Selected Stories” about the analysis of the types of deixis and references of deictic expressions in the book “Nasreddin, A Man with Thousands of Ideas”. Ervina CM Simatupang, Najmah Nur Fadhillah, and Rezky Afihtul Barokah (2021) with the title “Pragmatic Analysis of Deixis in The Novel Fangirl by Rainbow Rowell” about the analysis of the types of deixis, the functions of deixis, and the factors of deixis in the novel “Fangirl” by Rainbow Rowell. Wiwiek Sundari (2021) with the title “An Analysis of Deixis in the Novel of ‘Ketika Cinta Bertasbih 1’ by Habiburrahman El-Shirazy” about the analysis of the types of deixis and the deixis usage in the novel of “Ketika Cinta Bertasbih 1” by Habiburrahman El-Shirazy.

The similarity of this research with previous research is the use of deixis analysis in the book. Meanwhile, the difference is in the results of the research object analysis. This research focuses on deixis' analysis in the storybook "The Magic Porridge Pot" by Rosie Dickins.

In this study, the researcher discusses:

1. What types of deixis are found in the storybook “The Magic Porridge” by Rosie Dickins?
2. Which deictic expressions of each deixis type are included in anaphoric and cataphoric references in the storybook “The Magic Porridge” by Rosie Dickins?
3. What types of deixis and references of deictic expressions are the most dominant in the storybook “The Magic Porridge” by Rosie Dickins?

Review of Literature

The purpose of this research is to identify, analyze, and describe the types of deixis and reference of deictic expressions in the storybook “The Magic Porridge Pot” by Rosie Dickins.

Pragmatics is a branch of linguistics that focuses on the meaning of the speaker's utterances according to the context which has several limitations in the form of participant experience (speakers and addressees) and the participants' social knowledge (Yule, 1996: 3). In other words, the meaning of the speaker's utterances is based on the perspective of the speaker or the addressees and the context.

This research focuses on one of Pragmatic's analysis, namely Deixis. Deixis is a technique of pointing things such as person, place, and time through utterances in language (Yule, 1996: 9). Based on theory of Yule (1996), Deixis is divided into 3 types: Person Deixis, Spatial Deixis, and Temporal Deixis.

Person Deixis

Person Deixis is a type of deixis that is used to refer to someone (Yule, 1996: 132). Person Deixis is divided into three categories: First Person Deixis (I, My, Mine) as a speaker, Second Person Deixis (You, Your, Yours) as an addressee, and Third Person Deixis (He, She, It) as other participants (Yule, 1996)

Spatial Deixis

Spatial Deixis is a type of deixis that is used to refer to a place or the distance between the speaker and the addressee or object. (Yule, 1996: 134). The basic adverbs of place used in Spatial Deixis are “Here” and “There”. There are also the demonstratives (This, These, That, and Those) and the other words (In, On, At, etc.) often used as Spatial Deixis. Spatial Deixis is divided into two terms: Proximal (This, Here, Now), a location that near or closer to the speaker, and Distal (That, There, Then), a location that far from the speaker or closer to the addressee.

Temporal Deixis

Temporal Deixis is a type of deixis that is used to refer to a time when the utterance is spoken by the speaker (Yule, 1996: 135). The basic adverbs of time used in Temporal Deixis are “Now” and

“Then”. There are also the other words often used as Temporal Deixis, such as “Soon”, “Recently”, “Yesterday”, etc.

To further identify the deictic expressions in each type of deixis, this research also focuses on references of deictic expressions. According to Yule (1996), reference of deictic expressions is a technique for identifying deictic expressions. References of deixis consist of two types: Anaphoric and Cataphoric.

a. Anaphoric

Anaphoric is a technique for identifying deictic expressions that refer to something mentioned earlier.

b. Cataphoric

Cataphoric is a technique for identifying deictic expressions that refer to something mentioned later.

METHOD

The results of deixis analysis in the storybook "The Magic Porridge Pot" by Rosie Dickins in this research use a qualitative descriptive method. A qualitative descriptive method is a method of collecting research data in the form of words or pictures (Moleong, 2005: 4). The research data in this research are types of deixis in the storybook "The Magic Porridge Pot" by Rosie Dickins. Based on Sugiyono (2018: 476), the data collection technique in this research is carried out by the documentation method by reading the storybook "The Magic Porridge Pot" by Rosie Dickins and then taking notes to identify the types of deixis. Based on Sugiyono (2012: 91), the data analysis technique is carried out through 4 steps: data collection, data reduction, data description, and ends with drawing conclusions along with data validation.

FINDINGS AND DISCUSSION

Based on data analysis, there are two types of deixis found in the storybook "The Magic Porridge Pot" by Rosie Dickins, namely Person Deixis and Temporal Deixis. The deictic expressions of each deixis type are identified into the reference of deictic expressions: Anaphoric and Cataphoric references.

1. Person Deixis

a. First Person Deixis Singular

- *“I’d LOVE some porridge,” said Hannah.*

The pronoun "I" in the sentence above is person deixis. It is included in the category of first person deixis singular as a speaker. The pronoun "I" in the sentence above refers to Hannah who is mentioned later in the sentence as the speaker of the utterance, so this reference is cataphoric.

- *“I want that pot!”. The boy waited until Hannah went to bed.*

The pronoun "I" in the sentence above is person deixis. It is included in the category of first person deixis singular as a speaker. The pronoun "I" in the sentence above refers to the boy who is mentioned later in the sentence as the speaker of the utterance, so this reference is cataphoric.

- *“Stop!” cried the boy. “I’ll drown in porridge!”*

The pronoun "I" in the sentence above is person deixis. It is included in the category of first person deixis singular as a speaker. The pronoun "I" in the sentence above refers to the boy who is mentioned earlier in the sentence as the speaker of the utterance, so this reference is anaphoric.

- *Hannah sniffed. “I smell porridge!” she thought.*

The pronoun "I" in the sentence above is person deixis. It is included in the category of first person deixis singular as a speaker. The pronoun "I" in the sentence above refers

to Hannah who is mentioned earlier in the sentence as the speaker of the utterance, so this reference is anaphoric.

- *The greedy boy was saved. “I’ll never touch porridge again after this!”*

The pronoun "I" in the sentence above is person deixis. It is included in the category of first person deixis singular as a speaker. The pronoun "I" in the sentence above refers to the greedy boy who is mentioned earlier in the sentence as the speaker of the utterance, so this reference is anaphoric.

b. Second Person Deixis Singular

- *The woman was carrying an empty pot. “Would you like some honey?” asked Hannah.*

The pronoun "You" in the sentence above is person deixis. It is included in the category of second person deixis singular as an addressee. The pronoun "You" in the sentence above refers to the woman who is mentioned earlier in the sentence as the addressee of the utterance, so this reference is anaphoric.

- *“Yes please,” said the old woman. “Would you like some porridge?” “I’d LOVE some porridge,” said Hannah.*

The pronoun "You" in the sentence above is person deixis. It is included in the category of second person deixis singular as an addressee. The pronoun "You" in the sentence above refers to Hannah who is mentioned later in the sentence as the addressee of the utterance, so this reference is cataphoric. The context of the sentence above is when the old woman offers porridge to Hannah.

- *“I’d LOVE some porridge,” said Hannah. “But your pot is empty.” The woman smiled. “That doesn’t matter,” she said.*

The pronoun "Your" in the sentence above is person deixis. It is included in the category of second person deixis singular as an addressee. The pronoun "Your" in the sentence above refers to the woman who is mentioned later in the sentence as the addressee of the utterance, so this reference is cataphoric. The context of the sentence above is when Hannah looked into the old woman’s pot.

- *“I’d LOVE some porridge,” said Hannah. “But your pot is empty.” The woman smiled. “That doesn’t matter,” she said. “You just need to know the magic words.”*

The pronoun "You" in the sentence above is person deixis. It is included in the category of second person deixis singular as an addressee. The pronoun "You" in the sentence above refers to Hannah who is mentioned earlier in the sentence as the addressee of the utterance, so this reference is anaphoric. The context of the sentence above is when the old woman told Hannah about magic words.

- *“You can keep the pot,” said the woman. “Remember the magic words and you will never be hungry again.” “Thank you!” said Hannah.*

The pronoun "You" in the sentence above is person deixis. It is included in the category of second person deixis singular as an addressee. The pronoun "You" in the sentence above refers to Hannah who is mentioned later in the sentence as the addressee of the utterance, so this reference is cataphoric.

c. Third Person Deixis Singular

- *Hannah never had enough to eat. But, when she had some food, she always shared it.*

The pronoun "She" in the sentence above is person deixis. It is included in the category of third person deixis singular as another participant. The pronoun "She" in

the sentence above refers to Hannah who is mentioned earlier in the sentence, so this reference is anaphoric.

- *One day, Hannah found some honey in the forest. Then she saw an old woman.*

The pronoun "She" in the sentence above is person deixis. It is included in the category of third person deixis singular as another participant. The pronoun "She" in the sentence above refers to Hannah who is mentioned earlier in the sentence, so this reference is anaphoric.

- *The woman smiled. "That doesn't matter," she said.*

The pronoun "She" in the sentence above is person deixis. It is included in the category of third person deixis singular as another participant. The pronoun "She" in the sentence above refers to the woman who is mentioned earlier in the sentence, so this reference is anaphoric.

- *From then on, Hannah always had plenty to eat. She had porridge for breakfast, porridge for lunch, and porridge for dinner.*

The pronoun "She" in the sentence above is person deixis. It is included in the category of third person deixis singular as another participant. The pronoun "She" in the sentence above refers to Hannah who is mentioned earlier in the sentence, so this reference is anaphoric.

- *One evening, a greedy boy smelled the porridge. He followed his nose to Hannah's cottage. He saw the pot start to fill with porridge but he didn't see it stop.*

The pronoun "He" and "His" in the sentence above is person deixis. It is included in the category of third person deixis singular as another participant. The pronoun "He" and "His" in the sentence above refers to a greedy boy who is mentioned earlier in the sentence, so this reference is anaphoric.

- *The boy waited until Hannah went to bed. Then he crept in, stole the pot and ran home. He couldn't wait to say the magic words.*

The pronoun "He" in the sentence above is person deixis. It is included in the category of third person deixis singular as another participant. The pronoun "He" in the sentence above refers to the boy who is mentioned earlier in the sentence, so this reference is anaphoric.

- *Hannah sniffed. "I smell porridge!" she thought. She ran outside.*

The pronoun "She" in the sentence above is person deixis. It is included in the category of third person deixis singular as another participant. The pronoun "She" in the sentence above refers to Hannah who is mentioned earlier in the sentence, so this reference is anaphoric.

- *The greedy boy was saved. But he had to eat a lot of porridge before he could go home.*

The pronoun "He" in the sentence above is person deixis. It is included in the category of third person deixis singular as another participant. The pronoun "He" in the sentence above refers to the greedy boy who is mentioned earlier in the sentence, so this reference is anaphoric.

- *As for Hannah, she got her pot back, and no one ever stole it again.*

The pronoun "She" and "Her" in the sentence above are person deixis. It is included in the category of third person deixis singular as another participant. The pronoun "She" and "Her" in the sentence above refers to Hannah who is mentioned earlier in the sentence, so this reference is anaphoric.

2. Temporal Deixis

- *One day, Hannah found some honey in the forest.*

The adverb "One day" in the sentence above is temporal deixis. It refers to the day that mentioned later in the sentence of the day when Hannah found some honey, so this reference is cataphoric.

- *Then she saw an old woman.*

The adverb "Then" in the sentence above is temporal deixis. It refers to the moment that mentioned later in the sentence of the moment after Hannah found some honey, so this reference is cataphoric.

- *Then it stopped.*

The adverb "Then" in the sentence above is temporal deixis. It refers to the moment that mentioned later in the sentence of the moment after the old woman said magic words, so this reference is cataphoric.

- *From then on, Hannah always had plenty to eat.*

The adverb "From then on" in the sentence above is temporal deixis. It refers to the moment that mentioned earlier about the moment when Hannah had the magic pot, so this reference is anaphoric.

- *One evening, a greedy boy smelled the porridge.*

The adverb "One evening" in the sentence above is temporal deixis. It refers to the moment that mentioned later in the sentence of the moment when a greedy boy smelled the porridge, so this reference is cataphoric.

- *Then he crept in, stole the pot and ran home.*

The adverb "Then" in the sentence above is temporal deixis. It refers to the moment that mentioned later in the sentence of the moment after the boy waited until Hannah went to bed, so this reference is cataphoric.

CONCLUSION

In this research, there are two types of deixis and two references of deictic expression found in the storybook "The Magic Porridge Pot" by Rosie Dickins. There are 29 Person Deixis, consisting of 5 pronouns "I", 5 pronouns "You", 1 pronoun "Your", 8 pronouns "She", 7 pronouns "He", 1 pronoun "His", and 2 pronouns "Her". So, the pronoun "She" is dominant in Person Deixis. There are also 6 Temporal Deixis, consisting of 1 adverb "One day", 3 adverbs "Then", 1 adverb "From then on", and 1 adverb "One evening". So, the adverb "Then" is dominant in Temporal Deixis. Between Person Deixis and Temporal Deixis, Person Deixis is dominant in the storybook "The Magic Porridge Pot" by Rosie Dickins. And then there are also 15 Anaphoric references and 10 Cataphoric references. So, the Anaphoric reference is dominant in the storybook "The Magic Porridge Pot" by Rosie Dickins.

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Cultural and Critical Pedagogy Revisited: A Case of Teacher's Agency in a Class with Clash of Values

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Abstract

In some non-English speaking countries, English dominance has, at least since globalization aroused, been a hot debated issue, not merely due to its cultural contents and its ideology to diminish the influence of native languages and their embedded cultures but also its dilemmas which have been striking many students and educators. From the intercultural perspective, English mastery necessitates English cultural contents as cultural competence to achieve, but critically speaking, promoting target culture is a hidden agenda to westernize the people. This study aims to investigate how those two paradigms are at play in English instructions, and how the teacher deals with target and local culture contents. This study is conducted in a micro-ethnography approach. It employs document analyses, classroom observation and teacher-students interactions, and an interview with the teacher to collect the data at one Islamic International School in Batu. The result shows that both target and local cultural contents are conflicted as a consequence of international curriculum and Islamic identity of the school. However, there is also teacher's thrusting personal agenda to mediate both contents and her own culture preoccupation which can be seen from the organization of classroom activities, teacher's feedback, and teacher's conclusion. It is suggested that future research combine both micro and macro levels of analyses from students' and teacher's cultural background and from the classroom activities to schooling process. From the explication of the findings and discussion it is also recommended that the teacher be cautious in selecting teaching materials so as not to evoke culture bias.

Keywords: *Clash of Civilization, Intercultural Paradigm, Critical Paradigm, Critical Applied Linguistics*

INTRODUCTION

In foreign language teaching context, promoting target culture contents can be very sensitive and controversial. This is because a language itself is a means of not only reflecting culture embedded with that very language but also shaping its users with that particular culture. Given that implication, instructional practices in the foreign language instruction cannot easily touch upon those target culture contents. In such condition, thus, language teaching faces a dilemma (Cahyono, 2013) whether promoting target culture-based teaching or using English solely to communicate local cultures of the students. There soar three different bases for culture contents to gain the floor, i.e., promoting the target, the local, or both the target and the local contents.

From the dilemma faced by the teachers in foreign or second language classes, it can be seen that there are two perspectives originating such a separation of the use of culture contents in classroom activities. They are critical perspectives seeking to the project of social and cultural purity and fair judgment as well as intercultural perspectives aiming to bring about intercultural connection and understanding.

Critical analysis in educational practices are profoundly influenced by the belief that education itself is born of ideology to maintain social norm in a society. Language in this case serves as a means to construct this ideology in society (Van Dijk, 1984; Wodak, 2001) with which values and norms are embodied (Glenn Toh, 2012). As a branch of critical language study, the word critical, Fairclough notes (1989), is used "to show up connections which may be hidden from people" and link

multiple modes (visual and linguistic) (Rogers & Mosley, 2008) to their wider social context (Ehrlich, 1998).

Nonetheless, cultural linguists suggest the importance of intercultural approach due to the fact that both home and target cultures may conflict one another. As Corbett (2003) notes that the intercultural approach to second or foreign language teaching targets intercultural communicative competence where both home and target cultures are promoted shaping the students as representatives of both cultures, on the one hand the students understand are able to use the target language to explain their own culture to the native speakers and vice versa. This is also more viable due in part to some institutional, socio-cultural, and even regulation boundaries as the case in Indonesia mentioned above.

The problem is, however, how much equal the two aspects can sit together as Huntington (1996) once said that there would always be a clash between different norms when they bumped into with the fact that the curriculum itself derives from developed nations whose norms and cultures they embrace have very much in difference from ours. Among those debates, however, the most provoking notion is rooted in whether bringing foreign target culture leads to cultural intelligibility or a cultural internalization, whether exposing text and classroom activity about teenagers' habit in the west will merely make them aware of the habit or even imitate it. Unlike orientalists who study eastern cultures solely for pleasures or culture intelligibility without losing their values and identities, Husaini (2005) worries occidentalists, easterners studying western cultures and civilization, who tend to study western values with amazement and for character building while overlooking their own native cultures.

From what critical and cultural linguists have to offer indeed there is a different stance in regards to culture contents, and even agendas, that they take in which the former takes an ideologically revolutionary position aiming to bring about a social change within not only classroom but also society and not to comply with those in power, while the latter is more on the instructional matter, i.e. simply to function language learning to achieve competence, and mutual understanding, i.e. tolerance between cultures.

Some critical research have been devoted to entailing both language for dominance and resistance, using both, in Foucault's words, "strategy" and "tactic". Regardless of the different agendas that are in pursuit, both have several things in common, i.e. emphasizing critical perspectives, focusing on supra-sentential aspects of language, and avoid reified treatment of the language uses.

Language of dominance and culture-laden teachings are commonly found in critical applied linguistics. Gungro & Prins (2011), for example, critically analyze Turkish adult literacy textbook. Their concern is actually scrutinizing how gender inequality is discursively reproduced. They find that the textbook promotes gender bias by depicting women are responsible for households and childbearing, while men are responsible for career and discipline. Concern in feminist issue is also shared by Wilmot (2011). He objects Grade 10 Life Orientation textbooks as promoting gender bias and inequality, for the content privileges male desire and subordinates women.

Some research also depicts negotiations and tensions when those discourses of dominance are at play. McPherron (2008) shows how west-based teaching roles and methods evoke tensions from the students and teachers of China Southern University (CSU). Such tensions are rooted in their on the trail of maintaining their traditional views of Chinese culture and education while fashioning creative and international identities through English language learning and teaching. Kumaravadielu's (1999) observation of MATESOL program in southeastern part of the US, which has previously been alluded to, is also a piece of evidence of such tension.

Conclusively, as the preceding explanation sheds light on, many critical researchers conducted in and with the foci on contents of dominance and of resistance trying to unveil how strategy and tactic are constructed in their own theoretical preoccupation. Limited research is investigated to see how both pop up in the same time and setting, and even more limited research is devoted to analyze how tension or negotiation appearing in instruction when relating to teacher's cultural agenda.

METHOD

This study aims to investigate the way the teacher deals with both local and target culture contents with emphases on whether she values the former, the latter, or even her own culture preoccupation. To touch upon the issue, descriptive qualitative is employed in a micro-ethnography approach which is expected to provide a thorough explication.

Al Izzah Islamic boarding school was chosen as the research site wherein both ideologies, Islam represented by Islamic identity of the school and western represented by international framework of curriculum. Besides, an English teacher who underwent a dynamism of the culture inclinations, formerly the western and currently Islamic preoccupation, was also chosen as a participant.

To collect the data, document analyses, classroom observation, and an interview were conducted. While document analyses covered lesson plan, curriculum framework, and textbook, classroom observations were devoted to see how the teacher's culture inclinations were manifest and also to search for the possibility of a backwash effect from an international test affecting the previous manifestation. To complete the information gathered in the previous techniques, interview with the teacher was used.

To analyze the data collected through the three previously mentioned techniques and to emit findings all the data were triangulated and segmented according to categories of the answer to the research objective. As the research objective seeks to explore the way the teacher deals with culture contents, whether explicit or implicit utterances, based on teacher's inclination to promote particular culture contents, the data were, then, classified into critical or intercultural groups. By this classification, it could be seen whether the teacher negotiated, conflicted, or trusted her cultural inclination.

Categorization of the way the teacher dealt with culture contents also derived from the theory explicated in the previous chapter. Besides, it also contributed how the findings were discussed and explored. Therefore, the theory confirmed the data and played an important role in both analyses and discussions

FINDINGS AND DISCUSSION

Exposing Culture Contents

Regarding how culture contents are promoted in a class, actually both are promoted in the class in a sense that both exists as topics and sub-topics as shown in the subsequent table. Nevertheless, when looking at the curriculum framework not even a single culture content, either local or target content, pops up.



Figure 1. Local and target contents in instruction.

The only coverage it makes is regarding classroom skill activities excluding what topic should be a matter. It seems plain that teacher's cultural propensity encourages her to initiate such culture contents since the book adopted does not contain such topics either.

Likewise, in the English IGCSE speaking test culture contents are not part of the questions. It is found from the past papers the teacher gave the students for a test preparation and also from the observation during the test.

The tendency of employing tactic as the critical resistance can be a preemptive empowerment. In the world where the advancement in technology reaches the degree that has never been before,

which enable people from different cultures to interact and share their ideas, the exposure of different cultures are possible. Students of junior or senior high school may be exposed to the idea of free sex, LGBT (Lesbian, Gay, Bisexual, and Transgender), or at least dating in a liberal perspective either from the media or from their peers affected by the media or migration. The students might also be exposed to terrorism, suicide bombing, or at least barbaric actions in a radical perspective. In those respects, keeping the students isolated will not make them prevented, instead it will make them vulnerable for they might be uneducated and unaware when some time in their lifetime those exposures come to them.

Therefore, from the data presented above, both local and target culture contents are promoted in instructions. Culture contents in instructions are only determined by two factors, i.e. the book adopted, but some parts in the book itself are not covered due to academic matters, and teacher's cultural agenda. From two different factors, as the teacher might exclude contents from the book because of its incompatibility or other academic matters but at the same time include topics to which the teacher is inclined though incompatible, it becomes more evident that teacher's agenda play more substantial portion in her decision in putting any culture contents.

However, findings on culture contents should not only stop up to the points of what topics are they included and integrated, but should also cover what emphasis the teacher puts on the contents and how she positions one culture content before another. Exposing a particular content might not be aimed at promoting but at reprimanding the students of its badness.

Conflicting Culture Contents

As the title suggests, there is a propensity that the teacher conflicts target culture content with the local one. To add the information in the previous findings, even though both contents are promoted, the teacher tend to emphasize her own culture inclination. Say, for example, when she exposes the students with target culture contents like liberalism, valentine's day, and the like, she tends to conflict them with Islamic cultures and norms.

Not only does the teacher underlines the local content, on the other way around, she also conflicts it with target culture content by explaining that feminism in the west has caused another problem like liberalism, lesbianism, gay, transgender, and the like which in turn lead to other bigger social problems. She adds it by saying that such problems only occurs in liberal western civilization and not in Islamic civilization.

The same thing also happens in the third observation when the teacher exposes the students with the topic of Valentine's day across cultures. Initially, the teacher divides the students into several groups and gives them cards regarding different celebration of Valentine in some western countries that they, then, need to present in front of the class. The countries include Finland, Estonia, New Wales, Denmark, Norway, France, and Slovenia.

The instructional practice of integrating pop and current issues, e.g. feminism, of the present study also shares similar trends with Gungor & Prins (2011) and Wilmot (2011), as they arise the issue of feminism and with Duff (2004) as it highlights some pop cultures. However the perspective between those aforesaid research and this present teacher is of course different in that the former values it while the latter sees it as a counterpart.

Note that employing historical explication of what the presentation is concerned on as a tool of resistance has been the concern in critical ground, e.g. Wodak (2001) and Wodak and Meyer (2009). The critical-historical discourse approach aims to make explicit the relations between a particular content and the historical and sociopolitical contexts within which they are embedded. Since the historically previous and present conditions are greatly different be it socially, politically, geographically, and other social boundaries, the content is often filled with paradoxes, contradictions, and inconsistencies, and there lies the importance of making them explicit to the students, to make the students aware of choosing between following or rejecting.

Those are regarding target culture contents or those originating from the west. There are also some findings dealing with local culture contents. It is in the second observation that the teacher gives the students the topic of ISIS in a debate simulation. Another reason why this part is categorized as

local content is that all arguments raised in the debate whether agreement or disagreement are backed up with local perspective, in the case of the school is Islam.

The teacher divides the students into two groups, a pro and a con but not deciding who are in the pro and who are in the con. The students pick the side themselves. They are also given some articles regarding the issue in advance to build their background knowledge so that they can speak about the issue in the debate more confidently and critically.

Even though during the debate the teacher welcomes both arguments, the teacher actually has an agenda that is by emphasizing that the organization is monstrous. This can be seen from the set conclusion given to the moderator who says that the organization has employed bad ways of struggle by killing innocent civilians both muslims and non-muslims. It can also be understood from comments that she gives after the debate ends, "All non-muslims are our enemies, is it credible? We all contra to Isis right ...". The topic in the debate is absolutely absent in both curriculum neither national nor international framework and students' book. However, the teacher implies that she just wants to warn the students the badness of the group owing to the fact that some teachers who, do not really support it though, could have an extreme and fundamental views on for example non muslims and the like. In conclusion to the findings which regard to the problem, whether the teacher negotiates or conflicts both diametrical culture contents, the teacher does conflict the target culture contents by emphasizing local culture contents. However, some local culture contents are also the area that she conflicts even when there are some other teachers who do nearly present a quite fundamental religious idea to the students. It is plain to this analysis that no matter which culture contents are brought forth by the teacher, still teacher's understanding and perception on such contents, be they local or target cultures, play more roles on her classroom conditioning.

The idea from Hinchey (2004) is perhaps accurate in this matter that the teacher should first reflect on her standard of ideas about which are good and which are bad which will shape the idea of what teaching should be. Reflection on her past and future will also help her figure out the purpose of teaching as the teacher reshapes her commitment and idealism on teaching she has made as well as her training she has been through. The teacher should also need an in-depth understanding of how their objectives and consequences toward particular culture contents since those contents might be followed up by the students through actions and perceptions.

As Giroux (1992) points out that language teachers serve as "cultural workers", it makes no wonder that the present teacher exposes the students with dynamic cultural milieus. However, she is not a worker in a sense that she always complies with other educational subjects, curriculum developers through the curriculum with which the teacher needs to teach and the institution within which the teacher needs to adapt, neither does she needs to see eye to eye with other teachers, students, and parents.

Indubitably, environments whether academic or social stratum and academic superintendents whether institutional or governmental layers do play roles in teacher's cultural and academic inclinations, but she also has personal agenda to fulfill whether negotiating or conflicting the matters. Personal inclination of the teacher pertains to the transmitted cultures covering what topic she should raise, how she introduces, develops and organizes the idea, what activities she employs, and how she draws a conclusion from it. Thus, born out of personal environments, teacher's cultural inclination is heavily textured with many interwoven elements.

In addition to both resistance and compliance, cultural understanding will always be dynamic no matter how heterogeneous or homogeneous the environment is since cultural inclination that a person holds is not something fixed and even there is no discrete level of resistance for heterogeneity or level of compliance for homogeneity. So, the fact that the teacher negotiates or conflicts two different culture contents is owing to what she was inclined to and what she is exposed to.

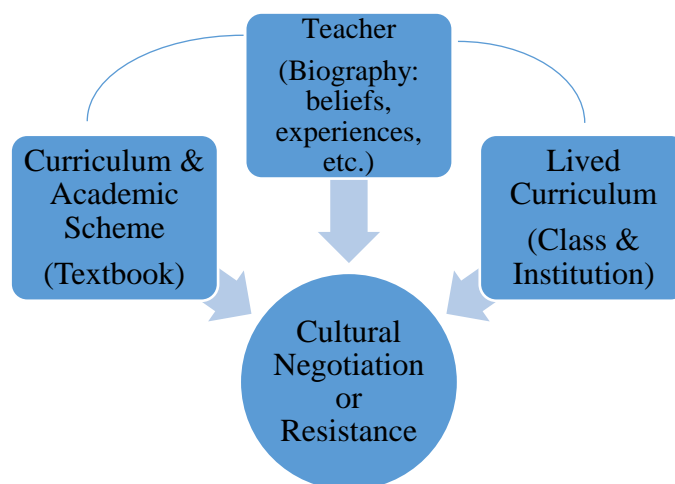


Figure 2. Processes of Culture negotiation or resistance adapted from Duff and Uchida (1997)

As the above model illustrates, curriculum framework and lived curriculum are interacting reciprocally with teacher's personal factors which, in turn, mediates negotiation or resistance which are dynamic in nature. Dynamism of cultural inclination of the present teacher did occur with the fact that she was originally a liberal person but changed to be more Islamicly embedded due in part to school's regulation and environment and also her family as well as personal choice. However, although she negotiates and undergoes a change in her thought, still some conflicts happen not only in her previous cultural predilection, i.e. western liberal culture, but also in her current milieu which is Islamicly inclined.

Furthermore, when it comes to the teacher's decision in putting culture contents in her classroom activities categorization and explication can still be made, i.e. direct and indirect transfers from three different aspects. It can be said that both curriculum and institution are in an indirect transfer. Curriculum and academic schemes as well as lived curriculum in the form of environment and institutional scheme can affect teacher's decision in the form of encouragement or enforcement meaning that the teacher can follow that simply because she agrees with that and whenever it is different from her cultural inclination she will change her "ground". Yet, the teacher might also be enforced for she disagrees with school's standpoint be it from its principal, head of institution, or institution as a whole. Note, however, from the critical perspective its analysis of power and resistance differentials may also apply here. Though instructed, she can still have a chance to cast doubt or even cast aspersion and then emphasize her own ideas. Thus, teacher's inclination gives more direct transmission to her choice of culture content promotion.

What is more, in teacher's case, contradictions sometimes arise between what the teacher believes or commits to do, on the one hand, and what actually transpire between the schooling process and outside the school. She says, for example about students having boyfriend, that she would reprimand them if it happens at the school but would not do strictly like that outside the school.

Critically speaking, the teacher does conflict the mainstream idea in each western-based topics she brings forth to the students with local culture. Nonetheless, some local cultures are also problematized meaning that the teacher has her own cultural inclination. The picture, thus, draws de Carteau's (1984) idea that the teacher does not always comply with ideas exposed to her. It resembles discourse of resistance in classroom setting. The fact that the teacher asks for the students' commitment to avoid target culture contents is also in line with critical pedagogues, like Lather (1991), Luke (1992), and Ellsworth (1992), who puts forward the importance of counterhegemonic agenda in classroom activities.

Mediating Two Diametrical Culture Contents

The notion of in what setting it is suitable is also on the verge of the debate. Firstly, it devalues or at least shows inconsistency between school's norm and teaching of men-women relationship. Other research also bring forward the issue of how the text emphasizes the model of men-women interaction, for example Gungor & Prins (2011). Secondly, in line with Fairclough (1992) and Duff (2004), one of the characteristics of ideology-laden discourse is those which 'help' the non-educational and culture as well as ideology-laden contents 'colonize' academic domain like textbook, teaching media, and other teaching and learning resources.

Perhaps, moderating both interests while acknowledging both critiques is what the teacher can do meaning that she or he should have a limit of mixing culture contents and still highlighting its home identity since nowadays it is impossible to keep the students isolated without being exposed to the otherness. Besides, there should also be a chance to mixing culture contents. Thus, a glance through both mainstreams of language teaching gives interesting pictures from both but at the same time alerts the teachers to the limitation of both, and these "changing winds and shifting sands" give a moderate position toward both mainstream to lessen the intensity of resentment between the teacher and the students, and presumably, between among teachers themselves. The teacher can also classify contents from any culture sources which are acceptable and unacceptable, and promote the former while reprimand the students the negative side of the latter like what the present teacher does by taking.

Therefore, in each teacher's classroom activity the many layers of cultural negotiation and resistance will be vivid, but the extent of how much negotiation or resistance on either local or target culture contents is made is not really discrete and fixed since it ebbs and flows. However, when it regards interculturality, the aim and the way the teacher touches upon culture contents will make it different from critical agenda.

Besides, the idea of unfixed and dynamic level of inclination also complements the previously made-separation between target and local culture promotions since its promotion cannot sufficiently be seen from which culture is exposed to the students, like what should be said to the teacher who exposes a particular culture content but aims to cast aspersion? It is also, then, important to see how that culture is organized is actually at essential play. It can be shown by how the teacher organizes and develops particular ideas toward that very content, as well as draws a conclusion from it.

CONCLUSION

The major conclusion of the study is that despite some limitations, to be outlined below, with respect to interculturality, the teacher does promote both culture contents in her classroom activities, but she does not target the goal of interculturality as it is like mutual understanding and negotiation of both cultures. She aspires it to her personal beliefs that there are good and bad sides and manifestations from both contents where she can take some and leave the others. The principle that is inclined to her beliefs, in addition, is rooted in local culture, i.e. Islamic values, as and identity to which she is attached and constructed.

Teacher's cultural inclination, indeed, partakes in which culture should be valued as a good thing for the students to do and embrace, and which should be devalued. It does not contribute to, on the other way around, select which materials or topics should be exposed to the students, for such consideration is more academic than cultural nor critical. Still regarding consideration in choosing topics and materials, in some cases, however, critical and cultural reasons are deemed important that they can go beyond academic level such as bringing topics not necessarily required by the curriculum framework to classroom activities. The target to pursue in such topics, likewise, is also more on critical and cultural considerations than academic one. In such occurrence, thus, academic scheme has its side, and cultural and critical agenda also has their own side to consider which topics and materials should be used, where both considerations have their own targets to pursue.

The way the teacher values and devalues or conflicts both contents, additionally, can be seen not from which topic should be brought forth but from the way she develops idea of the discussion and presentation. It can also be seen from the resources that the teacher gives to back up background

knowledge of the students, and also from the way and what conclusion she draws from classroom activities.

Apropos the context whether the teacher negotiates both cultures for the sake of interculturality or conflicts them for the sake of cultural and critical emphases, as aforementioned, the teacher does conflict both cultures. Not only does the teacher criticize target culture contents, but she also criticizes local culture content. She aspires to her own cultural inclination of the local one when criticizing both contents.

Suggestions

While the scope of this study has been confined mostly to treating the classroom as a self-contained minisociety, it is suggested that future research call for the need of conducting a combination of micro and macro-ethnography for this matter. It should not only investigate teacher's role but also any other schooling issues such as variables of the students, institution, government, and stakeholders. Those who have pioneered such projects are educational ethnographers such as Cazden (1988), Erickson (1991), and Hymes (1996).

It is also suggested that language teachers be aware of culture bias or any ideologically driven educational scheme that will evoke resentment from the students. Even if it does at least the teacher aspires to more humane and equitable norms. In so doing, the teacher should not accept any materials, curriculums, or any other language schemes, be they institutionally or governmentally inclined, as the way it is, there should be adjustment and probably modification as to its interconnection with students' background knowledge and culture. Some pictures or topics in the book, for example, can be appropriated with the students' culture which depict muslim women wearing veil, in the context of Islamic school.

The teacher should also make culture contents balanced like promoting both critical and intercultural perspectives. It can be done by, for example, conflicting some diametrical culture contents but in the same time promoting cross culture understanding by acknowledging the difference, i.e. without casting aspersion to the "otherness".

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JAPANESE CONDITIONAL EXPRESSIONS AND INDONESIAN EQUIVALENTS

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Abstract

There are many things that need to be considered in the translation process, especially the disclosure of messages from the source language into the target language. The message must be in the target language's closest and most reasonable equivalent. Meanwhile, not all languages have the same equivalent or are even close to other languages. Likewise, even though Japanese and Indonesian both have these expressions in conditional expressions, it is necessary to examine the equivalents between them. This research was conducted by examining the data of conditional sentences in the novel "Botchan" by Natsume Soseki and its translation into Indonesian. The method used is the descriptive method using the distributional study method. The way to collect data in this study is to select and separate sentences containing Japanese conditional expressions (~To, ~Ba, ~Tara, and ~Nara) translated into Indonesian conditional expressions to become *apabila*, *jika*, *kalau* and *seandainya*, from the whole novel. Then do substitution or replacement techniques. The result of the research found is the conditional form ~to the equivalent is *apabila*, *jika*, *kalau*; the conditional form ~ba is *apabila*, *jika*, *kalau* and *seandainya*; the conditional form ~tara is *apabila*, *jika*, *kalau* and *seandainya*; the conditional form ~nara is *apabila*, *jika*, *kalau* and *seandainya*. Conjunctions that mean requirements, between one and another can be substituted for each other, but this can also be determined from the nuances contained in the sentence, the conjunctions *apabila* and *jika* contain more formal nuances, while *kalau* tends to be more neutral. As for *seandainya*, it means something that is unlikely to even happen.

Keywords: *Japanese conditional expression, equivalent*

INTRODUCTION

Translating is basically changing one form into another (Larson, 1984:3 in Simatupang, 2000:1). The other form in question can be the form of the source language or the target language. Translation certainly has a big influence on our lives, with translation, information about any knowledge becomes wider. Therefore, knowledge of translation becomes one of the important things in language study.

Translating the source language into the target language is not easy. There are many things that need attention, especially the disclosure of messages from the source language into the target language. The message conveyed must be in the closest and most reasonable equivalent in the target language, whereas not all languages have the same or even close equivalent to other languages. This is what sometimes becomes an obstacle in translation.

Likewise, between Japanese and Indonesian, the process of translating Japanese text into Indonesian is not easy. Not all vocabulary in Japanese can be translated into Indonesian one by one. Differences in natural, social, and cultural conditions between Japan and Indonesia can result in the absence of a word in one of these languages. Japanese and Indonesian both have conditional expressions, so it is necessary to examine the equivalent words between the two. This matching is intended to facilitate the translation process of Japanese conditional expressions into Indonesian.

Conditional expression in Indonesian is usually marked by the presence of connecting words such as *andaikan*, *andaikata*, *seandainya*, *seumpama*, *apabila*, *asal*, *asalkan*, *bila*, *bilamana*, *jika*, *jikalau*, *kalau*, *manakala*, *sekiranya*, *dalam mana*, *tanpa* (Nardiati, et al. 1996). In contrast to Indonesian, which has many synonyms in conditional expressions, Sutedi says (Nihongo no Bunpou,

2002) in Japanese there are four conditional expressions that are commonly used, namely the use of the form \sim ば, the use of the form \sim たら, the use of the form \sim と, the use of the form \sim なら.

In Japanese, the four forms of conditional expressions each have different conditions. Meanwhile, in the conditional expression, the Indonesian language does not have any conditions for its use. Not all conditional expressions in Japanese can be used in all kinds of sentences. Whereas conditional expressions in Indonesian can be used in the same type of sentence without any exceptions. The above differences make it difficult for Japanese translators to match Japanese conditional expressions into Indonesian. Therefore, this research will describe the differences in conditional expressions in Japanese and their equivalent in conditional expressions in Indonesian.

Review of Literature

1. Translation Theory

Translating is basically changing one form into another (Larson, 1984:3 in Simatupang, 2006:1). The other form in question can be in the form of a source language or target language. A more complete definition of translation is transferring the meaning contained in the source language into the target language and re-creating it in the target language in forms that are as reasonable as possible according to the rules in force in the target language. So, what is transferred is meaning, not form.

Larson (1984:6 in Simatupang, 2000:3) suggests that to obtain the best translation, translation must: a) use reasonable forms of the target language, b) communicate, as much as possible, the meaning of the source language as intended by the speaker of the source language to speakers of the target language, and c) maintaining the dynamics of text the source language, namely the impression obtained by the native speaker of the source language or the response it gives must be the same as the impression and response of the target language's speaker when reading or hearing the translated text.

2. Equivalent Words and Meanings

Not all vocabulary in Japanese can be translated into Indonesian one by one. Differences in natural, social, and cultural conditions between Japan and Indonesia can result in the absence of a word in one of these languages. For example, the words *kotatsu*, *yukata*, *kimono*, and *tatami* do not have exact equivalents in Indonesian, because these objects do not exist in Indonesia. Even for words that can be matched into Indonesian, not all of them can be matched. Especially when it comes to words that are polysemous both in Japanese and in Indonesian, there will be several words. For example, the word *memakai* in Indonesian, in Japanese can be matched with several words, including *tsukau*, *mochiiru*, *yato-u*, *shiyō suru*, *kaburu*, *kakeru*, *shimeru*, *kiru*, *haku*, *hameru*, *suru*, and others. Conversely, the word *hiku* in Japanese, and in Indonesian will be: *menarik*, *membuka*, *memainkan*, *masuk angin*, *menggilas*, *memasang* and so on. There are so many synonyms in both languages, it will be difficult to find the equivalent in each language. Comparison of the meaning of words between Japanese and Indonesian, there are at least four kinds, namely: (1) words that have no equivalent, (2) words that can be matched one at a time, (3) words that have an equivalent of more than one, and (4) the paired words become phrases.

3. Definition of Conditional

According to Keraf, conditional in Indonesian are marked by conjunctions, namely *jika*, *andaikata*, *asal*, *asalkan*, *jikalau*, *sekiranya*, and *seandainya* (Gorys Keraf: 1991). In the Oxford Advanced Learner's Dictionary, conditional is the form of a verb that expresses a conditional action (2000:270). Alwi (2003:404) argues that conditional is one of the semantic relations between clauses in multilevel compound sentences. Meanwhile, multilevel compound sentences are sentences that consist of more than one preposition, so that they have at least two predicates that cannot be combined into one unit so that they are in the form of two or more clauses, which have a subordinate relationship. That is, one is the main clause, while the other is a subordinate clause (Alwi, 2003:40).

4. Conditional expressions in Indonesian

In a sentence that contains a conditional element, we can call a conditional sentence. As for the meaning according to Keraf, conditional in Indonesian is marked by the presence of conjunctions,

namely *jika*, *andaikata*, *asal*, *asalkan*, *jikalau*, *sekiranya*, and *seandainya* (Gorys Keraf: 1991). There are two meanings of conditional in Indonesian, presuppositions and conditions (Keraf [Indonesian Grammar], 1991:41).

In this study, conditional expressions will only be limited to four words: *kalau*, *apabila*, *jika* and *seandainya*. Look at the definition of each of these words.

a) *Apabila*

The word *apabila* in the Big Indonesian Dictionary (2005) has the meaning *jika* or *kalau*.

(1) *Apabila keadaan mengizinkan, tahun depan saya akan meneruskan kuliah.* (KBBI, 2005)

According to Djenar, *apabila* tends to be more formal than *kalau*. Usually more widely used in a variety of writing, songs, or public announcements. Besides that, the word *apabila* is also very rarely used in conversation with friends. The word *apabila* can be shortened to *bila*, this does not change its meaning.

(2) *Kami akan naik haji tahun depan apa(bila) tidak ada aral melintang.* (Djenar, 2003:147)

b) *Jika*

The word *jika* is a conjunction to mark a condition (promise); *kalau*.

(3) *Jika hari tidak hujan, saya akan datang.*

(4) *Intan itu jika terbenam di pelimbahan sekalipun, intan itu tiada akan hilang.* (KBBI, 2005)

According to Djenar, *jika* is the same as *apabila*, its characteristics are more formal and poetic than *kalau*. Not used in informal conversations with friends, and is more often used in writing, songs, or public announcements. Both *jika* and *apabila*, can be placed either at the beginning or in the middle of a sentence.

(5) *Jika ada rezeki, kami ingin mengunjungi Singapura.*

(6) *Jangan membuka Computer itu jika tidak mau komputer anda terserang virus.*

(Djenar, 2003:147)

c) *Kalau*

In the Big Indonesian Dictionary, the meaning of the word *kalau* is a connecting word to mark conditions

(7) *Kalau keluar, harus izin dulu.* (KBBI, 2005)

In his book, Djenar states that *kalau* is the most common and neutral word to use in conditional expressions. Not too formal, but not informal either, so it can be used in a variety of situations. The word *kalau* can be placed at the beginning of a sentence or in the middle of a sentence.

(8) *Kalau hujan, kita tidak akan pergi.*

(9) *Saya tidak mau ikut kalau kamu tidak menjemput saya.* (Djenar, 2003:147)

d) *Seandainya*

The word *seandainya* in KBBI means *seumpama*, *andaikan*, *andaikata*.

(10) *Saya mungkin tidak akan selamat, seandainya Anda tidak ada disana.* (KBBI, 2005)

Seandainya is synonymous with *seumpama*, but the word *seandainya* is more formal and is usually used when we want to express something that is unlikely to happen. *Seandainya* can be placed at the beginning or middle of a sentence.

(11) *Seandainya saya milyuner, saya akan membeli kapal pesiar yang mewah.*

(12) *Kami akan berpesta besar seandainya kami menang lotre.* (Djenar, 2003:148)

If we look at the words that have the meaning of a condition, then we can see that almost all these words have almost the same meaning, both *jika*, *kalau*, and *apabila (bila)*, "as a word to express conditions". Even though if examined further, all these words accompany subordinate clauses which act as conditions for the occurrence of the main clause.

The meaning of *syarat* and *pengandaian* is almost the same. The difference is that the *syarat* can be fulfilled, while the *pengandaian* is almost impossible to fulfill.

5. Conditional Expression in Japanese

According to Shigeyuki Suzuki (1972), the conditional form is the form used as the predicate of the clause in a compound sentence, where the clause is an adverb or conjunction phrase. A conditional form is a form that shows the important thing to form a situation which is shown at the end of the sentence from the main phrase as well as the closing phrase. Meanwhile, according to Sutedi (2009), conditional expressions or *jouken bun* in Japanese can be interpreted as conditional sentences or can also be said as conditional sentences. The types of conditional sentences in Japanese in general in Nihongo no Bunpou Andobakku (2002: 398) are as follows:

a. *Katei jouken* / shows conditional supposition

The suppositional conditions show the uncertainty of 「前件」 Zenken's truth (clause). In this case, the word 「もし」 can be used. The forms of conditional expressions that can be used are

「ば」、「たら」 and 「なら」

b. *Anjijitsuteki jouken* / indicates an anti-factual condition

Anti-factual conditions reveal things that did not happen or are contrary to reality and presuppose that if things that are not really become a reality, then what will happen next. The forms of conditional expressions that can be used are 「ば」、「たら」 and 「なら」

c. *Kakutei jouken* / denotes a condition of certainty

The certainty condition indicates that the events in 「前件」 Zenken (clause) will happen. The form of conditional expression that can be used is 「たら」

d. *Jijitsuteki jouken* / shows factual conditions.

Factual conditions indicate that *kouken* (main sentence) is an event that has occurred (fact). The forms of conditional expressions that can be used are: 「たら」 and 「と」.

METHOD

The method used in this research is the descriptive method. This method describes that research is carried out based on existing facts. More clearly, Djajasudarma stated that the descriptive research method is a method that accurately describes the characteristics of the data according to the nature of language.

The study method used in reviewing the research data is the distributional study method. This study method is used based on the consideration that each language is related to one another to form a unified whole. (Saussure, 1916 in Djajasudarma, 1993: 60)

The type of data is qualitative data from *jitsurei* and *sakurai* sentences. The data sources used in this study are sentences containing conditional expressions in Japanese, taken from a novel entitled "Botchan" by Natsume Soseki. Meanwhile, the sentence data that states conditional expressions in Indonesian are taken from the translation of the same novel entitled "Botchan: Si Anak Bengal" which is translated directly from the Japanese novel by Jonjon Johana.

The way to collect data in this study is to select and separate sentences that contain Japanese conditional expressions (~To, ~Ba, ~Tara, and ~Nara) which are translated into Indonesian conditional expressions to *jika*, *apabila*, *kalau* and *seandainya*, of the entire novel.

The technique used in connection with the distributional method is the substitution technique. The replacement technique is a technique for determining the degree of similarity in class or category of replaced elements or substitute elements with replacement elements (Sudaryanto 1993:48 in Sutjiati, 2008). In relation to distributional studies, the advanced techniques that are commonly used are omissions, substitutions, insertions, expansions, transfers of elements, and paraphrases. The advanced technique used in this study is the substitution technique (extension). Through this technique, the writer will examine conjunctions (~To, ~Ba, ~Tara, and ~Nara) that express conditionals in Japanese which are then matched into conditional expressions in Indonesian. In this case, the conjunctions (~To, ~Ba, ~Tara, and ~Nara) are equated with the conjunction *jika*, *apabila*, *kalau* and *seandainya*, whether they can be substituted or not and whether the meaning is acceptable in Indonesian or not.

FINDINGS AND DISCUSSION

In this study, the data used came from Japanese novel "Botchan" by Natsume Soseki and their translations is entitled "Botchan Si Anak Bengal". The Japanese novel has 70 pages, while the translated version has 233 pages.

Sentences that become the data in this study are sentences that contain Japanese conditional expressions in the original novel and Indonesian conditional expressions in the translation. The Japanese conditional expression is ~と、~ば、~たら、~なら. The conditional expressions in Indonesian are apabila, bila, jika, kalau and seandainya.

The novel "Botchan" found sentences containing conditional expressions in Japanese as many as 215 sentences. It consists of 51 conditional expressions sentences ~と, 56 conditional expressions sentences ~ば, 21 conditional expressions sentences ~たら, and 87 conditional expressions sentences ~なら. As for these sentences, translation into Indonesian varies, consisting of kalau, jika, apabila, and seandainya.

From the results of the research data analysis, it can be concluded that:

conditional form ~と : apabila, jika, kalau

conditional form ~ば : apabila, jika, kalau and seandainya

conditional form ~たら: apabila, jika, kalau and seandainya

conditional form ~なら: apabila, jika, kalau and seandainya

Conjunctions that mean requirements, between one and another can be substituted for each other, but this can also be determined from the nuances contained in the sentence, the conjunctions apabila and jika contain more formal nuances, while kalau tends to be more neutral. As for seandainya it means something that is unlikely to even happen.

CONCLUSION

Furthermore, in general, Japanese conditional expressions 「と」、「ば」、「たら」 and 「なら」 is more likely to be compared to the word *kalau* in Indonesian. This shows that the word *kalau* is more commonly used because it has a wider scope and is more neutral in nature, can be used in a variety of written or verbal forms, not too formal but also not said to be informal, so it can be used in various situations. This is in accordance with the theory mentioned by Djenar (2003).

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IMPLICATURE ANALYSIS OF ABDUR'S STAND UP COMEDY ON KOMPAS TV

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Abstract

This study tries to analyze the implicature in Abdur's stand-up comedy on Kompas TV specifically to explore the types of implicature and the most dominant type of implicature used. A qualitative descriptive study with observation and note taking technique instrument were employed in this study. The result of the analysis showed that of the 11 data found, 4 data are conventional implicatures and 7 data are conversational implicatures. the number of occurrences of the most dominant type of implicature is conversational implicature (conventional implicature) with 7 data. This shows that the speech in Abdur's stand-up comedy contains many implications with the meaning of the word itself.

Keywords: *Implicature; Pragmatics, Stand-up Comedy*

INTRODUCTION

Humans are social beings who cannot be separated from human relations, namely social relations. One form of social relations that exist between humans is interaction. An interaction can run well because of communication. Communication is a process in which two or more people form or exchange information between each other (Rogers & Kincaid, 1981). One means of communication is language.

Language as a system of arbitrary sound symbols is used by people to communicate, work together, and define themselves (Chaer, 2011). With language, humans can interact with other humans to convey information. Given that language as a communication tool has an important role in human interaction, learning related to language never reaches an end point.

One branch of linguistics that studies of language use is pragmatics. Pragmatics is the study of meaning conveyed by speakers and interpreted by listeners (Yule, 2014). In other words, pragmatics is a linguistics which studies and examines a meaning in speech between speakers and speech partners, which is influenced by the context of the conversation. In the pragmatic context, the meaning contained in an utterance is called an implicature.

Grice (1989) defines implicature as something that can be implied, suggested or intended by the speaker as something different from what the speaker literally said. Therefore, to understand the speaker's message, the listener must be able to guess the intended meaning because the speaker often conveys more information than what he actually said. Speakers can convey messages either explicitly or implicitly. Grice (1989) argues that there are two kinds of implicature, namely conventional implicature and unconventional implicature or conversational implicature. We often encounter the form of implicature in everyday life, one of which is in stand up comedy. Stand up comedy is a comedy performance art performed by one performer or what is commonly called a comedian. One of the comedians who often use implicatures in his comedies is Abdurrahim Arsyad, the runner-up of the Stand Up Comedy Indonesia (SUCI) 4 television program on Kompas TV. In his comedies, Abdur always includes elements of criticism of the government. However, he conveyed the criticism in an interesting and humorous way. One way is by using diverse and poetic language. Several uses of the language used in Abdur's comedies contain implied meanings from what is actually said. Based on this, the researcher is interested in examining more deeply the

meaning of implicature and the types of implicature used in Abdur's jokes on the stand up comedy show on Kompas TV.

In this regard, several pragmatic studies, especially regarding implicature, have been carried out by previous researchers. First, research conducted by Tri Indrayanti (2021) with the title "Analisis implikatur percakapan dalam tayangan video para tokoh sebuah Universitas di Surabaya" The results of this study found three forms of conversational implicature, namely special, general, and scale conversational implicature. Among the three types, each produces thirteen scale conversational implicatures, eighteen special conversational implicatures, six general conversational implicatures.

Second, research conducted by Selly, Isnaini Leo Shanty and Legi Elfitra (2021) with the title "Analisis implikatur video viral Mak Beti pada media sosial Youtube edisi Januari-Maret 2020" The result of this research obtained two kinds of implicature, conventional implicature and conversational implicature. There are five utterances that contain conventional implicatures, there are nine utterances that contain general conversational implicatures, there are four utterances that contain conversational implicatures at scale, and there are thirteen utterances that contain specific conversational implicatures.

This study has similarities and differences with the two studies above. The similarities are that they both research implicatures and are under the same umbrella theory, namely Pragmatics. The difference is only in the object of research. The researcher hopes that this research can provide a deeper understanding of implicatures and can strengthen previous studies.

Pragmatics is a branch of linguistics that studies the structure of language externally, namely how the unit of language is used in communication. Communication success occurs when there is an understanding between the speaker and the interlocutor or in other words the speaker understands the intent of the interlocutor.

One part of the study of pragmatics is implicature. Grice (1989) revealed that implicature is a theory of how meaning may be implied rather than stated. The point of this is that the meaning in the implicature is not seen from the written meaning or the actual meaning, but the meaning from the perception of the listeners.

According to Grice (1989), implicature is divided into two, namely conventional implicature and non-conventional implicature.

1. Conventional implicature Conventional implicature is an implied or understanding that is general and conventional. Everyone in general already knows and understands the intent or the implications of a certain thing. Conventional implicature is non-temporary meaning that the meaning is more durable. Examples of conventional implicature:

"Gendis is Sundanese, so she speaks softly and politely"

The implicature of this utterance as a Sundanese, of course, Gendis will act politely, understandingly and not self-assertive.

2. Conversational implicature or unconventional implicature

Conversational implicature is an utterance that implies something different from what is actually said. An example of non-conventional implicature, a mother who orders her daughter to make her father drink is simply conveyed as follows:

*Mom: Ica, the water that was boiled in the kitchen is already boiling.
Ica : Yes, mom. Coffee or tea?*

From the illustration above, the information given by the mother to her child also implies an order to make her father a drink and the child understands the implications given by her mother.

Therefore, researcher is interested in studying deeper meaning implicature in Abdur's joke on the stand-up comedy show on Kompas TV and based on the explanation above, this study aims to:

1. Knowing the types of implicature used in Abdur's stand-up comedy,
2. Knowing which type of implicature is the most dominant in Abdur's stand-up comedy.

METHOD

This study uses a qualitative descriptive research method with a pragmatic approach. Qualitative descriptive research is for research that produces analytical procedures that do not use statistical procedures and only describes results based on facts on a variable, symptom, or situation. The source of the data in this study came from a video on Stand Up Kompas Tv's YouTube Channel "Stand Up Comedy Abdur: Anggota DPR Sudah Gila dari Awal - SUCI 4" which was uploaded on May 24, 2020.

The research data is in the form of utterances that contain implicatures in Stand Up Comedy delivered by Abdur. The first stage is data collection. The data collection technique in this study is the observation and note taking technique. The listening technique is a technique used to obtain data by listening to the use of language in informants' conversations. The note-taking technique is an advanced technique from the listening technique used to obtain data by recording the findings relevant to the research. The second stage is to analyze the data. The researcher filters out speeches that contain implicatures. After that, the data is processed and analyzed based on the theory, then described in depth. The last is to conclude the results of the analysis that has been done.

FINDINGS AND DISCUSSION

Result

Based on the research that has been done, the researcher has collected the data that the researcher has obtained, namely all utterances that contain conventional implicatures and conversational implicatures in the video "Stand Up Comedy Abdur: Anggota DPR Sudah Gila dari Awal - SUCI 4" Of the 11 data found, 4 data are conventional implicatures and 7 data are conversational implicatures.

Discussion

Data 1

"Each of your laughs at the end of the material is a passion for us"

"Setiap tawa kalian yang ada di ujung materi itu adalah semangat bagi kami"

The context of the above utterance is Abdur conveying to the audience that the audience's laughter is an encouragement for the comedians. From the utterance above, everyone knows when a comedian is making a joke and the audience laughs at his joke, that means the comedian's joke is successful. Therefore, data 1 is categorized as a conventional implicature.

Data 2

"92%, if in horse racing, that means we bet on horses that are high"

"92%, kalau dalam balapan kuda, itu berarti kita bertaruh pada kuda yang giting"

The context of the above utterance is Abdur illustrating the possibility of failure when running for members of the DPR. The utterances above are categorized as conversational implicatures, because when the speaker said this utterance, the hearers can catch the speaker's intended meaning without background knowledge of context. The implied meaning in Abdur's utterance above is that a

horse that is intoxicated is a horse that is unconscious, thus the horse will fail in its race. Likewise with people who nominate themselves to become members of the DPR, it is very likely to fail. This utterance belongs to generalized conversational implicature.

Data 3

"8% chance of winning, in a game of chess that means we only use two horse pieces. That's a wild horse"

"Peluang 8% menang, kalau dalam permainan catur itu artinya kita cumin pakai bidak dua kuda. Itupun satu kuda liar"

The context of the above utterance is Abdur illustrating the chances of winning when nominating himself to become a member of the DPR. The utterance above is categorized as conversational implicature, because when Abdur said the utterance, the audiences can understand it without having a background knowledge of the context. The implied meaning in Abdur's utterance above is that when we play chess using only two horse pieces, it will be difficult for us to win. Especially if using a wild horse, which is very difficult to tame. Likewise, when running for office as a member of the DPR, it will be difficult to win.

Data 4

"Yesterday, he made a very nice business card. Complete with a photo like Ursula without bangs, like that"

"Kemarin, beliau buat kartu nama bagus sekali. Lengkap dengan foto seperti Ursula potong poni, begitu"

The context in this utterance is Abdur telling his father who had just made a nice business card with his father's photo on it. However, Abdur indirectly said that his father's photo was not as good as an Ursula without bangs. The above statement is categorized as conversational implicature, because Abdur does not directly say that his father's photo is ugly, but by likening it to Ursula without bangs. Where Ursula with bangs alone looks ugly, especially without bangs.

Data 5

"Once the KPU came for the socialization, it turned out that this year's ballot papers did not have any photos of the candidates. My father was immediately stressed. Yes, because if there are no photos of the candidates, how will the people there choose to vote? Most of the people there are still illiterate"

"Begitu KPU datang untuk sosialisasi, ternyata di surat suara tahun ini itu tidak ada foto Caleg. Bapak saya langsung stres. Iya, karena kalau tidak ada foto Caleg itu bagaimana masyarakat disana mau memilih. Masyarakat disana kan rata-rata masih buta huruf"

The context of the utterance above is Abdur telling how the conditions of the people in the NTT area are on average still illiterate. Meanwhile, on the ballot papers there are no photos of the candidates as a tool to make it easier for the illiterate people. So, it is very likely that the people in NTT will choose or use their voting rights carelessly because of limitations in recognizing letters and readings. The utterance above is categorized as conventional implicatures.

Data 6

"Friends, we have been limping for 16 years in reform, deceived by politicians who are said to provide evidence not promises"

“Teman-teman sudah 16 tahun kita tertatih dalam reformasi, ditipu oleh para politisi yang katanya berikan bukti bukan janji”

Based on the utterance, everyone knows that politicians often break their promises until now. So, the above utterance is included in the conventional implicature category, because whoever heard the utterance did not need a special context to interpret it.

Data 7

“But, as soon as there is a cry from a minor in the corner of the country, they are busy looking for a coalition, not a solution”

“Tapi, begitu ada tangis seorang minor dipelosok negeri, mereka sibuk mencari koalisi bukan solusi.”

In the utterance above, there is an implied intention that Abdur wants to convey. Abdur implicitly wants to convey that when there are ordinary people in remote villages who have complaints against the state, the government seems indifferent, more concerned with organizational affairs. Based on this, data 7 is categorized as conversational implicature.

Data 8

“That's why, if someone says "Ah the DPR members are crazy", "Hey, they were crazy from the start”

“Makanya kalau ada yang bilang “Ah anggota DPR itu gila”, “Hei, mereka itu sudah gila dari awal”

In the utterance above, there is an implicit intention that Abdur wants to convey. The implied meaning is that members of the DPR are considered crazy, even before they become members of the DPR. Therefore, it is not surprising that there are unscrupulous members of the DPR who are negligent in their duties. For this reason, data 8 is categorized as conversational implicature.

Data 9

“How will they choose, the letter A is just like Mount Krakatau, they think it is alif lam”

“JANGAN mau memilih, huruf A besar saja macam Gunung Krakatau saja mereka pikir lam alif.”

The context of the utterance above is Abdur explaining how severe illiteracy is experienced by people living in NTT. In the utterance above, there is also an implied intention that Abdur wants to convey. Abdur wanted to convey that the illiteracy experienced by the people in NTT was very severe. So, let alone choosing candidates for DPR members who are considered good, they have difficulty distinguishing letters.

Therefore, data 9 is categorized as conversational implicature.

Data 10

“The votes of people who voted because of analysis and the votes of people who voted because they were paid, both count as one”

“Suara orang yang memilih karena analisa dan suara orang memilih karena dibayar, sama-sama dihitung satu”

In the utterance above, there is an implied intention that Abdur wants to convey. Abdur wanted to convey that during the voting, there were still individuals who committed fraud by giving bribes to certain members of the public to vote for them. In addition, the votes of those who really voted because of the analysis and the votes of those who were bribed are still counted the same. Based on the explanation above, data 10 is categorized as conversational implicature.

Data 11

“That's why friends, don't have abstentions, because all of us who are here and those at home are Indonesia's hope. So that people who have been crazy from the start are not elected in this year's election”

“Makanya teman-teman jangan ada yang Golput, karena kita semua yang ada di sini dan yang ada di rumah adalah harapan Indonesia. agar orang-orang yang sudah gila sejak awal tidak terpilih di Pemilu tahun ini”

In the above utterance, Abdur wants the whole community to exercise their right to vote as well as possible, so that people who are crazy about positions or people who commit fraud will not be elected. Whoever heard the utterance did not need a special context to interpret it and the audience could still understand what Abdur meant. Therefore, data 11 is categorized as conventional implicature.

CONCLUSION

Based on the results and discussion that have been described above, there are several things that become the conclusions in this study. First, according to Grice's theory, the two types of implicature are found in Abdur's stand-up comedy videos, namely conventional implicature and conversational implicature. Of the 11 data found, 4 data are conventional implicatures and 7 data are conversational implicatures.

Second, based on the number of occurrences of the most dominant type of implicature is conversational implicature (conventional implicature) with 7 data. This shows that the speech in Abdur's stand up comedy contains many implications with the meaning of the word itself and does not require special conditions to draw conclusions.

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AN ANALYSIS OF FACTORS INFLUENCING LEARNERS' ENGLISH SPEAKING FLUENCY AT JUNIOR HIGH SCHOOL

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Abstract

There have been a lot of studies that already investigated the effects of the factors of speaking fluency, however not many were investigating the common factors influencing Learners' English speaking fluency in Junior High School. This study was concerned about it. The participants were composed of 32 students of grade IX. The data were collected through questionnaires. Answers are measured through straightforward options with "yes" or "no" options, and descriptive quantitative were used to explain the phenomenon in depth and within its real-world context by collecting data from students. As a result, the study discovered that there are some factors that affect English speaking fluency, they are cognitive and affective factors. The study could be used to help teachers better understand their students' speaking difficulties, and find appropriate ways to teach them efficiently.

Keywords: *Speaking Fluency, cognitive factor, affective factor*

INTRODUCTION

Studying English as a Foreign Language requires students to learn all language skills. They are listening, speaking, reading, and writing. Speaking as one of the skills in EFL is considered tough for some students. Because of some reasons: English is different from Bahasa Indonesia in pronunciation, in which the spelling of the word and the pronunciation is the same, whereas, in English, there are often differences between spelling and pronunciation. Thereby it's the same with English grammar has a lot of rules, especially the use of the verb for a particular time or tenses.

English language teaching has the purpose to give learners the ability to use the English language effectively and correctly in communication. According to Ur, 1996 cited in (Leong & Ahmadi, 2017) Speaking is one of the most important skills of all four language skills because individuals who learn a language are referred to as the speakers of that language. According to (Bailey, 2005), speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information.

Speaking is important in learning a second language, the student must increase their skill and communicative competence because the students can express themselves and learn how to use language very well. With speaking we can express ideas spontaneously and with free thinking. The students must learn a second language with interact each other. Speaking is very important in second language learning. Despite its importance, speaking has been overlooked in schools due to different reasons like an emphasis on grammar, vocabulary, and fluency. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. According to Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Nunan 2003 in (Kayi, 2006) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called fluency.

Good speaking fluency makes one's English proficiency much better and sounds slicker, more natural, and more impressive to the listeners. It also provides more effective communication due to the absence of speaking disturbances. Luoma (2004:88) cited in (Permana et al., 2021) says that

fluency is about the flow, smoothness, rate of speech, length of utterances, the connectedness of ideas, the absence of excessive pausing, and the absence of disturbing hesitation markers. In addition, Stockdale (2009:1) states that fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses (ooo and emm), self-corrections, false starts, and hesitations. Similarly, Lennon defines producing speech at the same tempo as the native speakers without the problems of filled pauses silent pauses, hesitations, , self-corrections repetitions, and false starts is called fluency

Many studies have investigated the speaking difficulties encountered by learners. For example (Leong & Ahmadi, 2017) found that students are generally facing problems using a foreign language to express their thoughts effectively, they stop talking because they face psychological obstacles or cannot find the suitable words and expressions. Meanwhile, Hidayatullah (2015) also investigated the difficulties encountered by English students, the result showed that the feeling of afraid of making mistakes and speaking in front of many people; apprehension, and nervousness are commonly expressed by foreign language learners.

Moreover, (As-salam et al., 2022) was exploring common affecting grade-12 students' speaking fluency: A survey of Cambodian High School students, they found that instructional methods and the fear of speaking caused by inhibition and anxiety strongly affected the students' English-speaking fluency the most, as well as many other subsequent factors. Speaking is a production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar, and pronunciation through some activities, fluency takes into account "the ability to keep going when speaking spontaneously" (Gower, Philips, & Walter, 1995). In production skill, speaking ability take place without a time limit environment, and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Stuart (1989) proposed that learners should plan and adjust their talk and effective speakers should be proficient by practicing. It shows that speaking is high risk activity that creates anxiety and causes learners worry about losing face.

Furthermore, speaking is the process of building and sharing meaning the use of verbal and nonverbal symbols, in a variety of contexts. However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field. Other factors are the intelligence and emotional condition as stated in (Wulan Sari & Roza, 2021) Some factors influence the speaking skill that writers found in the school are as follows. The first, students may feel shyness or they are unmotivated toward speaking English in the classroom. Secondly, students have a limited vocabularies, therefore, they are in doubt to produce some words, Thirdly, The worthiness of making mistakes in speaking for they considered grammatical error is a big mistake.

This problem is often found in a lot of students in Indonesia, especially in Junior High School most of the students speak English doubtly, unfluently, and inaccurately. When they are given a task to speak in front of the class, it's found that the students are still less able to speak English with the criteria of speaking fluency. Moreover, the example given by the teacher was imitated fully by the students. The writer found the case that in a presentation exemplified do in the morning, the teacher will say Good morning. In a short, the practice do in the afternoon, some of the students, will say Good morning also. This problem encourage the writer to do research to find out the factors that affect the students speaking fluency.

In line with the literature review, the Particular Factors effects English-Speaking Fluency which the researcher focused are on Cognitive : grammar, vocabulary and pronunciation and in affective aspects: self confident, anxiety and motivation.

There are many definitions of speaking according to experts. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' while Quianthy (1990:7) defines speaking as the process of transmitting ideas and information orally in a variety of situations. Nunan (in Brown, 2001:250) writes that generally there are two types of spoken language, are : 1) Monologue; Brown

states that monologue is the speaking where one speaker uses spoken languages for any length of time, such as in speeches, lectures, readings, news broadcasts, and the like, then the listener has to process the information without interruption and the speech will go on whether or not the listeners comprehend what the speaker means. 2) Dialogue; It is different from monologue; Nunan says that dialogue is the speaking that involves two or more speakers. An interruption may happen in the speech when the interlocutor does not comprehend what the speaker said

As well speaking is a production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar, and pronunciation through some activities, fluency takes into account “the ability to keep going when speaking spontaneously” (Gower, Philips, & Walter, 1995). In production skill, speaking ability take place without a time limit environment, and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Stuart (1989) proposed that learners should plan and adjust their talk and effective speakers should be proficient by practicing. It shows that speaking is high risking activity that creates anxiety and causes learners worry about losing face.

METHOD

The writer will use descriptive quantitative to explain the phenomenon in depth and within its real-world context by collecting data from students. The data were collected through questionnaires. Answers are measured through straightforward options with “yes” or “no” option, which asking about students’ knowledge for linguistic competence grammar, vocabularies and pronunciation and for affective competence asking about students’ psychological conditions such as self confident and anxiety, that would be explained in this article. According to Mahripah (2014), EFL learners’ speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality. Another factor is students’ readiness in following the subject matter on that day.

The data of this research was the student of one class of Junior High School in Indonesia. The participant was taken through random sampling technique. The data was taken from questionnaire. After reviewing related literatures, the researcher developed an instrument, then distribute it to the class. Then, it was scored and analyzed based on the problem of the research.

FINDINGS AND DISCUSSION

The factors that affect learners’ speaking fluency level are cognitive factors, they are linguistic competence: grammar, pronunciation and vocabularies and the affective factors are or the psychological aspects such as insecure and anxiety.

Cognitive factors

The first factors in cognitive aspect that affect the EFL learners speaking skill is linguistic. Grammar, vocabulary and pronunciation are the scariest things for students, they should have the knowledge of words and sentences. They should comprehend how words are divided into different sounds and how sentences are stressed in specific ways.

Tabel 1.1 stated the result of students condition for Cognitive factors effect speaking fluency

NO	COGNITIVE FACTORS	YES		NO	
		FREQ	PRCNTGE	FREQ	PRCNTGE
GRAMMAR					
1	I understand English grammar very well	0	0	0	0
2	I understand English grammar a little	27	84,38	3	9,38
VOCABULARY					
3	I know much of the English vocabulary	0	0	0	0
4	I know some of the English vocabulary	19	59,38	13	40,63
5	I know a little of the English vocabulary	8	25	0	0
PRONUNCIATION					
6	I can pronounce English words goodly	2	6,25	3	93,75
7	I can pronounce English for some words only	28	87,5	4	12,5
8	I get difficulties in English pronunciation	3	9,38	2	6,25

Grammar

The first is the grammar competence, there is not a student understand English grammar very well, no body choose "yes" for the option I understand English grammar very well. Among 32 students, all of them choose "no" Meanwhile for the second question I understand English grammar a little , 84,38 percent stated "yes" and 9,38 percent choose "no". The students stated that understanding English grammar is such a difficult thing. Meanwhile, to be able to speak English fluently, grammatical competence can help speakers apply and perceive the structure of English language correctly that leads to their fluency (Leong & Ahmadi, 2017). Native speakers say what they want without having any problems because they are familiar with the language. If they have problems in expressing some concepts, they try to use other ways of telling those things. They may make certain mistakes syntactically but these mistakes do not change the meaning of the sentences they want to express and this doesn't create serious problems for the listeners to comprehend them.

(Humaera, 2015) claimed that grammatical judgment inhibits learners from speaking as they are afraid of producing some utterances ungrammatically

Vocabulary

The second factor is in vocabulary. There is no students choose “yes” for the question I know much of the English vocabulary. In fact, 40,63 percent of them choose ”no” for the second question, I know some of the English word. It means most of them do not knowing some of the English vocabulary. It is only 59,38 percent students choose “yes” for the question. Vocabulary: Putri et al., (2020) said that students’ lack of vocabulary is the leading causes of students’ academic failure.

Pronunciation

The third problems effects the students’ English speaking fluency is Pronunciation. There is only 6, 25% students in the classroom stated that she/he can pronounce English words goodly, most of them choose “I can pronounce English for some” , it is about 87,50% of them choose “yes”. It shows that students speak English unfluently for they do not know how to pronounce English goodly. The last question, “I get difficulties in pronounce English words”, 9,38% students choose this. These are the cause why the students of Junior high school speak English unfluently. As Kelly (2006) points out that pronunciation plays a vital role in spoken communication to produce precise information and meaningful communication. Students mispronouncing a range of phonemes can be challenging for listeners to understand the meaning.

Affective factors

One of the constrain dealing with the speaking fluency is that affective factors. It is the issue that can obstruct students speaking performance is originated from inside of the students related to their feelings, emotions and belief. Affective factors are emotional factors which effect learning positively and negatively. Affective factor as the emotional side of human behavior can influence communication way. To see the student’s affective in speaking fluency factors can be seen as follow:

Tabel 1.2 The result of students condition for Affective factors effect speaking fluency

NO	AFFECTIVE FACTORS	YES		NO	
		FREQ	PRCNTGE	FREQ	PRCNTGE
I SELF CONFIDENCE					
1	I fell confident speaking English in the classroom	15	46,88	17	53,13
2	I feel comfortable in English class	20	62,5	12	37,5
3	I feel happy in English class	27	84,38	5	15,63
II ANXIETY					
1	I get nervous in speaking English	25	78,13	7	21,88
2	I am worry of making mistakes in	22	68,75	10	31,25
3	speaking English				

4	I am shy to speak English	20	62,5	7	21,88
5	I am worry if my friends laugh at me for speaking English	13	40,63	19	59,38
III MOTIVATION					
1	I am very interested in speaking English	25	78,13	7	21,88
2	I realize that being able in Speaking English is important for my future	20	62,5	12	37,5
3	I realize the aim of studying English	32	100	0	0,00

Self Confidence

The first question in affective factors is about self confidence for the question I feel confident speaking English in the class, 15 percent student stated “yes” and 53 percent choose “no”. It shows that some of students are confident to speak English in the classroom although many of them stated “no”. The second question asking about confident is to state the feeling of comfort, I feel comfortable in English Speaking class, 62,50 percent of them stated “yes” and only 37,50 percent stated “no”. This show that English speaking class is an interesting experience for many students. They feel comfort in English speaking class although some of them didn’t. The last question dealing with the confidence is about feeling happiness. The question I feel happy in English speaking class , mostly students choose “yes” it is about 84,38 percent and only 15,63 percent choose “no”. It means the students enjoy their time in the English speaking class.

According to Nunan (1999), any student who lacks of confidence about themselves and English will suffer from communication. Ronald P. Grapsy, Ph.D. Kutztown University, Kutztown, Pain his book chapter 11, speaking with confidence stated that learning confidence consider what comes into your mind if you are to deliver a public presentation. Are your thoughts consumed with many uncertainties. What if I make a mistake? What if they don’t like what I’m talking about? What if? Try your own version of Cognitive Restructuring.

Anxiety

Furthermore, in answering the questions about anxiety, for the first question I get nervous in speaking English, mostly student say “yes” , it is 78,13 percent of them and only 21,88 percent stated “no”. Compare it to the second question asking about misery is I am worry of making mistakes in speaking English, mostly students stated “yes”, it is about 68,75 percent, meanwhile 31,25 percent stated “no”. It will be a big problem when the students are very worried about making mistakes it will make them do not want to speak English. The next question is I am shy to speak English . For this factor 62,50 percent students stated “yes”, they shy in speaking class, only, 21,88 percent of them stated not shy in speaking English class. The last question in this part is the statement I am worry if my friends laugh at me, the result shows that 40,63 percent of students choose “yes”, they are worry about it and about 59,38 percent student stated “no”.

Based on the result it can be seen that anxiety effects students English speaking fluency very much. Many research stated that there is a relation between anxiety and the second language learners’. One vital factor affecting language learning is anxiety, it is important to identify students who are

anxious in a foreign language class (Elaine K. Horwitz, 2001) Lukitasari (2008) conducted a study converging at the students' strategies in overcoming speaking problems in speaking class. The results of these studies are very comparable. They indicated that anxiety and inhibition were the main factors affecting students' oral performance. Park & Lee (2005) and Tanveer (2007) revealed that students' anxiety levels had a detrimental impact on their speaking performance. According to the research, students' feelings of tension, worry, or uneasiness may impede their language acquisition and performance abilities. They say that the more anxious you are, the worse your performance

Motivation

For the motivation factors which affects students English speaking fluency is partly into three questions. The first is I am very interested in speaking English , 78, 13 percent choose “yes”, and only 21,88 percent choose “no”. It means that generally students are interested in studying English. The students explained that they are interested in English although it's difficult. When the students have an interest, it will be easy for the teacher to help them acquiring English. Then, the second question about motivation is I realize that Being able in Speaking English is important for my future, 62, 50 percent of students stated “yes” means they realized that being able in speaking English is very important for their future. English will help them to compete in finding a job. Although 37,50 percent of students stated “no” which indicate that they do not know the purpose of being able in speaking English. For the last questions concerning about motivation is I realize the aim of studying English is important for my future, 100 percent of students stated “yes”, It shows that all students understand the purpose of studying English. It is one capital for the students to force themselves able in speaking English Fluency. The students should realize the purpose of studying English, it is an international language will be used in every aspects of life to communicate ,as stated by Angela (Guide, n.d.) English is an international language used for commercial, educational and general communication purpose.

Motivation is an important aspect in learning process. Motivation has a close relationship with the goal. Whether the students want to study hard or not based on their motivation. When they do not have a high motivation, they do not have a willingness to study. So motivation is an important aspect in each students to reach the goal of the study. Motivation is the beliefs, drive, needs, passion, or psychological mechanism that drives a person or group of people to achieve certain achievements in accordance with what they want (Anita & Kardena, 2021). It means that it is important in determining how many students will learn from the activities they perform or the information to which they will be exposed to. Motivation is a complex psychological construct regarded as one of the determinant factors in successful foreign language learning (Lasagabaster, 2011)

In line with the statements above, in the language learning domain, motivation, which is generally accepted as leading to (Tiwery & Souisa, 2019), the success or failure of the learner when learning a foreign language, plays a pivotal role in mastering the language (Dörnyei, 2001). From those opinions, it can be implied that in speaking skill, learners might speak well if they are motivated with vary meaningful ways. So, motivation has the crucial role for foreign learners to develop their speaking ability. The more they have strong motivation, the better practice and train their selves to speak fluently an accurately in order to be good speakers. On the contrary, when they have low motivation in speaking, they will rarely practice and train themselves to speak fluently

CONCLUSION

This report reviewed the factors that influence learner's English speaking skills which focused on fluency. The data of this research was the students of Class IX at Junior High School that was taken from questionnaire. In term of factors influencing English speaking fluency, found two aspects. They are cognitive and affective factors.

In terms of cognitive factors, the biggest aspect is in grammar. The students stated that they do not understand English grammar, they only know a little. Surely, it effects the speaking fluency. Next is about vocabulary, most of the students do not know much of the English vocabulary, they only know some of them. Meanwhile in speaking, lack of vocabulary can cause un fluently. Dealing with the pronunciation, only some of them stated that they can pronounce English goodly, mostly choose, they cannot.

In terms of affective factors, some of students explained that the confident, the anxiety and the motivation influenced much in their speaking fluency. Despite that some of them are happy in learning English, but their anxiety for being laughed by friends for sure effect the speaking fluency. Fortunately, the students realized their purpose of studying English. With a big hoe, this motivation can support them acquire the skill that is speak English well for the future. Second, based on the number of occurrences of the most dominant type of implicature is conversational implicature (conventional implicature) with 7 data. This shows that the speech in Abdur's stand up comedy contains many implications with the meaning of the word itself and does not require special conditions to draw conclusions.

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