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(ISOL-II)

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LANGUAGE AND CIVILIZATION



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THE 2nd INTERNATIONAL SEMINAR ON LINGUISTICS
(ISOL-2)**

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BUDAYA UNIVERSITAS ANDALAS
DAN
MASYARAKAT LINGUISTIK INDONESIA
UNIVERSITAS ANDALAS
LANGUAGE AND CIVILIZATION**

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FOREWORD

On behalf of Postgraduate Program on Linguistics, Faculty of Humanities and the Linguistics Society of Indonesia (MLI) Unand Chapter, we are greatly honoured and pleased to welcome all the keynote speakers and participants of the 2nd International Seminar on Linguistics (ISOL-2), 2015.

ISOL is a biennial international seminar held by the Linguistics Graduate Program of Faculty of Humanity, Andalas University in collaboration with the Linguistic Society of Indonesia (MLI), Unand Chapter. ISOL aims to provide a discussion platform for linguists and language observers across Indonesia. Its main objective is to enhance the exchange of research and new approaches in language studies. The seminar is open to interested people from outside of Indonesia.

The theme of the 2nd ISOL is Language and Civilization. Civilization is the process by which a society or place reaches an advanced stage of social development and organization. It is also defined as the society, culture, and way of life of a particular area. Over time, the word civilization has come to imply something beyond organization. It refers to a particular shared way of thinking about the world as well as a reflection on that world in art, literature, drama and a host of other cultural happenings. Language is itself a social construct – a component of social reality. Thus, like all social constructs and conventions, it can be changed.

A civilization is any complex state society which is characterized by urban development, social stratification, symbolic communication forms and a perceived separation from and domination over the natural environment. To advance civilization is to construct a new social reality which emerges through language. In other words, social reality is the operational expression of words and the meanings of them that society has agreed upon. Language is itself a social construct – a component of social reality. Thus, like all social constructs and conventions, it can be changed.

This seminar aims at facilitating diverse dialogues among scientists, linguists and scholars from different backgrounds about language as a social construct as well a tool to understand social reality.

We would like to express our deep gratitude to the seminar key note speakers Prof. Dr. James T. Collins from The Institute of Ethnic Studies, The National University Malaysia (UKM), Dr. Suryadi, from the Southeast Asian Studies, Leiden University, the Netherland, and Tim McKinnon, from Delaware University, USA, and Dr. Khatrina Soekamto, Chief of Linguistics Society of Indonesia and Prof. Nadra. MS, the Director of Postgraduate Program of Linguistics, Faculty of Humanities, Andalas University..

We are very grateful to the Mayor of Padang, Ir. H. Mahyeldi, S.P, for his great support to the seminar and for welcoming all the seminar participants at his place in an opening ceremony. Our gratitude also goes to the Rector of Andalas University, the Dean of Faculty of Humanities and our sponsors AIFIS Jakarta, PT. Semen Indarung Padang, PT.Bank BNI and Bank Mandiri.

Chairperson

Dr. Rina Marnita AS, MA

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QUESTION AND ANSWER TECHNIQUE IN TEACHING ENGLISH: IS THIS STILL FAVORED OR NOT?

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ABSTRACT

This research discusses the students' perception of the use of Question and answerin teaching English. The cornerstone of this research was most of students tend to avoid learning English and get bored easily throughout the learning process. This research will provide different attempts to teaching as well as seek its effectiveness in its implementation through revealing the students' perception after being treated with question and answer technique. To attain the objective of the research, the following instruments were used: observation, questionnaires and interview. The triangulation of these instruments revealed that question and answer technique could help them to learn and in fact most of the students agree that they have gained strong confidence after being treated with the technique. This means that the students have very high perception. The intriguing factor which makes this old and simple technique works in the class is the use of additional simple activities which have been implemented throughout the process of teaching; such as the use of song, role-play, and games helped the students digest the learned topic well. The discussion of such process of teaching is presented in the discussion part of this research. The discussion of this research is expected to provide some new ideas of doing other related researches in the future.

Keywords: students' perception, question and answer technique, teaching English

I. INTRODUCTION

This research discusses the perception of students of Fifth Semester of Tharbiyyah Department of Institusi Agama Islam Negeri Kendari (IAIN Kendari) or Islamic State Institution of Kendari about the use of question and answer technique. This research was conducted at State Islamic Institution of Kendari. The cornerstone of this research was most of students tend to avoid learning English and get bored easily throughout the learning process. This research will provide different attempts to teaching as well as seek its effectiveness in its implementation through revealing the students' perception after being treated with question and answer technique. Question and answer technique according to Alipandie (1984) could help the target learner to achieve the following skills: the situation of class become active because students want to think and convey their opinion; it is very positive to train students in order that their brave to propose their opinion as oral; it occurs a divergence of opinin between students and bringing the situation of class in instersting discussion; students will give full attention to follow lesson; and teacher can control students' comprehension in learning.

Some researchers have devoted their times to investigate the use of question answer technique in teaching English. Most of the finding revealed that question answer technique could help students improve their language competence to the higher level

proficiency. For example, a study done by Hasriyani (2001) at the second year of SLTP Negeri 5 Kendari. Hasriyani examined whether or not the use of Question and answer Technique could improve students' reading comprehension significantly, and the finding of the research revealed that there was significant effect of the students' reading comprehension after being treated with question answer technique. Other similar investigation of the use of question answer technique was done at the third year of SMA Negeri 2 Kendari, by Ramli (2003). Ramli revealed that question answer technique could also improve students' reading achievement significantly.

In response to the two previous study above in which they both use answer question technique for reading achievement and comprehension. This research wants to investigate the extent of effectiveness of question answer technique in other language related skills, particularly speaking. This is due to the notion that each language skills is connected to each other. In fact, to learn language comprehensibly all language skills need to be learned simultaneously.

II. METHOD

The design of this research is descriptive qualitative. The use of this design in this research is to uncover a phenomenological model in which reality is rooted in the perceptions of the subjects. It usually takes place in naturally occurring situations, as contrasted which exhibits control and manipulation of behaviors and settings (Nunan, 1992; p. 9). The subjects of the research were the third semester students of Tarbiyah Department at IAIN Kendari, and this class was taken purposively. The number of the students in the class was 14. To attain the objective of the research, the following instruments were used: observation, questionnaires and interview. These instruments then were triangulated to reveal whether or not question and answer technique could help the students to learn effectively in the class.

Observation sheet was the first instrument used in this study. This aimed to capture the data or other relevant information dealing with the use of question and answer technique. This instrument will reveal the behaviors attached performed by the lecturer and the students when question answer technique was applied in the teaching and learning process. In addition to the use of observation sheet, the researcher involved other volunteer to help with the videotaping. This video was made to maintain the originality of the data of the students and the lecturer's activity in the teaching and learning process. This video, in fact, was used to revise some of the misinterpretation of data which was done through observation sheet. In order to gain the perception of the students, then questionnaires were used. This instrument helped the researcher to obtain specific information about the use of question and answer technique in the class. Finally, interview the subject was conducted to complete the data which has not been revealed after observation and questionnaires have been administered (Sugiyono, 2010). In this research, the researcher used semi structure interview.

III. DISCUSSION

This research revealed some interesting findings which dispute some conventional beliefs that question and answer technique did not encourage the target learner to function the target language. This is because some students did not have good range of language components, such as vocabulary, grammar, and clear pronunciation which could not help the target learners to operate the existing basic knowledge that

they have in the acceptable day to day communication. However, this research uncovered intriguing findings in which students found this technique worthwhile.

The finding from classroom observations disclosed that the lecturer had designed some different activities for every meeting, such as relating the current lesson with previous lesson; listing and pronouncing new words; explaining grammar of the text studied; showing and commenting pictures; singing together; presenting drama; discussing the given narrative text in pair work and group work; doing individual task; providing feedback to both spoken and written production and so on. These activities were always provided with some prompts to help the students to have prepared answers and spontaneous answers. These activities help have helped and stimulated the students to speak.

Questionnaire revealed 85.71%, this indicates that students have very high and positive perception about the use of question and answer technique. Meanwhile, the interview shows very positive result and strengthened the result of the calculated questionnaires; this could be seen from the students' interview as follows:

No	Question	Interviewee's perception
1	The use of Question and answer in English class.	- I use it throughout the learning process. - I often used Question and answer when I need information from my friend or my lecture.
2	Student's perception about Question answer used in English class.	- It is very good, because it can motivate us to speak. - It is important because it can make the introvert students be more active in the classroom.
3	Students enjoy the use of Question and answer technique in classroom.	- I really enjoy it, because this technique spurred me to speak - I do like it because Question and answer technique can force us to word our ideas.
4	The students' speaking ability improved after using Question and answer technique.	- I agree because in class we must speak when Question is given to our pair or group. - Yes I do agree, because when lecturer gives us a Question and we must answer the question.

The positive finding of this research might happen because question and answer technique have functioned beyond its nature in which it is an embedded activity in our day to day conversation. This research employs the following activities along with the use of question and answer technique: discussing the given narrative text in pair work and group work; individual task; relating the current lesson with previous lesson; listing and pronouncing new words; explaining grammar of the studied text; learning vocabulary through games, such as playing with pictures, singing a song, and presenting mini drama; and providing feedback to both spoken and written production.

To begin with, pair work and group work might have been acknowledged by language educators that they may give the students far more chances to speak English in the classroom. Students participate in the lesson much more actively because they are involved in talking to their friends exchanging opinions, practicing new structures more than listening to their teacher talking. According to Long and his colleagues who investigated differences in the quantity and quality of student language in group work versus teacher centered activities the language produced by students working in groups is more varied and greater in quantity. Learners take the initiative to express themselves, they are more spontaneous. Asking questions and responding they use more language functions (Lightbown and Spada, 1993, p.85).

In this research, the lecturer spent at least one lesson a month devoted only to speaking. If the topics are adequate to the learners' interests they will be very effective and give a lot of satisfaction both to the learner and the lecturer. This research believes that communication is very essential in our day to day communication. That is why oral practice in small groups and pairs is essential and it was done every meeting. In fact, Krall (1989-1993, p.161) suggest that "Group work gives learner exposure to a range of language items and language functions". Krall maintains that Students use and experiment with the language items they already know in order to develop fluency; they also use some items pre-taught by the teacher or contributed by the members of the group to express themselves more fully and improve the quality of their performance.

This research does not deny that the non English major students (PAI Students) in this research are not fluent enough at the beginning of the class, and indeed not all students speak fluently at the end of this research, but the use of question and answer technique through pair or group work have helped the low achiever students to learn from their pair good achiever students. Harmer (2007) states that there is a greater chance that at least one member of the group will be able to solve a problem when it arises. In such a class the teacher is no longer a supervisor but becomes a resource centre and advisor for the students because "Most people learn a foreign language better with others than on their own" (David, 1986, p.11). Besides practicing and consolidating the language group work help to integrate the class. Learners learn how to cooperate with one another, make compromise, negotiate, and respect individuals with different abilities and views which is important for the class atmosphere and relationship with the teacher. Instead of sitting alone trying to understand something difficult they can help each other.

This research revealed that integrating question and answer technique through working in pairs and groups is less stressful and more effective for students, especially introverts who needn't perform in the front of the whole class. They feel more confident working with the friend they like and are more likely to accept his/her correction or criticism. In this class there are not many high achiever students and these methods prevent them from not being laughed at by the whole class if they say something wrong. "It is generally easier to show that you do not know, or do not understand something, in a smaller group than in a large one" (David et al., 1986, p.8) With regard to the provision of new vocabulary during question and answer technique was applied, students found this very helpful. This is because it was done through games such as singing a song or finding the answer of untold information through asking question or explaining thing even though the language is mixed with Bahasa Indonesia but these activities help the students to word or sound the learned new vocabulary, compared to introduce the vocabulary through listing each words on the screen or board. Researchers

found sounding out new words slowly helps people memorize new words easier. This is in line with *The Seattle Times* which revealed a research finding which measured brain activity among 16 literate adults found the left hemisphere of the brain — “commonly used by skilled readers to identify words in a fraction of a second” — lit up after the adults learned words from instructors who sounded out the words slowly. In addition to this benefit, learning new words through sounding them would help the students to practice pronouncing the new learned words, and this also good for the lecturer as the mispronounced words could be fixed immediately. These activities in some extent can help students to learn different language skills at once and could make the learning time efficient.

Moving on to the use question and answer technique through mini drama presentation, students found this activity entertaining and encourage them to produce the language. There are many reasons why this activity could bring question and answer technique favorable for the students. Firstly, mini drama could entertain the students and provide motivation to learn. It also provides students opportunities for different uses of language as it embodies feelings which could provide rich experience of language for the students. Secondly, according to Maley (2005) drama could help students to: integrates language skills in a natural way; it integrates verbal and non verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning; It draws upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking; it fosters self-awareness (and awareness of others), self-esteem and confidence; and through this, motivation is developed; and it encourages an open, exploratory style of learning where creativity and the imagination are given scope to develop. This, in turn, promotes risk-taking, which is an essential element in effective language learning. Thirdly, Fleming (2006) stated that drama is inevitably learner-centered because it can only operate through active cooperation. It is therefore a social activity and thus embodies much of the theory that has emphasized the social and communal, as opposed to the purely individual, aspects of learning. The use of drama techniques and activities in the classroom provides exciting opportunities for foreign language learners to use the language in concrete "situations".

Finally, the provision of continuous firm feedback to the class and particular individual has created positive rapport between the students and the lecturer. This is because the students did not feel that making mistakes is embarrassing, at the beginning it was but after the lecturer kept explaining that mistakes is the source of learning and a help will come immediately after major mistake has been made, the students felt secure with this. Ramli (2003) in his research found out that appropriate feedback is essential in encouraging the learners to learn how things are operated independently. This is due to the notion that feedback leads the students keep revising the incorrect hypothesis that they have developed and building it up with new one.

IV. CONCLUSION

Question and answer technique has been used by the lecture in teaching speaking. This research revealed that question and answer technique could work well and it is still favored by the students if it is well integrated with other activities in its application. This research also revealed that lecturer should discuss the learned topics with the students. This is due to the notion that if the students' psychological needs are met they may perform to the best of their ability in order to experience positive feelings"

(Rogers et al., 1999). The pedagogical implication of this research is that question and answer technique should not be translated literally in our day to day teaching English. Question and answer technique should be placed in a wider context and it needs to be integrated with other macro skills (reading, listening, writing and speaking) and micro skills (pronunciation, grammar, and vocabulary). This is because speaking cannot be placed apart from such skills. Question and answer, in fact, can work well if the students have sufficient knowledge of such skills.

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ICT MEDIA IN ENGLISH TEACHING OF CHARACTER-COMPETENCE DEVELOPMENT

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ABSTRACT

The national education system has placed character building as an important component for the national development. Consequently, all subjects stipulated in the curriculum including English should incorporate lesson materials attempting to develop students' characters-personality as good Indonesians. Related to the role of English, the teaching of English is also supposed to develop students' English proficiency. Integrating these components; character and competence, is important for Indonesia to face the golden age in 2045 indicated by having a golden generation of competitive and high quality human resources.

In the context of current technology development, the role of ICT media in English teaching-learning process is an undeniable fact, particularly in (influencing) managing fun and enjoyable teaching and learning activities. However, according to several researches, the implementation of the media in classroom contexts may still become problematic for teachers. Students' lack of English ability, for instance, may indicate failure to stimulate students' motivation and interests as well as to improve their English proficiency in the teaching-learning process.

This paper will particularly discuss the use of ICT media for teaching English. In particular, this paper will discuss what teachers should consider to develop English lesson materials containing such character-competence content and to organize them into relevant ICT media of interesting audio and visual presentations.

Key Words: ICT Media, Character-Competence Content, English Lesson Materials, English Teaching-Learning Process

I. INTRODUCTION

Every nation in the world has its education philosophy, system and purpose. In Indonesia, education is a means to prepare students to develop good abilities and appropriate characters in order to establish better Indonesia, as well as to uplift the national level of prosperity. In this relation, as an attempt to develop competence, character education or character building has also become a mainstream in the education system. Referring to the national system of education, the education is aimed at raising students' potential in developing their faith observing the Oneness of God (monotheism), practicing noble characters, living healthy, being knowledgeable, skillful, creative, and independent, in order that they become democratic and responsible citizens for Indonesia (GOI, 2003, Decree No 20 Article 3). This principle then becomes a core in recent 2013 curriculum system, that is, how subjects structured in the national curriculum incorporates character content along with knowledge and skill in all lesson materials (MOEC, 2013, Decree No. 54 Concerning Graduate Competence Standard).

As an international language, English is not just studied in schools developing students' English proficiency of listening, speaking, reading, and writing, it is also a subject to reflect a national identity and integrity in the global context. In this circumstance, students' English proficiency is also to reflect their character-personality as good Indonesia citizens in global and interpersonal communication (MOEC, 2013:78-82, Decree No. 64 Concerning Content

Standard). Consequently, there are 2 important components to integrate in students' English learning; they are achieving English proficiency and developing appropriate characters.

In spite of the important role of English, English language teaching often raises problems. The problem seems to relate to unsatisfactory results of students' English proficiency. Several researches investigated unsatisfactory achievements of students' English proficiency (Aziez, 2011:1-4; Nitiasih et al, 2013:208). The results concluded problems in teaching and learning processes managed in the classroom that failed to stimulate students' learning interests and motivation which then fail to attain the educational goals (competence and character development). Besides, a classic opinion about it says that English is not a native language for Indonesians. Considering English as a means of international relation, the quality of human resources unable to compete in global competition become a serious concern. Therefore, there are 2 issues to propose around the topics of English language teaching and learning in Indonesia today; first, how to develop English teaching-learning materials relevant to current need of competence-character content, and, second, how teaching-learning process of such character-competence content is presented interestingly and interactively.

As teaching and learning process is concerned, implementing ICT media is considered to be the best practice in today era of technology development. In this relation, using ICT media has become a new trend in English language teaching and learning process (Susikaran, 2013: 289-295; Sun, 2014:13-14). In spite of this, the implementation is not always easy. Teachers tend to use traditional methods which seem uninteresting for the students' learning motivation (Septy, 2004; 2007; Nair et al, 2012:8-9). In other words, the teachers' ability to design the media often seems problematic.

This paper will particularly discuss the use of ICT media for teaching English. In particular, this paper will discuss what teachers should consider to develop English lesson materials containing such character-competence content and to organize them into relevant ICT media of interesting audio and visual presentations. This discussion may also include procedure/process that teachers can do to design ICT media to make interesting and motivating classroom atmosphere of English language teaching and learning activities.

II. COMPETENCE-CHARACTER CONTENT OF ENGLISH MATERIALS

There are at least three categories of English lesson materials; local, national, and international content. English lesson in primary schools, for example, could be categorized to cover a local content. In this circumstance, English lesson material relates to local knowledge and philosophy, so that the students of primary schools will understand their local wisdom. In junior and senior secondary school, moreover, the English lesson material could contain national and international content, in addition to the local content. By this way, the English lesson materials do not only cover local knowledge; it particularly enriches the students of junior and senior high schools with national and international perspectives. The students are expected to be able to actualize their English competence as a means of international language reflecting relevant characters of the local and national wisdom.

Language is a means of communication and, in particular, for social and personal interactions. In this circumstance, a speaker reflects his/her personality. This indicates that a combining competence-character content become important in English language teaching and learning to develop. The national standard of education has also stipulated that students' learning English also relates to such competence-character development (MOEC, 2013:78-82, Decree No. 64 Concerning Content Standard).

To anticipate such competence-character content in English language teaching and learning materials, current 2013 curriculum system seems to have incorporated developing

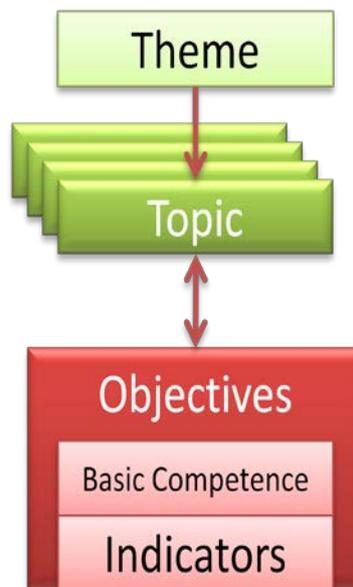
students' characters into so called spiritual and social attitudes. This makes teaching/learning English at present different from the past.

To design and develop the teaching-learning materials, the English language lessons should not only contain linguistic materials such as sentence structures, vocabulary, pronunciation, etc., it should also contain character materials (attitude and values) to which students could refer to for their personality development. Therefore, a careful selection of relevant themes and topics need to be applied to include the character content for the English lesson materials.

There are a number of themes that could be considered in developing the lesson materials (i.e. health, geography, sports/hobbies, environment, education, technology, industry/economics, communication/international relation, transportation, culture/arts, religion, politics/government, law/defenses/security, family/family planning, and friendships). Each theme could be developed into many relevant topics containing important information or general knowledge that teachers may write on. Then, how a theme is developed to become several topics is illustrated in Figure 1.

As the character is concerned, the information provided under the topic needs to be connected to value or attitude references. In this circumstance, the value and attitude referred to as the spiritual attitude are using spiritual reference(s), i.e. Al Qur'an and/or Al Hadist for Muslim, called basic competence 1 (KI-1) and social attitudes are using social phenomena as the reference, called basic competence 2 (KI-2). To do so, a number of connecting words/phrases could be used to connect the information such as "according to ...", "as mentioned in .../by ...", "in relation to ...", "in connecting with ...", "as said in ...", "based on ...", "as said by ...", "referring to ...", etc. Excerpt 1 exemplifies how information of a topic (knowledge (KI-3)) is connected with such KI-1 and/or KI-2 references.

Figure 1. Developing Theme to Topics



Excerpt 1.

Theme: Communication

Topic: Interpersonal Communication

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication.

It is not just about what is actually said - the language used - but *how* it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

There are several components in doing interpersonal communication. They are *sending of message, a small group of people, the receiving of message, some effects, and immediate feedback* so that the important press is a direct or immediate feedback. It is the communication that includes face to face communication or mediated communication, but it is personal.

As mentioned in Al Quran, Surah An-Nisa' (verse 86) that means" And when you are greeted with a greeting, greet [in return] with one better than it or [at least] return it [in a like manner]. Indeed, Allah is ever, over all things, an Accountant." In this ayat, Allah has commanded us to respect each other whenever someone is talking to us. Then, talk to human being well in order you can get good information, especially to your interlocutor. At last, use communication as good as possible.

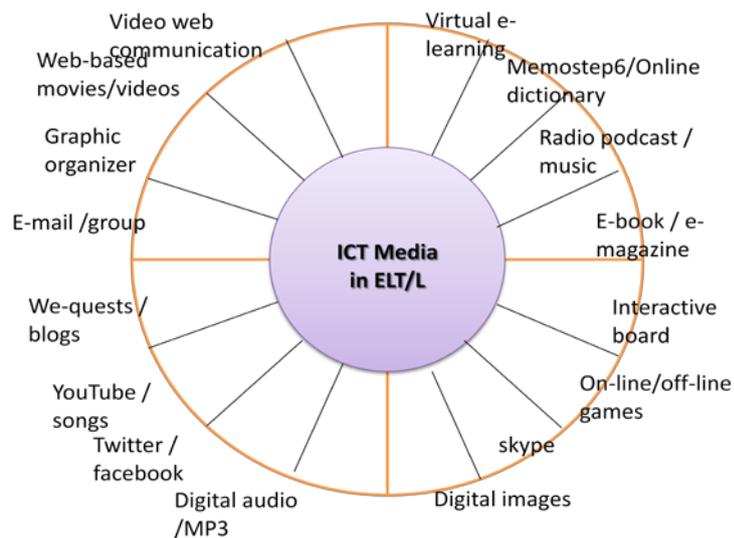
Compared to other communications, like group communication and mass communication, interpersonal communication is expected by experts as the most effective communication in an effort to change attitudes, behaviors, and perceptions. This assumption is based on the reality; the communication is two-way reciprocal, feedback is instant, and terms of reference of communication can be known instantly.

III. ICT Media in English Language Teaching

ICT media are often referred to as a computer based or computer assisted learning in which lesson materials are organized into digital presentations. It is believed that lesson materials presented into computer will make learning attractive and advantageous for students and teachers (Ibrahim, 2010; Susikaran, 2013; Ebrahimi et al., 2013; Sadeghi & Dousty, 2013; Septy, 2014).

Ability to design ICT media may become an additional value to teacher professionalism in today English language teaching-learning system in the world. There are at least two main benefits in the English teaching-learning process; (a) to ease teaching and learning and (b) to organize huge lesson materials. To ease the teaching and learning means that is ICT media will ease students to understand lesson materials, as well as to ease teachers to manage their classroom activities. On the other hand, the ICT media will also help teachers organize their massive lesson materials into friendly-user formats. To design and use these media, teachers will need to develop special skills and knowledge about them.

Figure 2. Numerous media teacher may use in teaching



There are a number of ICT media or computer-based media that can be operated for the classroom processes. They are, among others, radio podcast, electronic books, electronic email (groups), movies and online videos, web-quest, power-point presentation, digital images, and the like (see Figure 2). Which ICT media teachers use in their teaching will depend much on their teaching-learning objectives and materials.

There are a number of criteria to consider in designing and presenting the media. The criteria include readability (font size), colors (match colors and pictures, attract interests), clarity (zero noises), and adequacy (relevance to topic/content). As well, there are several basic principles to note in designing the media, such as esthetic, skill, knowledge, and economy. Moreover, some sense of arts, skills and knowledge to technical applications and knowledge about contents and materials of English language, and economical consideration as well would also be important in the media design.

Teachers' ability to artistically design learning materials is a challenge in the current and future English classes (Septy, 2007). The impact of this is to make students interested in playing and actively participating in classroom activities. Material designed with ICT-media offer some attractive games that could develop students' language skills, for example, as well as to promote active learning strategies and habits. The ICT media also stimulates their active endeavor to find their own way to problem solving, for instance, while teachers intensively assist them to achieve objectives (Ebrahimi et al., 2013:3-19; Sadeghi & Dousti, 2013:1).

Having the ICT media, students may feel that they are experiencing the learning in a real context. It is because the ICT media can display real time materials that may be impossible to have in a traditional teaching mode and classroom. In this case, learning becomes authentic (Septy, 2007). Kelly et al. (2002) and Kilickaya (2004) note a number of benefits of authentic learning; (1) affect students' positive motivation, (2) provide actual cultural information, (3) provide a real exposure on the target language, (4) relate to students' needs, and (5) support creative approaches to learning.

Besides, the use of ICT media could lead students to develop a sense of competition. This is important in character building. For example, the ICT resources provide games that students have to complete competitively while English is learned (Sadeghi & Dousti, 2013:23). The games students are taking part will require them to demonstrate their ability in English. The impact of this is that English is practiced and their competence, character, and optimism will gradually grow.

In designing audio-visual media of the English materials, there are at least 2 general steps that teachers need to follow. The steps are (1) selecting software and (2) using web-based resources. First, selecting appropriate software and install them to computer is important to do. There is a number of basic software, for example, power point, movie maker, voice recorder, and/or macromedia flash. However, which software to use usually depends much on the purpose (objective) and what to teach. Several of these software programs are available free of charge, although others must be purchased.

In designing materials for the teaching, there are two types of ICT media to be combined; audio and visual materials (i.e. movies and music). The design of media consists of three parts; opening (including title and teacher's name), content of audio visual materials (related to the lesson plan), and closing (containing title, name of teacher, subject, etc).

Second, there are a number of web-based resources that can be used to design online audio visual media for teaching. Recently, the web-based media resources are easy to access and some free offer software may be downloaded. The sites can help students improve their vocabulary, sentence mastery, pronunciation practice, and communication skill in general. In this relation, teachers are advised to adapt the media according to topics and the objectives of the topics they are teaching.

Furthermore, teachers may also develop their own sites and/or blogs to organize their online lesson materials. There are also a number of social media groups and web-blogs available for teachers to store online lesson materials and to help design their media. Overall, this requires teachers' intention to learn and develop ICT media to organize lesson materials which in turn give many benefits to the teachers personally, and also to students, parents, and community generally.

IV. CONCLUSION

This paper has discussed how to develop English lesson materials containing such character-competence content and to manage them into relevant ICT media. In recent context of English language teaching-learning, competence-character content of lesson materials and the use of ICT media are like a coin of double sides. The ICT media and the materials cannot be separated each other. Besides, the implementation of ICT media is a new trend in English language teaching-learning today, it is clear that the ICT media is aimed at organizing character-competence content of English materials into easy, interesting, motivating, and manageable formats. In other words, competence-character content becomes the main substance of English lesson containing local, national and international wisdoms that are important for human development in modern civilization.

English teachers are expected to be ICT-literate so that they are able to manage, design, and update their English teaching materials. It is due to the fact that in today's life, students are so much influenced by ICT affecting their English proficiency and also stimulating their learning interests. Teachers' use of ICT media will effectively train students to be 'the problem solver', not to be 'the trouble maker'. Moreover, the use of ICT media may also facilitate them to develop productive skill and thinking, as well as to grow a sense of awareness to the real life, and these all are started from classroom teaching and learning process.

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LINGUISTIC SIGNS ON CHILD ABUSE ARTICLES IN THE JAKARTA POST ONLINE NEWSPAPER

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ABSTRACT

This research is entitled Linguistic Signs on Child Abuse Articles in The Jakarta Post Online Newspaper. It explains linguistic signs, connotative meaning and denotative meaning on child abuse articles. It aims to describe the orders of signification in the phrase or clause and explain the relations between the articles and the Legislation of Children Protection No. 23, 2002 as the second resource. Based on that resources, data are collected by observation method with note-taking and capture technique. The analysis is conducted by semiotic, linguistic signs and order of signification method. The data are analyzed by relating to the concept proposed by Saussure (1915) and Barthes (2003). The Saussure's theory is to classified signifier and signified. The Barthes's theory is to classify the denotative and connotative meaning. The result of analysis is presented by descriptively and narratively. Having analyzed the data, it is found there are some specifics of meaning from linguistic signs from the child abuse articles.

Keywords: *linguistic signs, denotative meaning, connotative meaning*

1. INTRODUCTION

The Jakarta Post online articles about child abuse contain linguistic signs. The linguistic signs are key words, phrases, and clauses related to the context of child abuse. They become the linguistic signs because they have contextual meaning. It means that the meaning of a sign is understood more than its literal and semantic contents since the aspects of legal (law) context on the case of child abuse are influential in producing the meaning of those linguistic signs. Therefore, the signs itself are based on certain context and influenced by the context.

A linguistic sign produces the meaning based on relationship of the three elements: linguistic sign, interpretation, and context. The relationship of the three aspects is the ground of meaning construction. It also can be seen in meaning constructing of the Jakarta Post online articles about child abuse. For example, to construct a meaning about a concept of a linguistic sign 'age', the interpretation is only the definition of age in general. It is not explained specifically because human mind only understand in general side. The context of 'age' gives basis of the understanding. The context here is the child abuse article and the Legislation of Children Protection, which explains the indicator of children age, which is less than 18 years old. The result from relationship of the three elements (linguistic sign, interpretation, and context) is the meaning. The category of children who can be the child abuse victim and the child that the government to protect. As shown in the example of the articles about child abuse in the Jakarta Post newspaper:

“Child sexual abuse is one of the worst forms of abuse and is rampant throughout the world, but rarely reported.”

(The Jakarta Post on Thursday, January 22 2013)

The above example has relation to Legislation of Children Protection, especially in Article 13, point 1. Based on the Legislation, children have the rights to get protection from the treatment of sexual exploitation and other ill treatments. I found the semiotic phenomenon that can be analyzed through the sentences of the articles. At first, I must find the linguistic signs

from the articles written in the Jakarta Post providing the facts which prove the legislation corresponds to the articles. That proof can be found with some indicators in Legislations.

There are several reasons of conducting this research. The phenomena of linguistic signs in some articles in the Jakarta Post indicate that the connotative signs in those articles have relationship with the Legislation of Children Protection, Article 1-93. In fact, understanding the relationship between the Legislation and article is so hard. A reader must be critical with the signs and able to correlate the signs to a phenomenon which happens at that time, in order to know the common implied purpose of the article. In identifying the meaning of the article, we need specific knowledge; knowledge about signs and the event presented or context. According to Saussure (1974), he defined a sign is composed of a 'signifier' and a 'signified'. Signifier is the form of sign and signified is the concept it represents from the sign. The mental concept is a signified and the material aspect is a signifier (Chandler, 2002: 18). On the other hand, Barthes (2003) divided sign into 'connotation' and 'denotation'. In semiotics, denotation and connotation are the terms to describe the relationship between signifier and its signified. An analytic distinction is made between the two types of signified: a denotative signified and connotative signified. Denotation is described as the definitional, literal, obvious, or commonsense meaning of the sign. In the case of linguistic sign, the denotative meaning is what the dictionary attempts to provide, meanwhile the connotation is used to refer to the proof corresponds to the Legislation of Children Protection.

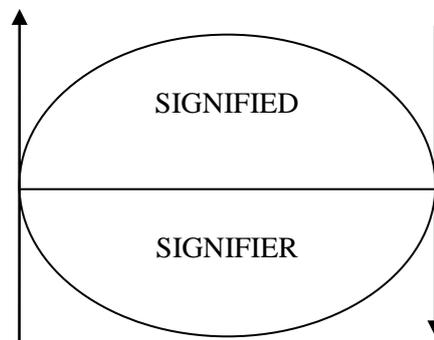
II. METHOD

2.1. The Concept of Sign

Hawkes (2003) defines "Sign means something that represents something else." Sign takes the form of words, images, sounds, flavors, acts, or objects, but such things do not have the intrinsic meaning and it becomes sign only when people consider it the important thing. Sign is divided into the linguistic sign and non-linguistic signs. Linguistic sign means all the signs in the form of linguistic pattern, such as words, phrases, clauses or sentences. Non-linguistic sign means all signs possibility in the picture, gesture, natural phenomenon, index, and symbol (Hawkes, 2003: 13 and Chandler, 2002: 17).

Relating to sign, Saussure (1915) gives two models of sign, in which two parts of the model consist of a "sign term" and its meaning. Focusing on the linguistic sign, he defines a sign as being composed of signifier and signified. Signifier is the form that sign takes and signified is the concept to which refers to in his theory. This concept, referring to Saussure's, a linguistic "sign is not a link between a thing and a name, but between a concept (signified) and a sound pattern (signifier)". (Chandler, 2002: 18).

Figure 1. Saussure model of sign (Chandler, 2002)



Sign is the whole connectivity between signifier and signified. As in the example, if we take the linguistic sign, for example; the word 'open' (when it is invested with meaning by someone who encounters it on an office doorway) is a sign consisting of:

- A signifier, the word 'open'
- A signified concept: that the office is open for business

A sign must consist of both a signifier and a signified. We cannot have a totally meaningless signifier or a completely formless signified. A sign is recognizable combination of a signifier (the word “open” could stand for different signified (and thus be a different sign) if it were on a push-button inside lift (“push to open the door”). Similarly, many signifiers could stand for the concept “open” (for example on top of a packing cartoon, a small outline of a box with an open flap for “open this end”) again, with each unique pairing constituting a different sign.

2.2. Denotative and Connotative Meaning

If Saussure (1974) defines a sign as being composed of signifier and signified, Barthes (2003) proposes denotation and connotation as order of signification. Denotation and connotation are the terms describing the relationship between the signifier and signified, and an analytic distinction is made between two types of signified; denotative signified and connotative signified. Meaning includes both denotation and connotation (Chandler, 2002).

The denotation and the connotation are orders of signification proposed by Barthes that he adopted from Hjelmslev’s model (1961); this formula can be seen in the below Barthes’ diagram:

Figure 2. Orders of signification (Chandler, 2002: 142)

Signifier	Signified	
SIGN Signifier		Signified
SIGN		

The first order of signification is denotation, or literal meaning. At this level, there is a sign consisting of a signifier and signified. Connotation is the second order of signification which uses the denotative sign (signifier and signified). In this framework, connotation is a sign which derives from the signifier of a denotative sign (so denotation leads to chain of connotation). As we have noted, Barthes himself later gave priority to connotation. (Chandler, 2002: 142).

Based on Cobley and Jansz (1999) in their book ‘Introducing of Semiotics’, Barthes has discussed the connotative first because, as he argues, the process of connotation so ‘natural and so immediate when it is experienced that it is almost impossible to separate denotation and connotation. The identification of denotation only takes place when connotation is theoretically deleted from the equation. Logically, a reader recognizes what signs actually depict and then goes on to decipher some sort of cultural, social, or emotional meaning.

Barthes (in Cobley and Jansz, 1999: 50-51) the process of connotation is so ‘natural’ and so immediate when it is experienced that it is almost impossible to separate denotation and connotation. Connotation, although is a feature of the sign, requires the activity of a reader in order to take place. Taking his cue from Hjelmslev, Barthes therefore produces his map of sign functioning:

Figure 3. Sign Functioning(Cobley and Jansz 1997: 114)

1. Signifier	2. Signified
3. Denotative sign	
4. Connotative Signifier	5. Connotative Signified
6. Connotative Sign	

The denotative sign (3) is made up of signifier (1) and signified (2) but the denotative sign is also a connotative signifier (4) and a connotative signifier must engender a connotative signified (5) to produce a connotative sign (6) (Cobley and Jansz, 1999: 52).

From the sign functioning diagram, the signifier, the signified, and the denotative sign are in denotative step as the literal meaning. The connotative signifier, the connotative signified, and the connotative sign are the basis of connotative. The denotative sign and the connotative signifier have correlation. The role of the denotative sign is changed at connotative level because sign can be a signifier. They have same the material but they have the different function at different level. If the denotative sign has the context, the denotative sign will be changed into the connotative signifier. Then, the connotative signifier must have the connotative signified.

III. DISCUSSION

This chapter deals with the analysis of the linguistic signs about child abuse found in the online articles on The Jakarta Post website. There are three data in this research. The data have the relation with the Legislation of Children Protection as the linguistic sign. At first, each of the linguistic signs which are found in the article has been analyzed by using the theory of sign (Saussure in Chandler, 1915). The linguistic signs are analyzed by the concept of the signifier and the signified. Then, to get more understanding about the meaning, the linguistic signs are described in the relationship between signified and signifier.

Datum 1:

The recent case of an 11-years-old girl in East Jakarta who died due to complications arising from sexual assault, once again brings into light this very sensitive issue.

(Jakarta Post, Tuesday, January 22, 2013)

According to the Legislation of Child Protection (Article 1, Point 1), it states “Child is someone who hasn’t aged 18 (eighteen) years of age, including children who are still in the womb”. In the Legislation of Children Protection, about the age indicator, it explains about the category of a child that must be protected, which is under 18 years old. In datum 1, it is related to the phrase ‘an 11 years old girl’. The linguistic sign taken for a datum is ‘an 11 years old girl’, because it indicates under age. Furthermore, based on the Legislation, the children under 18 years old are protected from their family, especially parents. However, based on the news, ‘an 11 years old girl’ is the victim from the sexual abuse proving that child, who got the bad treatment and lose her rights because of the perpetrator, did not get the protection from her parents.

From the datum, the analysis of Signifier and Signified is:

Diagram 1. The Signifier and Signified Defining of Datum 1

Signifier	Signified
An 11 years old girl	A little girl

‘An 11 years old girl’ is a sign; because it has the signifier and the signified that explain the age indicator. ‘An 11 years old girl’ is the signifier. ‘A little girl’ is the signified; because it means that she is physically still little and very young which make her easy to be the target of sexual abuse. The development of the concept of these ideas can be seen as follows:

Diagram 2. The Order Signification of the Signs of Datum 1

An 11 years old girl	A little girl/under age	
An 11 years old girl is a little girl		An easy target of sexual assault from the perpetrator
An 11 years old girl is a little girl who is an easy target of sexual assault from the perpetrator		

From the linguistic signs, the signifier is ‘an 11 years old girl’ and the signified is ‘a little girl’. The signifier and the signified produce the denotative sign. The denotative sign is then becomes the connotative signifier. The connotative signifier is ‘an 11 years old girl is a little girl / under age’. The connotative signified is ‘an easy target of sexual assault from the perpetrator’. These connotative signifier and the connotative signified produce the connotative signs as the new interpret and as the sign that is more contextual. The sign is ‘an 11 years old girl is a little girl who is an easy target of sexual assault from the perpetrator’.

Datum 2:

Hundreds of children have their rights violated and are sexually abused in different ways in different places only to suffer in silence.

(The Jakarta Post, Tuesday, January 22, 2013)

The linguistic sign from the datum is ‘hundreds of children have their rights violated’, because it indicated about losing the children rights. The Legislation explains about the rights and the obligations of the children. It related to the sentence ‘hundreds of children have their rights violated’ that to be the key as the linguistic sign. Based on the Legislation, the children must get the protection from the assault and the discrimination as their rights in life. And then based on the context the children are losing their rights because the acts of sexual abuse.

In datum 2, we can see the statement ‘*Hundreds of children have their rights violated*’. It means that the cases of sexual abuse have been a long time. These cases are the complicated condition. We cannot imagine how many children are being the victims of sexual abuse every day. Every second, children in the world lose their right and turn out as sexual victims. No one can stop this crime, and then it becomes a serious issue for parents over the world. The linguistic sign states the deprivation of rights as a very bad action including into a serious crime. It describes an inappropriate action to children at the age through sexual oppression. The bad actions happen because of the opportunities as well as the lack of supervision of parents to the child.

“Each child during parenting parents, guardians, or any other party are responsible for the upbringing is entitled to protection from treatment: a. discrimination; b. exploitation; c. neglect; d. cruelty, violence and persecution; e. inequalities; and f. treatment of others.” (Legislation of Child Protection, Article 13, Point 1)

According to the Legislation, the child needs some protection from sexual exploitation, violence treatment and the other treatment. From datum 2, children who are the victims of violence by not responsible people. It represents the children lose their right to be protected from any crimes and live in peace. Their sexual abuse is a serious violation. Children are the age yet enough to decide an action. They are very easily influenced by others. Therefore, cases of harassment and other acts of violence are the major issue of the disappearance of human rights, especially for children.

The statement about the number of sexual victim is also described in Tempo.co, Thursday, July 18th, 2013 which states that ‘A hundred children of sexual violence each month’. More explanations are the details of violence, such as physical violence, psychological violence and sexual violence. These huge number signifies how dangerous our society today.

From the datum, the analysis of Signifier and Signified is:

Diagram 3. The Signifier and Signified Defining of Datum 2

Signifier	Signified
Hundreds of children have their rights violated	Many children were the victims of sexual abuse

The signifier and the signified from the linguistic sign is the signifier is ‘Hundreds of children have their rights violated’ and the signified is ‘Many children were the victims of sexual abuse’.

Diagram 4. The Order Signification of the Signs of Datum 2

Hundreds of children have their rights violated.	Many children were the victims of sexual abuse.
Hundreds of children have their rights violated were the victims of sexual abuse.	The crimes which happen in almost every day
Hundreds of children have their rights violated is the complicated condition which happen in everyday	

The signifier ‘Hundreds of children have their rights violated’ and the signified is ‘Many children were the victims of sexual abuse’ produce the denotative sign. Denotative sign is the connotative signifier. The connotative signifier is ‘Hundreds of children have their rights violated were the victims of sexual abuse’. The connotative signified is ‘The complicated crimes which happen in almost every day’. From the connotative signifier and the connotative signified produce the connotative sign as the new interpreted and as the sign that more contextual. The connotative sign is ‘Hundreds of children have their rights violated means that it is the complicated condition which happen in everyday’.

Datum 3:

And it is not only girls, even boys are victims of child sexual abuse.

(The Jakarta Post, Tuesday, January 22, 2013)

The linguistic sign from the datum 3 is ‘And it is not only girls, even boys are victims of child sexual abuse’, because it indicated about no differentiation with sex. The Legislation explains about the category of children that must be protected is all of

the children without giving the differentiation to the other things. ‘And it is not only girls, even boys are victims of child sexual abuse’ to be a key word as the linguistic sign.

“State and Government must obligate and responsible for respecting and ensuring the rights of each child without discriminating ethnic, religious, racial, class, gender, ethnic, cultural and linguistic, legal status of the child, the child’s birth order, and condition of physical and/or mental.” (Legislation of Child Protection, Article 21)

It explains that cases involving children whether male or female are entitled to protection from the Government based on the regulation. There is no difference as this is a very important thing for us to know whether a society or Government agencies. Without exception every child need to be protected as the Government has explained that the responsibility for such rights. As a human who always socializes and existence of regeneration, the indispensable role of the Government to protect children who become the nation’s hopes to maintain and defend the country. However, it is enough to provide protection, as the site of complaint if the victim feel lost everything.

In the process, girls tend to be faster in comparing boy, because base on the biology, girl undergoes a physical change more quickly and let the parents, family, and neighbors are paying attention to every association is going. If the child knows the information on acts of sexual abuse first, then at least they can get to recognize and understand the things that cause action. The children are able to make protection of themselves and start considering everyone knew or their surroundings.

From the datum, the analysis of Signifier and Signified is:

Diagram 5. The Signifier and Signified Defining of Datum 3

Signifier	Signified
And it is not only girls, even boys are victims of child sexual abuse	They get the sexual abuse

The signifier is ‘And it is not only girls, even boys are victims of child sexual abuse’. The signified concept is, ‘They get the sexual abuse’. Based on Barthes’s theory, both of signifier and signified are called the denotative sign as the first order of signification. The second order of signification which uses the denotative sign is called connotative sign. Its signifier and signified is ‘Every child can be the victim’.

Diagram 6. The Order Signification of the Signs of Datum 3

It is not only girls, even boys are victims of child sexual abuse	They get the sexual abuse
It is not only girls, even boys are victims can get the sexual abuse	The fact concerns every child can be the victim
It is not only girls, even boys are victims as the fact concerns every child can be then victim	

The signifier and the signified from the linguistic sign is the signifier is ‘It is not only girls, even boys are victims of child sexual abuse’. The signified is ‘They get the

sexual abuse'. The signifier and the signified produce the denotative sign. The denotative sign is the connotative signifier. The connotative signifier is 'It is not only girls, even boys are victim can get the sexual abuse'. The connotative signified is 'The fact concerns every child can be the victim'. From the connotative signifier and the connotative signified produce the connotative sign as the new interpreted and as the sign that more contextual. The connotative sign is 'It is not only girls, even boys are victim means as the fact concerns every child can be the victim'.

IV. CONCLUSION

This research is conducted to transform the reader's knowledge, comprehension, and perspective about the meaning of the article linguistically. The main of this thesis is to know and analyze the signifier and signified of the articles as the key words and also to analyze the articles in order to get the denotative and the connotative meaning. The writer found the meaning in the articles have the relation to the Legislation of Children Protection to solve the child abuse problems based on the meaning of sign, especially signifier and signified concept and also connotative meaning in the articles.

From the analysis, the writer found in the sentences, there are some linguistic signs that can be analyzed by using semiotic principle. It uses to produce the meaning that helps reader in understanding the purposes of the sentences. The sentences have the signifier and the signified concepts and also the denotative and connotative meanings. They produce the real meaning and differ the bias meaning by the reader will give the particular comprehension. Based on the analysis I found the meaning from the linguistic signs in the articles about sexual abuse of children that describe in detail from the meaning on the text.

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INDONESIAN PHRASAL INTERFERENCE FOUND IN AGRICULTURAL TECHNOLOGY FACULTY STUDENTS, ANDALAS UNIVERSITY IN LEARNING ENGLISH

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ABSTRACT

This paper is aimed at describing and explaining phrasal interference of Indonesian language on students' writing and utterance in English class in faculty of Agricultural Technology, Andalas University. The writer investigates forms of phrasal interference of Indonesian language and factors which cause the interference.

There were three steps used in this research, i.e., collecting data, analyzing data, and presenting the result of data analysis. Firstly, the data were collected by using observation method with tapping, nonparticipant-observatory, note taking, and recording techniques. Secondly, the data were analyzed by using referential identity method and translation method with dividing-key-factors technique, equalizing technique, and differentiating technique. Finally, the result of analysis is described by using formal and informal method.

After analyzing the data, the writer found that forms of phrasal interference were in the forms of plural, choice of word, article, and word combination. The causes of interference were the influence of first language and the different syntactic rules between first language and second language. The most dominant interference was in the form of omission of article a/an. It occurred 38 times. Omission of article a/an occurred because of the differentiation of singular concept between Indonesian language and English.

Key words: interference, second language acquisition, phrase, syntax, Indonesian language, English.

I. INTRODUCTION

Interference is one of phenomena appearing in language learning. Interference is an error which happens in language learning. It is because of influence of first language (L1). Corder (1981, p. 65) said "another attitude to errors is that they are all the result of the influence of the mother tongue on the learning process, 'interference' as it was called, from the habits of the first language". This statement shows that L1 gives influence in learning English.

Interference happens because of students' habits of the L1. Students are unaware using these habits in language learning process. Interference appears because students use some elements of the L1 in language learning. Students use their L1 knowledge in learning process. Students tend to transfer the L1 elements into second language (L2) learning process.

According to Krashen and Tracy (1988, p. 40-41), interference is "influence of first language in second language learning". This influence will result an error. So, the L1 influence becomes a basis to classify or to state one error as interference. In addition, they state that interference occurs because of the different system between the L1 and the L2. Students tend to transfer system of the L1 into the L2. They transfer their knowledge in the L1 into the L2. They are unaware to do it. They do it because they do not master the system of the L2. The more the differentiation of system of two languages is, the more the students tend to make interferences.

Interference appears in a change of elements, sound, or structure of one language because of influence of another language. This change is the change of language system. In

other words, interference refers to a deviation in using a language. This deviation means to put a system of one language into a system of another language. This interference was firstly introduced by Weinreich (1953) in his book *Languages in Contact* (Nababan, 1991, p. 35). Weinreich proposes four types of interference, i.e. phonological interference, morphological interference, syntactic interference, and lexical interference. Phrasal interference is included into syntactic interference. Phrase is a combination of two words or more which does not have subject and predicate while “syntax is a grammatical relationship of words in a sentence” (Verhaar, 2010, p. 161). A relationship between one word and another word as one utterance is discussed in syntax.

The following sentence is taken from student’s writing. Phrasal interference is found in the sentence.

(1) *I can learn many thing from them.*

In that sentence there is a word *many* in the phrase *many thing*. The word *many* needs a plural noun after this word. In contrast, the word *many* is not followed by a plural noun. In English, form of regular plural noun is marked by adding *s/es* at the end of noun. Therefore, in English the following form is used.

(1a) *I can learn many things from them.*

The phrase *many thing* above is one example of Indonesian phrasal interference. In Indonesian language, if there is a plural marker, noun following it is not in plural form.

Interference can occur in every language level. This condition happens because the L2 user has acquired the L1 competence naturally in the matter of phonology, morphology, syntax, and lexicon (Chaer, 2003, p. 261). Interference also occurs because the L1 habits influence the L2. In line with this, “the psychological use of the term interference refers to the influence of old habits when new ones are being learned” (Dulay, et al., 1982, p. 98). The habits of the L1 will influence learning process of new language.

Many researchers have studied about interference of Indonesian language into English. Among them are Budiarti (2013), Mustikawati (2009), and Rianita (2004). Budiarti discussed an interference of Indonesian language into English language as shown in scientific journal abstracts. The result indicates that there are three kinds of interferences, namely: morphological, syntactic and semantic interferences. Mustikawati conducted a research in Senior High School of Muhammadiyah I Ponorogo. She studied about Indonesian interference into English in students’ writing. Similarly, Rianita studied similar problem. Rianita found phonological, structural, and semantic interferences.

In this paper, the writer only discusses about Indonesian phrasal interference into English. Data are taken from college students’ writing and utterance in English class. The purpose of this paper is to describe and explain Indonesian phrasal interferences and factors which cause the interference. Phrasal interferences are studied to explain phrasal systems in Indonesian language which cause the occurrence of interferences in learning English. Subject of this study is limited to students of Agricultural Technology Faculty, Andalas University.

II. METHOD

This research is qualitative research. Descriptive analysis is used in this research. The analysis means that language is explained objectively. The writer explains the language as it is. Nida (1970, p. 1) discovers that “the descriptive analyst must be guided by certain very fixed principles if he is to be objective in describing accurately any language or part of any language”.

Method used in collecting the data was observation method. The writer used this method because the writer did an observation to students’ writing. This method was also related to observe language use in the class. To support this method, the writer used tapping, nonparticipant-observatory, note taking, and recording techniques. The data were taken from students’ writing assignment and students’ presentation. After collecting the assignment, the writer did note taking of phrasal interferences. In addition, the writer also did note taking while students performed presentations.

To analyze phrasal interference and its causes, the writer used referential identity method and translation method. Additionally, the data were analyzed by using dividing-key-factors technique, equalizing technique, and differentiating technique. After analyzing the data, the result of analysis is described by using formal and informal method.

III. RESULT AND DISCUSSION

In this research, the following forms of phrasal interference are found.

a. Plural Form

1) Plural Form with a Plural Marker

Data 1: *She have had many friend.*

2) Plural Form without a Marker

Data 2: *It body was short with big eye.*

3) Plural Form after *One of*

Data 3: *Maninjau Lake is one of the famous place in West Sumatra.*

Three data above show that plural form of regular noun needs addition of -s/-es after word “many” and words “one of”. To show a plural noun, the addition of -s/-es is needed in word “eye”, like data 2. So, in English structure the three underlined phrases above are *many friends*, *big eyes*, and *the famous places*.

Three cases above are Indonesian phrasal interferences. In Indonesian language there is no plural form after a quantity marker or after words “*salah satu*”. Similarly, the addition -s/-es or reduplication is not needed to state that there are two eyes. Context has shown that “eye (‘mata’)” are plural although it is not in the plural form.

b. Kinds of Word

1) Adjective

Data 4: *I want to be a success people like him.*

From the data above, it can be seen that the student generalizes the word “*sukses*” in Indonesian language and the word “success” in English. It seems that the student only translates the word “*sukses*” into English. The student does not master kinds of word in English yet.

The word “people” is a noun which needs an adjective as a modifier and the adjective is “successful”. Then, because the word “people” refers to “him”, the singular noun which refers to “him” is “person”. So, that phrase is *a successful person* in English.

2) Conjunction

Data 5: *I have success because her.*

The word “because” is translated ‘*karena*’ in Indonesian language. The word “*karena*” can be a preposition and a conjunction. If the word “*karena*” is as a preposition, it will be followed by noun, adjective, or verb. If the word “*karena*” is as a conjunction, it will combine two clauses. On the other hand, in English the word “because” only functions as a conjunction.

The use of word “*karena*” in Indonesian language gives influence to student in using the word “because” in English. Because of this influence, interference occurs. The student assumes that the word “because” can function as a preposition as it is found in data 5.

3) Demonstrative

Data 6: *Although this is dangerous game, me and my friends still playing this fireworks.*

In Indonesian language, the demonstrative word “this (‘ini’)” is used as a modifier of singular noun or plural noun. However, in English “this” is used before singular noun. The use of demonstrative “this” shows a case of interference as it is seen in data 6.

c. Omission of Article

1) Article *a/an*

Data 7: *Doni is smart boy.*

Noun phrase “smart boy” refers to *Doni*. There is a singular noun in the phrase, i.e. *boy*. In English article *a/an* is used as a marker of a singular noun. Thus, phrase *a smart boy* is used.

In the sentence above phrase “smart boy” is an interference of Indonesian language. In Indonesian language a marker to indicate a singular noun can be used or not in a phrase.

2) Article *the*

Data 8: *After that day, my mother went to market to bought toy car which better than Randi's toy car.*

Article *the* is definite article. This article is used to indicate that a thing is the only one in this world, for example *the sun*. It is used to indicate that a thing is definite. It is also used to mention a thing which is mentioned for the second time. For example, *I have a bag. The bag is blue.*

Like article *a/an*, the use of article *the* is often ignored by students. Sometimes students do not understand the use of it. Students confuse about it. The omission of article *the* in data 8 is interfered by Indonesian language because there is no article *the* in Indonesian language.

d. Combination of Words

1) Verb + Verb

Data 9: *When I still child, I liked play marble.*

2) Adjective + Noun

Data 10: *Medan city is one of the city interesting of people for stay.*

3) Adjective + Verb

Data 11: *She diligent read Al quran.*

4) Preposition + Verb

Data 12: *When anyone need a help, especially in learn mathematics, she always offered a help.*

Four data above are interferences caused by Indonesian language. The combination of words in English is different with Indonesian language. The word “liked” in data 9 can be followed by *gerund* (*playing*) or *to infinitive* (*to play*). Therefore, the phrase *liked playing* or *liked to play* can be used. In contrast, in Indonesian language it is not found the term “*gerund*” or “*to infinitive*”. Phrase *liked play* is an interference because of the combination of two verbs in Indonesian language.

In data 10 a student makes noun phrase *the city interesting* in the pattern of Indonesian language. In Indonesian language *noun* (*city*) as a head is put before *adjective* (*interesting*) while in English *adjective* (*interesting*) comes before *noun* (*city*). So, the pattern of that noun phrase in English is *interesting cities*.

In data 11 the word “diligent” as *adjective* is combined with the word “read” as *verb*. In English to combine these two words, *to infinitive* (*to read*) after *adjective* is used. So, the combination of these two words is *diligent to read*. Interference in data 11 is caused of pattern of two words in Indonesian language. Adjective and verb can be combined.

In data 12 English has a system in combining preposition “in” and verb “learn”. When a verb follows a preposition, the verb becomes a *gerund*. Thus, that phrase in English is *in learning*. In Indonesian language a preposition can be combined with a verb. This system causes interference like phrase in data 12.

Factors which cause interference are:

a. Influence of First Language

Students have acquired L1 before learning the L2. The proficiency of the L1 gives influence in learning process. Students tend to transfer system of the L1 when using the L2. As a result, when they produce utterance in the L2, its utterance has system of the L1. Habits in the L1 interfere the learning of the L2.

b. Different System of First Language and Second Language

From the data, it can be seen that students transfer system of the L1 into the L2. This system cannot be applied into the L2. Because the system which is transferred is not

appropriate, interference occurs. The more the differentiation of the system of two languages is, the harder the students master the L2.

It is undeniable that there is the occurrence of interference in learning process. The interference shows that learning the L2 is in a process. Lack of understanding of target language increases a tendency of the influence of the L1. If students understand system of the L2 more, the occurrence of interference will decrease.

The interference occurs when the system of the L1 is transferred into the L2. This transfer produces an error. The interference shows the different system of the L1 and the L2.

The L1 has been acquired by students. When they study a new language, they are unaware to transfer system of the L1 into the L2. They are unaware that they cannot apply all systems of the L1 into the target language. They often generalize the concept of two languages. For example, they sometimes omit morpheme /s/ of plural regular noun in English while in Indonesian language there is no morpheme /s/ as a plural marker.

From ninety six data, interference in the form of omission of *article a/an* occurs thirty eight times. This interference occurs because in Indonesian language a word to mark a singular noun, for example *sebuah*, *seekor*, and *seorang*, can be omitted in certain context. Students sometimes apply this concept when they use English. In contrast, in English *article a/an* is used to state a singular countable noun. Students are unaware in applying system of Indonesian language into English. Additionally, they do not pay attention carefully in using *article a/an*. They do not comprehend the concept and the use of this *article* yet.

IV. CONCLUSION AND SUGGESTION

CONCLUSION

Research result shows the forms of phrasal interference are in the forms of plural, choice of word, article, and word combination. The causes of interference are influence of first language and different system of L1 and L2. Indonesian language as the L1 really influences the occurrence of interference in English. The interference in the form of omission of article *a/an* occurs thirty eight times. This interference occurs because system to mark a singular noun is different between Indonesian language and English.

SUGGESTION

In this paper it is described and explained forms of phrasal interference of Indonesian language on students' writing and utterance in English class in faculty of Agricultural Technology, Andalas University. Causes of the interference are also explained. The result is not a generalization for all students who are learning English. As a matter of fact, students' capability and comprehension influence the occurrence of interference.

The writer only focuses her study on the phrasal interference of Indonesian language in English class in faculty of Agricultural Technology, Andalas University. Therefore, someday the writer hopes that there are other studies about other forms of interference in different faculty. The writer also hopes that the result of this study becomes a reference for lecturers and students. So, they can minimize the occurrence of phrasal interference in English class.

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POLITICAL LANGUAGE AND THE FUTURE OF INDONESIAN CIVILIZATION

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ABSTRACT

Indonesian language used by the Indonesian political elite should be able to contribute to the future of human civilization is more qualified. Unfortunately, until these days often appear political language that "not qualified" produced by the political elite. This expressions cannot be a good examples for the people of Indonesia because sarcasm and degrading human dignity. Producer of political language still has obligations to produces a language easily understood, unambiguous, not rude, not degrading human dignity, not convoluted, not dropping others, and convey the true facts. The political elite must realize that politics is not a power in the narrow sense, ie, 'to dominate the government administration'. Instead, politics is the development of all human potential towards more qualified civilization. Anyone involved in politics must put political meaning correctly. The habit of using abusive language and degrading human dignity directly or indirectly affect public perception. They will argued that using abusive language and degrading human dignity may be done because there is an example of the political elite. Political language must be able to provide critical awareness to the public. The increasing awareness of the public, of course, demands political elite to produce hygienic political language, a language that can develop the entire human potential..

Key words : political language, polite and hygienic expressions, Indonesian civilization

I. INTRODUCTION

Indonesian language used by the Indonesian political elite should be able to contribute to the future of human civilization is more qualified. It is a challenge for anyone, especially the political elite, which produces political language by using Indonesian. In the history of the use of language for political purposes in Indonesia is always colored by the abuse of language. When politics has always been associated with power, various misuse of language that can not be circumvented. Nevertheless, in whatever conditions a producer of political language persistent has a great responsibility in generating language polite, hygienic, and respect human dignity.

Unfortunately, until these days still often appear political language that "not qualified" produced by the political elites. The following are shown some examples of the political language that appeared in mass media that "is not qualified" produced by Indonesian political elite.

- (1) Jokowi *sinting*
- (2) Jokowi *jangan seperti burung unta*
- (3) Pemerintahan Joko Widodo didukung *kekuatan siluman*
- (4) Perjuangan melawan Jokowi ini seperti Perang Badar
- (5) Kalau tidak setia akan saya *sembelih*
- (6) Ternyata manusia Indonesia *masih keturunan budak*

Expression (1) is produced by a member of the House of Representatives of the Republic of Indonesia. That phrase is "not qualified" because it uses words that are rude and insulting others. According to Indonesian dictionary, the word *sinting* means 'not right mind' or 'slightly insane'. The phrase *sinting* does not contain rude meanings when used in close relationships and aims to establish familiarity of a personal nature. Conversely, if it is used in public discourse the word *sinting* means 'rough', 'threaten face', and can undermine a person's dignity. Therefore, the expression (1) should no longer be used for various political or other interests that are public.

The expression (2), (3), (4), (5), and (6) are "not qualified" because it uses the metaphor is not entirely appropriate. The expression (2), (3), and (4) are produced by one of the reformers and former Chairman of the People's Consultative Assembly of the Republic of Indonesia in the post-New Order era. The phrase *Jokowi jangan seperti burung unta* not fit for use in political language. The word *burung unta* has properties that always hides his head when he saw something that harm him. Comparing weak characteristic of animals with human nature implies 'degrading human dignity'. Likewise, expressions, such as *Perang Badar* and *Pemerintahan Joko Widodo Didukung Kekuatan Siluman*, which appeared in the public space is not very precise. The use of the phrase *Perang Badar* to motivate certain political groups in the presidential nomination in the 2014 election is too excessive and wrong in choosing metaphor. The use of metaphor *siluman* tend also to be slander and insult others. According to Indonesian dictionary, the word *siluman* means 'supernatural creatures which often manifest themselves as human beings or animals'. Comparing a legitimate government with the "supernatural creatures" is not very suitable, and it contains insults.

The expression (5) and (6) are produced by a political party leader and former President of the Republic of Indonesia. The phrase *kalau tidak setia, nanti saya sembelih* should not be used in political language for any reason. It could be, the phrase was used by a party leader to show his anger to disloyal party members. The word *sembelih* more used to the animals and very unfit for humans. Thus, the use of the word *sembelih* for the human being has the impression of meaning 'degrading', 'insulting humanity', and 'rough'. Political elites need to find another vocabulary more humane to reveal threats for party members in order to can be loyal to the party. If the word *sembelih* is constantly used in political communication, then public subconscious will assume that the word able to be used in public spaces. Likewise, expression (8) was not qualified because insulting the dignity of the people of Indonesia. In the Indonesian culture, the word has a negative connotation and is not fit for use in public spaces. The word *budak* has become a collective memory for anyone and is reminiscent of the colonial era in which people or groups of people who are in power politically, economically, and culturally dominate and oppress the community or other communities. The word *budak* is very sensitive for Indonesian people who had bad experiences colonized by foreign nations for more than 350 years.

Relating the use of metaphor in political discourse, we can refer to the views of **Mio** (1997:113) which formulates that "metaphors are often utilized in political communication and is recognized as an effective medium to persuade the public". Metaphor refers to when a word or a phrase is used which establishes a comparison between one idea and another (**Beard**, 2000:19). Experts in language and politics have in common the view that a politician should have the ability to use metaphors and symbols to express political views. In the context of Indonesia, **Santoso** (2003) found that politicians tend to use a metaphor from the world of animals and war, as well as sports fields. Many concepts, ideas, and political views that appear likely to be drawn in narrow relation: friend-opponent. They always look at people or groups who disagree are always interpreted as 'contenders', 'competitors', and 'political enemy/opponents', and therefore must be defeated. In the animal world, war, and sport there is only 'won or lost', or 'kill or be killed'. With metaphor, the message conveyed by politicians feel more alive, and in the later stages of ordinary people directly approve uncritically. In fact, the choice of war metaphor often means 'rough' and can be considered as common sense in the human mind. In my opinion, in the political discourse, we do not need to select or use a particular metaphor that implies negative. Thus, we can formulate the ideas, views, or comments to a specific event by using the phrase without metaphor. There are still many other linguistic devices that can be used to convey our ideas and political views.

II. DISCUSSION

Orwell and The Political Language

About how to use political language, we can refer to the classical view of British thinker, George Orwell. **Orwell** (1968:139) suggested a number of rules for language usage which

should be followed by politicians, even, all speakers and writers in the interests of clear, honest, and understandable communication:

- (1) Never use a metaphor, simile or other figure of speech which you are used to seeing in print.
- (2) Never use a long word where a short one will do.
- (3) If it is possible to cut a word out, always cut it out.
- (4) Never use the passive where you can use the active.
- (5) Never use a foreign phrase, a scientific word or a jargon word if you can think of an everyday English equivalent.
- (6) Break any of these rules sooner than say anything outright barbarous.

Associated with political language of Indonesia, "signposts" of George Orwell can be a reference for the actors and political analyst. Although the rules of the political language of Orwell refers to the English language, but in my opinion these signs can also apply on Indonesian within the framework of political communication in Indonesia. Facts show that many restrictions on Orwell still violated by the Indonesian political elite. For example, the tendency of elites to choose the form of longer words than shorter words for express the same thing. The political elite also tend to choose the vocabulary which is considered "more scientific" than everyday vocabulary for the same meaning.

Language As A Site of Social Struggle

The most appropriate way of looking at the phenomenon of political language is "language is seen as a site of social struggles". It reminds us of the great figures in the history of linguistics from the former Soviet Union, namely M. Bakhtin and VN Volosinov. They take positions contrary to the paradigm of Saussurean; they studied the language not as an abstract system, but in the reality of real life everyday. Maybin (2001: 64-65) describes the views of Bakhtin and Volosinov as follows.

They present a picture of language as essentially social and rooted in the struggle and ambiguities of everyday life. The meanings of words are derived not from fixed relationships between abstract signs, but from the accumulated dynamic social use of particular forms of language in different contexts and for different and sometimes conflicting purposes. The nuances and connotations of words reflect this social and often contested history.

For Bakhtin and Volosinov, this ideological aspect of language does not only apply to its use within the grand social edifices of politics, education and religion, but is just as important in the apparently trivial casual conversations of daily life (Maybin, 2001:65).

The political elite must have awareness that language is always generates "socially thing" and immediately become material for public consumption, and subsequently became a reference for the ordinary people to think and behave.. Political language, according Volosinov, always containing "evaluative accent" who brings a certain meaning and always refer to certain things (Maybin, 2001). The word "Suharto", for example, contains a negative meaning for fighters post-New Order era, the same as the word "Sukarno" which implies negative for the New Order regime. In fact, the words or phrases appears innocent as "APBD untuk rakyat", "neokolonialisme", and "petugas partai" has negative connotations for government observers and NGO activists. Therefore, the political elite should think carefully before its political statement conveyed through the language of politics. In politics, language is not a neutral phenomenon. but be filled with the interests, goals, and objectives. It is important for the leader (political elite) and public people have a critical language awareness (CLA). For the political elite, CLA is needed to control the political language that it generates is always polite and hygienic. For public/ordinary people, the CLA is needed to guide in understanding and interpreting the language of politics so that they do not co-opted by a political goal that is misleading or does not respect human dignity.

The Responsibility of The Political Elite in The Political Language

The regime of Soekarno, Soeharto, and afterwards giving a lesson to us about the importance of the role of language in politics. Language occupies a strategic role in directing the masses. Language so extensively utilized for various political purposes. In fact, to the extent that political language is misused by the political elite for purposes that lead to the suppression of society. The emergence of much usage offensive language, offensive to others, harassing other groups, pitting, and vulgar is accurate evidence of a lot of abuse of political language.

The political elite must have confidence that the polite language better than inappropriate language, subtle language better than coarse language, a language that is easily understood better than elusive language, a language that enlighten the mind better than the language the "defile" of mind, and so on. It is no longer appropriate, for the sake of power, the political elite uses language without the ethical judgment. The ethical language have big contribution to form the good future civilization. Thus, the future of Indonesian civilization, one of which, embodied in the language of polite in public spaces since now used by the political elite.

Even now, we still remember the great figures in history who always speak gently and politely though in anger. In the history of Islam, for example, Muhammad is famous for the soft-spoken and courteous to his companions. In fact, to his enemies, the prophet Muhammad was always well-behaved and soft-spoken, as well as, polite. Finally, traces of tenderness and politeness of the great figures become references that never goes out until now.

In the context of Indonesian politics, using critical discourse analysis models **Fairclough** (1989; 1995), **Santoso** (2003) found that among the Indonesian political elite of post-New Order era, the language of Susilo Bambang Yudhoyono (SBY) is the most polite, orderly, and did not attack his political opponents. Since appearing in the political map of Indonesia, a language that is "produced" by SBY who appear in public spaces (newspapers, magazines, tabloids, and television) give rise to a sense of comfort for its "customers". This is very different from the political language of Amien Rais and Abdurrahman Wahid, for example, which tends to provoke polemic because it is always insult to political opponents with vocabulary, phrases, and metaphors that are not appropriate.

Seven Stages of Formation of Civilization

What is the relationship between "good language" and the future of civilization of Indonesia? There are seven key terms to explain seven step in the formation of a civilization: (1) accuracy of thinking, (2) accuracy of wording, (3) accuracy of action, (4) habit, (5) the character of life, (6) cultural elements, and (7) civilization. The accuracy in formulate a good intentions will affect the realization of "a dream" the future of good civilization. Instead, imprecision in formulate intentions will also affect the "nightmare" civilization of Indonesia.

First, think/intent correctly. Anyone who wants to be a community leader or public officials (president, minister, party leader, parliamentary member, chairman of the NGO, religious leader, or lecturer, and so on) should formulate intentions correctly. There must be awareness of the leaders that they are representations of social actors, they are agents (see **van Leeuwen**, 1996:32). Thus, it is becomes a political elite, must begin with the right intention, for example, politics to serve the universal humanity, and not to serve the power in a narrow sense. This can be noted in the description of an Orwellian, **Jones & Wareing** (1999:29), as follows.

Orwell claimed that "in our age there is no keeping out of politics; all issues are political issues". Politics is concerned with power: the power to make decisions, to control resources, to control other people's behaviour and often to control their values. Even the most everyday decisions can be seen in a political light.

Second, properly speaking. When someone decides or appointed as a public leader, then he should be able to speak properly. Whatever is said will affect the ways of seeing and ways of thinking of ordinary people. Therefore, he must be able to speak the hygienic, well-mannered, which gives enlightenment to the public. He can no longer speak roughly, "threaten face" of others, and do not give enlightenment to many people. It must be realized by the political elite when producing the political language, he is colonizing subtly--hegemonies--the general public

both directly and indirectly. As said by **Hymes** (2009:158) that the grammar and linguistic elements is “an instrument of hegemony”, or **Seidel** (1985:46) that text as a suprasentential unit of meaning, an extension of the syntactic and logical structuring of a sentence is “a site of struggle”; and also **Fowler** (1985:62) that language is “a reality-creating social practice”: not only is it used to enforce and exploit existing positions of authority and privilege in the obvious ways (commands, regulations, etc.), the use of language continuously constitutes the statuses and roles upon which people base their claims to exercise power, and the statuses and roles which seem to require subservience. In Foucault's view, discourse has been treated (1) as language: purely as a medium of expression, the surface representation of ‘deeper’ abstract thoughts, (2) as individual psychology: the property of some unique individual, or else as the ‘styles’ or ‘themes’ employed by an individual, and (3) as a mere adjunct to ‘the mind’: so that ‘the operations are all carried out prior to discourse’ (**McHoul & Grace**, 1993:52). In fact, referring to Foucault's view, when the language of politics has produced, in the later stages of the language changed her status to “discourse as a system of representation,” ie, “a group statements which provide a language for talking about—a way of representing the knowledge about—a particular topic at a particular historical moment... discourse is about the production of knowledge through language (**Hall**, 2001:72).

Third, act correctly. A public official should be able to provide examples of good behavior to the public. Ki Hajar Dewantara, one of the founding fathers of Indonesia, giving idiom which is still used, “ing ngarso sung tuladha”, which means ‘when in front of (being a leader) we should be able to give an example’. This idiom should be a reference for anyone who become a public leader. For example, when we make once a fundamental error (eg corruption), people could no longer believe in us. Whoever without exception has the potential to make mistake especially when he has unlimited power to regulate the state or society. In fact, a clerk at the parking areas also have the potential to abuse its power by means appealing parking rates are much more expensive than standard fare. Acting correctly at present be contributing to the future of the civilization of Indonesia.

Fourth, actions carried out continuously in the end becomes a habit. Accuracy of action subsequently influential into the habit of correct, on the contrary, the wrong of action influential into the wrong habit. The second thing is dangerous for the future of civilization. Speaking roughly committed by public officials, for example, can become a habit for many people when the roughness considered as normal greeting. Therefore, it is very important for public officials to familiarize themselves act correctly. Following the views of **Fairclough** (1989), the language which was produced subsequently considered as “common sense” by the consumer of language and then they will using the language uncritically.

Fifth, a habit that is done routinely subsequently become the character of life of a community. In the context of Indonesian politics, became rich after becoming a public official is considered not odd and accepted by society. In fact, they are not shy about showing off his wealth again obtained by unlawful means. Alternatively, a public official who arrested by the corruption eradication commission no longer embarrassed to appear on national television wearing Muslim attributes. This is very dangerous because of bad character have started to become part of society's values.

Sixth, the certain character of life of a community then becomes an element of the individual or community culture. The character is treated as a result of engineering or optimizing the human mind. Culture is a complex which includes knowledge, belief, art, morals, law, customs, and other capabilities and habits acquired by man as a member of society. This culture will be passed down to children and grandchildren as part of the process of preservation and inheritance of values upheld by members of the public.

Seventh, the value of which has become part of life of the communities are then believed to be the right thing and will not change over time. This is called civilization, that is ‘matters relating to courtesy, wisdom, and cultural progress both physically and spiritually’. Because it is “definitely” and fossilized, think correctly - as the root of civilization - must be done with careful consideration. If our thinking is wrong then the future of civilization is a “nightmare”.

Conversely, if our thinking is right within the framework of the norms of Indonesia, then the future of civilization is “beautiful dream” and furthermore expect becoming reality of life that upholds the decency and progress of thinking.

III. CONCLUSION

Political language remained a part of the language of the people who want to consume the healthy language. Political language should still be able to enlighten the minds of many people. Therefore, in political language should contained lofty goals for the future of civilization which we dreamed. So, anyone who wants to become a political elite, political language acquisition for glorious political communication must be controlled.

The political elite must continue to have confidence that the political language was polite and hygienic will have an impact on the future of a better civilization. The conviction must continue to color any political activity whatsoever and under any circumstances. Of course, political behavior was polite also become an integral part of the political language that is polite. There is no point for a political elite using polite language, but otherwise did not have a good political behavior. Also, there is no point for a political elite have a good political behavior, but instead use a language that is not polite.

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THE USE OF HONORIFIC PERSONAL PRONOMINAL DEICTIC IN THE CAMPAIGN OF REGENTS ELECTION IN GOWA REGENCY SOUTH SULAWESI PROVINCE

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ABSTRACT

Approaching the 2015 – 2020 regent election in Gowa Regency, South Sulawesi Province, regent and vice regent candidates tried to gain supports from political parties with different language strategies. They addressed themselves stakeholders and their elector candidate community stake-givers. They used honorific personal pronominal deictic to address elector candidates, introduce ideas, opinions, vision, and mission to have elector candidates choose them as regents in the election day. The aim of this study was to describe the use of various honorific personal pronominal deictic, exophoric referral in the campaign. Data were purposively determined and obtained from posters, billboards, banners, and stickers posted on strategic roads in Gowa Regency, such as on Sultan Hasanuddin Street, Tumanurung Street, and Yusuf Banti Street as well as from audiovisual media such as radio, TV, SMS (short message services), BBM (Blackberry Messenger), social media such as Facebook, twitter, and path. The research results indicated that honorific personal pronominal diction used by the regent candidates varied a lot. They used single first personal pronominal diction, plural first personal pronominal diction, and second personal pronominal diction. Single first personal pronominal diction was exophorically referred to the regent candidate (stakeholder), and some others were referred to elector candidate community (stake-givers). Plural first personal pronominal diction was referred to the stakeholder and the stake giver. The second pronominal diction was referred to the stake-givers, either in the form of full personal pronominal, proclitics, or enclitics. Besides these, reversed and released deictic were also found. The personal pronominal diction tended to integrate personal pronominal of Indonesian and Makassar Languages. The choice of personal pronominal integration was conducted to ease elector candidates who live in Gowa Regency, South Sulawesi, understand the purpose of the Regents candidates.

Keywords: personal pronominal deictic, regents candidate, Gowa Regency, South Sulawesi Province.

I. INTRODUCTION

Deictic can be viewed from various domains, including the realm of semantics and pragmatics. On semantic, the meaning of deictic could be recognized based on element that builds the concept. Meanwhile, in pragmatic the meaning of deictic can be recognized by elements that are outside the concept/speech, the speaker, the opposite, and the situation. Therefore, a pragmatic realm is a study of all the elements of meaning that not covered by the realm of semantics. The realm that has been mention the last related with this explanation for tracing deictic references, especially deictic personal pronominal used by thecandidates for regional head and deputy is in need of elements beyond the concept/speech known as context. The presence of context by Syafi'I(1990: 126) is divided intofour parts, named the physical context, epistemic context, linguistic context, and social context. Physical context associated with the place of substitutions which presents the action or behavior the audience. Epistemic

context associated with the same background knowledge between speaker and audience. Linguistic context associated with the relationship between speech and speech that preceded it entails. Meanwhile, the social context associated with the social status of the speaker and audience.

The context of the fourth complementary to determine references deictic personal pronominal as a subject honorifics stakeholders and the community of voters as the giver of interest. For understanding deictic references personal pronominal as a honorific greeting is a one of the success determining factor of a campaign on taking over the vote that suit the voter's understanding as a targeted public.

II. METHODOLOGY

Data were purposively determined and obtained from posters, billboards, banners, and stickers posted on strategic roads in Gowa Regency, such as on Sultan Hasanuddin Street, Tumanurung Street, and Yusuf Banti Street as well as from audiovisual media such as radio, TV, SMS (short message services), BBM (Blackberry Messenger), social media such as Facebook, twitter, and path.

III. DISCUSSION

a. Deictic

Deictic term comes from the Greek 'deictic', which means 'appointments directly'. In general, deictic term used to describe the function of pronominals persona, demonstrative pronominals, a function of time, and an assortment of other grammatical features and lexical linking speech to the tangle of space and time in the act of speech (Lyons, 1977: 22). Furthermore, according to Djajasudarma, (1993: 15) deictic may be a location (place) identification of persons, objects, events, processes or activities that are being discussed or referred to in their relationship dimensions of space and time when spoken by a speaker or a friend to talk. According to the prototype, deictic will be used for demonstrative personal pronominal, personal pronominal I, II, and III, which is special temporal and location.

b. Types of Deictic

Purwo (1984: 20) deictic divide into four types, namely (1) outside deictic speech (exosphere), (2) deictic inside speech (endophore), (3) reversal deictic, and (4) deictic context sensitive. Meanwhile, Nababan (1987: 40-45) deictic divides into five types, namely (1) deictic person, (2) deictic place, (3) deictic time, (4) deictic discourse, and (5) social deictic. Deictic term that had been used by Nababan same discourse by the term used by Purwo's deictic endofora. Deictic divided into two, deictic anaphora and cataphora. Deictic people, deictic place, and deictic time are the same term deictic exophora used. Deictic social decorum associated with language associated with the use of honorifics form. Deictic exophora egocentric, the speaker is at the zero point and everything is directed at this point of view. Deictic exophora divided into three parts, deictic persona, deictic space, and deictic time.

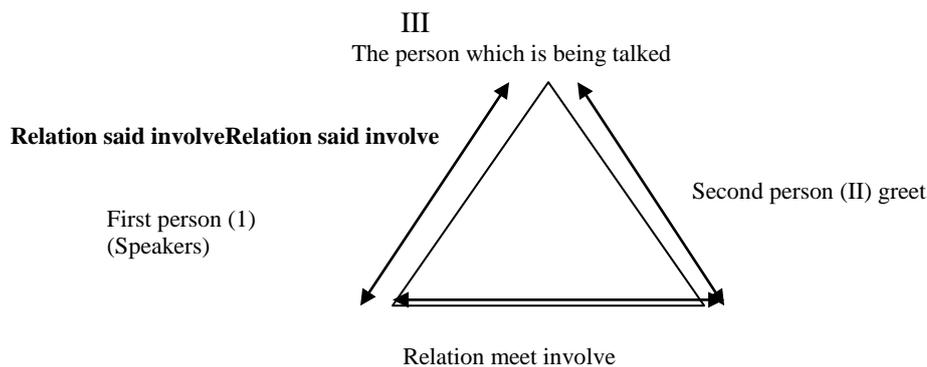
c. Personal Pronominal Deictic

The term is derived from the Latin word persona as a translation of the Greek word meaning prosopon masks (masks worn as howman). Also means the actor or character drama performed by the player. The term used by linguists persona that time because of the similarity between the events of language and showman. Reference designated by the personal pronominal alternated depend on the cast performed by participants of the speech act. The person who is talking gets characterization called first persona. If he did not speak again, but being an audience, he changed into a mask called a second persona. People who are not present at the scene of the talks, but became the talk, he gets actor called third person (Purwo, 1984:22).

Deictic personal pronominal can be a personal pronominal, proper name, rank, and the degree of kinship of speech, for example: you, brothers, doctors, paramedics, lieutenant, captain, professor, father, mother, sister.

Universally every language in the world has a personal pronominal to refer to the person or as agreeing to replace each and every individual who has had their respective names. Personal pronominal expressed relative positions and relationships between speakers with distinguished colleagues who talk on the speaker (first person), friend to talk or pesapa (the second), and the parties discussed or dipersapakan(third person).

Here's abasic framework of the quoted personal pronominal Vytgostsky(in Duranti, 2000:40), and (in Ibrahim, 2014:5).



The frame of personal pronominal can be explained, as follows: The Triangle of frame personal pronominal produce relationship of three parties the greeter, the person to talk with, and the person being talked. The greeter becomes first persona (I), the person to talk with (II), and the person being talked (III). The connection between the greeter and being talk with is called meeting and involved (relation meet-involve). It means the greeter and the person being talk with meet and involve in utterance/conversation (speech act) to talk or being involved herself/himself which become a person to be talked. This activity will form relation meet-involve. In triangles relationship, that is the speakers, a person to talk with, and the person being talked there is relationship to be counted, the first person, the second person and the third singular person and plural third person. In a certain language, like Indonesia language for the first singular person is being changed by the use of personal pronominal I/I am, while for the first plural person being changed by the use of personal pronominal we exclusively and we inclusively. For the second person singular can be seen by the use of personal pronominal *you* familiar and *you* as an honor to respect, while for the second plural person the use of personal pronominal *you* all. For the third singular person is being changed by the use of pronominal persona *she/he*, while for the third plural person being changed by the use of personal pronominal *they*. Indonesia language has the criteria for personal pronominal which declared respect, manner in behaving. Those criteria are known as the forms of personal pronominal honorific (*takzim*) then they treat as the things to compare the difference of the forms personal pronominal familiar (close friend/the same age as us).

In Makassar, language that used has much similarity as the thing above. The use of Makassar language by the candidates of legislative in that city is to compete with the other participants to be the member of legislative in parliament. In Makassar language for the first singular person is being hanged by the use of personal pronominal *inakke* 'I' and for the first plural person exclusively and inclusively being changed by the use of pronominal persona *ikatte* 'we' dan *ikatte* 'they'. If it is placed after verb that pronominal will form the new shape which is called enklitika *-ak* 'I' dan *-ki* 'we/they'. The second singular person will be

changed by the use of personal pronominal *ikau* 'you' familiar/build close relationship and *ikatte* 'you' being used as an honorific. If it is placed after verb, both enklitika *-ko* 'you (the use of you can be used for making close and can be used to talk to someone politely)' and *-ki* in Makassar is 'you'. For the third singular person represents by the use of the personal pronominal *ia* 'she/he' and *ia aseng* 'they'. If it is placed after verba, it will be called enklitika *-i* 'he/she' and *-asengi* 'them'. Makassar language has criteria for personal pronominal which shows respect or manner in behaving. Those criteria are known as pronominal persona honorific (*takzim*) to compare the difference pronominal from the forms of persona familiar (close friend/a person the same age as you) (Abbas, 2015: 29). Those forms above cannot be found in English, example to differentiate thing which differentiate between pronomina the second person honorific and familiar. To build the same perception among the regent election in Gowa Regency, South Sulawesi Province with the people who will elect them in election so it is need to be supported by the language structure and the complete meaning of the sentence. It also supported by the same way of viewing between two constituents toward the political participants and their track record, integrity, capability, and values of highest morality.

Associated with perspective candidates for regional head in Gowa regency on society prospective voters, of course, will get a positive response if the two constituents have a common perception of the political participation from the expectations of society. Common perception is also supported by the structure of language and meaning of complete sentences and supported by a track record of reliable detection, integrity, capability, and moral values are higher than any candidate that regard.

d. Utilization Personal pronominal deictic honorific by the Regional Head Candidates in Gowa Regency

Deictic persona honorific used by the regional head candidates in Gowa regency , the personal pronominal deictic first single and first person plural pronominas inclusive pronominas second person singular and the third person singular pronomina. In general, regional head candidate campaign regarding use Indonesian vocabulary. However, some are using the vocabulary of Makassar. Deictic user can be seen in the following example.

First Single Personal Pronominal Deictic

First Single Personal Pronominal Deictic can be seen in the following example.

- (1) *Bismillah, saya maju karena kita ada* "Bismillah, I go forward because we are here".
- (2) *Saya bisa tonji* "I can too".
- (3) *Demi membangun Gowa aku datang dengan sebuah perubahan* "In order to build Gowa, I came with a change".
- (4) *Perjuanganku hanya demi masyarakatku* "My struggle just for my community".
- (5) *Bantukak kodong* "Please help me".
- (6) *Inimi pilanku* "This is my choice".
- (7) *Dukungkak bos* "Support me, Boss".

Example (1) - (7) contains two forms first fully personal pronominal deictic, they are *I* (*saya*) dan *I* (*aku*) then enklitika *I* (*-ku*) dan *I* (*-kak*). First personal pronominal *I* (*saya*) in (1) and (2), *I* (*aku*) in (3). Form the first personal pronominal *I* (*saya*) and *I* (*aku*) used as a substitute for talking to their self reference. Central deictic is clear by the context, the head of the prospective cast as a speaker. By knowing the owner of the speech can be said that the use of first personal pronominal *I* (*saya*) and *I* (*aku*) exosphoric refer to the relevant regional head candidate as stakeholders outside the text. Meanwhile, enclitic *-kuperjuanganku* "my struggle" and *masyarakatku* "my society" on (4) and *pilihanku* "my choices" on (6) declare ownership, whereas enclitic help me (*-kak* 'saya' *bantukak*) on (5) and support me (*dukungkak*) on (7) from enclitic *I* (*-ak* 'saya') (Makassar language) exosphoric refer to prospective head region regard as the owner of interests that are beyond text.

First Plural Inclusive Personal Pronominal Deictic

First plural inclusive personal pronominal deictic can be seen in the following example.

- (8) *Kita satu, kita peduli* “We are one, we care”.
- (9) *Saatnya kita bersatu* “It’s time for us to come together”.
- (10) *Mari bersama kita wujudkan Gowa yang lebih maju dengan membangun desa dan menata kota tanpa korupsi* “Let’s make Gowa more advanced with build and manage rural town without corruption”.
- (11) *Bismillah, saya maju karena kita ada* “Bismillah, I go forward because we are here”.

Majumakik, adajak “You go forward, I’m here”.

Example (8) – (11) contains the first plural fully inclusive personal pronominal deictic, both *we (kita)* and enclitic *-kik and -ak*. Plural personal pronominal *we (kita)* include the plural inclusive. It means, the personal pronominal includes the speaker and the listener. In the example (8), (9), and (10) regional head candidate calls himself *we (kita)* to engage / involve voters on his side. So, the word *we(kita)* we use it if the regional head candidate asked for support to prospective voters to his side. Therefore, the use of *we (kita)* in the text refer to the prospective head region exophoric regard as stakeholders and prospective voters as the giver of interest. Unlike the case with *we (kita)* personal pronominal in (11). Said *we (kita)* did not include speakers, but only refers to the listener or prospective voters. Utilization of the word *we(kita)* happen due to interference honorifics *Katte ‘you’* second personal pronominal in Makassar language. This is reinforced by the emergence of a second text which is a response from the listener/voters who declare *majumakik, adajak*. Enclitic *-kik ‘you’* on *majumakik “you go forward”* and enclitic *-ak ‘I’* in *adajak “I am here”* claim that voters are ready to provide support to the regional head candidates with respect. Therefore, utilization of personal pronominal *we (kita)* prefer in exophoric to prospective voters as a conduit interests that are outside the text.

Second Personal Pronominal Deictic

Second personal pronominal deictic can be seen in the following example.

- (12) *Doa, ikhtiar, dan tawakkal. Sabarki* “Praying, *ikhtiar*, and *tawakkal*. Be Patient”
- (13) *Majuki komandan* “Go forward commander”
- (14) *Pilkada bukan adu otot, melainkan adu visi. Kibantuak Daeng!* “Local election is not about strenght but for vision. Help me Brother!”

Example (12) - (14) contains second personal pronominal deictic in the form of proclitica *Ki ‘you’* and enclitic *-ki ‘you’*. Enclitic second personal *‘you’ sabarki ‘be patient to you’* in (12) and *-ki ‘you’ majuki ‘please you forward’* in (13) refer to the prospective head region as the owner of interests. Therefore, utilization of enclitic second personal pronominal *-ki ‘you’* refers exophoric to prospective head region as the owner of interests that are outside the text. Instead, proclitica *Ki ‘you’ kibantuak ‘you please help me’* in (14) refer exophoric to prospective voters as a conduit of interest that are outside the text.

Deletion Deictic First Personal Pronominal

Deletion deictic can be seen in the following example

- (15) *Kembali berjuang bersama rakyat* “Back to struggle with community”
- (16) *Harapan baru masyarakat Gowa* “New hope for Gowa society”
- (17) *Siap menuju pilkada Gowa* “Get ready for a local election in Gowa”
- (18) *Insya Allah siap melanjutkan pemerintahan dan pembangunan Kabupaten Gowa* “With His permission (we are) ready to continue the administration and development of Gowa district”.
- (19) *Lanjutkan membangun untuk terus sejahteraan rakyat Gowa* “Continue to build for welfare Gowa society”.
- (20) *Lanjutkan pemerintahan di Gowa* “Continue the government of Gowa”.

Example (15) - (20) in the local elections campaign in Gowa display text experiencing deletion deictic. At (15) - (20) speakers does not reveal it as a personal pronominal. However, the context may provide clues that the base of the speakers dotted regional head candidates as the owner of interests. In contrast, in (19) and (20) the speaker does not reveal itself as a personal pronominal. However, the context and the existing text may provide clues that the speakers dotted base to prospective voters as the giver of interest. In this case, the full support given by fanatical supporters (voters) who still want the head area or implementing an ongoing government remains in power.

Third Deletion Personal Pronominal Deictic

Third deletion personal pronominal deictic can be seen in the following example

(21) *Temannya Pak RT* "Pak RT's friend".

(22) *Sahabatnya komandan* "Commander's best friend".

Example (21) and (22) to load third deletion personal pronominal deictic form of his 'him'. Enclitic *-nya* is exophoric, *-nya* in (21) Pak RT's friend and *-nya* in (22) commander's best friend refer to the area as a candidate for the head of stakeholders that are outside the text.

IV. CONCLUSION

Personal pronominal deictic honorifics used by the regional head candidate Gowa, South Sulawesi Province is very varied, which uses the first personal which uses the first single personal pronominal deictic, First plural inclusive personal pronominal deictic, and second personal pronominal deictic. Single personal pronominal deictic efers exophoric to prospective head region with respect and there also refers to the public voters. Single personal pronominal deictic refers to prospective head region with respect and at the same time referring to the public voters. Second personal pronominal deictic efers to potential voters, either in the form of full personal pronominal, proklitika, as well as enclitic. In addition, also found deletion deictic as a text campaign is unique in the local elections in Gowa. Deictic tend to combine personal pronominal Indonesian and personal pronominal Makassar language as a strategy to attract public attention as speakers of Makassar.

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THE IDEOLOGY IMPACTS ON EACH OF THE LEVELS OF CONTEXT IN THE *KABA: PUTI NILAM TAJJO DENGAN DANG TUANKU GOMBANG ALAM*

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ABSTRACT

The aim of this research was to describe the ideology impacts on each of the levels of context in the kabaPutiNilamTjajodengan Dang TuankuGombangAlam(abbreviated with “kabaPD”). This research was the qualitative research with the descriptive type. The data in this research were all of the written texts of the kaba PD composed by SjamsuddinSutanRadjoEndah. The method used in collecting the research data was the observational method. The analyzing method in this research used the theoretical model of Systemic Functional Linguistics (SFL) by Eggins (2004) and Saragih (2002). The presenting method for the result of the analysis was the description with the common words (informal method). The findings of this research showed that the impact of ideology on field was kaba PD was about a belief on supernatural or magical matters to solve the live problems. The impact of ideology on tenor was kaba PD was about the young unmarried couple who take good care of religious norms and custom or tradition; sisters and brothers who shared another’s trials and tribulations; and children who performed service to their parents even though they had made great mistake in the past. The impact of ideology on mode was the author used metaphors in organizing the text. At the level of genre, it can be recognized that apart from entertaining, kaba PD also educated and sent morale values for the society at that time.

Key Words: ideological contexts, *kaba*, LFS

I. INTRODUCTION

The highest level of the contexts in Systemic Functional Linguistics (SFL) is ideology. Ideology based on the definition expressed by Eggins (2004:10) was the values held (consciously or unconsciously), or the perspectives acquired in a culture. In another view, Eggins (1994:10) in Saragih, (2002:204) said ideology is the construction or social concept expressing what must be done or must be done by someone as a member of society. With this definition, ideological contexts include values owned consciously or unconsciously, point of views, positions and perspective held. Then Martin in Schiffrin [Eds] (1992:581) added that ideology was determined by some factors, such as social classes, sexes, ethnics, and generations.

In relation with texts, the texts can not be free from ideological views because ideology influences someone to behave, to interact or to produce texts. In another word, texts are the realization of ideology and ideology can be analyzed in texts. The realization of ideology in texts can be explicit and implicit. Eggins (2004:10) had an opinion that a higher level of context to which increasing attention is being given within systemic linguistics is the level of ideology. According to Eggins, whatever genre is involved in, and whatever the register of the situation, the use of language will also be influenced by ideological positions. Thus, the purpose of this article was to make explicit the context of ideology in the *kaba:PD*.

II. METHOD OF THE THE RESEARCH

The method used in collecting the research data was the observational method. The analyzing method in this research used the theoretical model of Systemic Functional Linguistics (SFL) by Eggins (2004) and Saragih (2002). The presenting method for the result of the analysis was shown with tables and the description with the verbal words.

III. DISCUSSION

The Analysis of Ideological Contexts in *Kaba PD*

The implication from all information about the relationship between ideology and texts, according to Eggins (2004:11) was skills were needed by readers to make explicit that challenging ideological positions encoded. This means readers need a way of talking about how language not just representing, but actively constructing our view of the world. To understand that statement, it can be seen again that the basic purpose in using language is to express meaning, not to express sound or even words.

According to Eggins (2004:11), based on Sistemc Functional Linguistics views, language texts do not only bring one meaning or ideology but some meanings or ideology simultaneously in each situational context and genre. The impact of ideology on field relates to how the text encodes such ideational meaningsas who initiates, what the kinds of actions/events are, who responds to those actions, and how. The impact of ideology on tenor relates to how the text encodes such interpersonal meaningsas how the writer relates to the reader, how typical/likely/intense experiences are andwho isthe core participant being argued about. The impact of ideology on mode relates to how the text encodes such textual meaningsas what information is taken as 'given' and what is not, and what distance is constructedbetween readers and a writer and between the writer and event. The followings respectively are the analysis and the description of ideology in that each context level.

The analysis of ideological values relating to *field* in *kaba: PD* can be seen in table 1 below.

No.	Initiators	What was done	Who responded	How
1	Raja Alam Sati ordered the fortune-teller to tell fortunes of his daughter whose name was Ambun Suri	AmbunS uriwas thrown out by her father whose name was Alam Sati	AmbunSuriwas accompanied by her older brother.GombangAlam left the palace and went into the forest.	AmbunSuriand GombangAlamforgave the mistakes both of their parents that the fortune told in the past was a slander.
	Lingual Datum: ... siAmbun Surilahtjuk uikumua limo tahunpanda ibamain main	Lingual Datum: Maliekru po nan bakkianb akatoRa djoAlam Sati batitahsa	Lingul Datum: Mandangaratokmandekandu angsanambakatoGombangAl amdiambiakadiadiribaanma ndedipangkudjokaintjindaiad iak den usahdibunuahbiabadjlan kami baduoadiakkanduangbalaha	Lingual Datum: turunsugiroAmbunSurimaniarapd ikakimandeaiaamatobadaraidaraia nakdjomandebatangisandiliekbap akalahtuohibodjosajangkapadoba pak

	<p><i>surangtaka nabana di bapakkand uangijolah RadjoAlam Sati nakmaliekp aruntungan diliiekditanu nginasiban ak</i></p> <p>‘...Ambun Surihas been five years old. She can play alone. Her father Raja Alam Sati remembered to see fortunes of his daughter, so her fortunes were seen.</p>	<p><i>dangma mbangih badjalan kalian kaduonjo baoadiak hang masukri mbotidak buliahda lamnagari</i></p> <p>‘<i>Seeing the case like that, Raja Alam Sati commanded furiously . Walk both of you. Bring your daughter into the forest. You may not stay in the palace.</i>’</p>	<p><i>nbadan</i></p> <p>‘Hearing the mourning of his mother, then GombangAlamsaid. His sister was taken from his mother. She was held with <i>kaincindai</i>. Do not kill my sister. Lets me walks together with my beloved sister.’</p>	<p>‘AmbunSuri soon face downwarded on her mother’s feet. Both of them cried continuously. They saw their father has been old, and they loved their father.’</p>
2	<p>The old man offered to release the sacred elephant to seethe changing of raja TjaminTalang who has been dead</p>	<p>The sacred elephant walked to find the replacing king</p>	<p>Gombangalamwas chosen as the replacement of the king TjaminTalangbecause he had the characters of a king.</p>	<p>All people were in agreement to appointGombangAlamas the king andNilamTjajoas his right-hand woman.</p>
	<p>Lingual Datum: <i>Bakatouran guonantun ...warih</i></p>	<p>Lingual Datum: <i>Ditjarihari nan baiakkati</i></p>	<p>Lingual Datum <i>TibodihadapanGombangAla mgadjahbarantihanjolaidiam biakpinggangGombangAlam ...dilatakkangkapunguanjnjo</i></p>	<p>Lingual Datum: <i>Tuankutakdapekbatangguahtangguah sudahsupakaikhamborakjatkal audilieksipaikTuankubasuobanasi paikRadjo</i></p>

<p><i>yang badjawekpu sako nan batarimosa masourangt uodahuludji kokradjotid ak ado ... baiaklahga djahkitolap eh</i></p> <p>‘That old man said ...heir that was receivedin the past period of our parents that when there was no a king ... lets release the sacred elephant.</p>	<p><i>ko nan elokuntu akmalap ehgadjah sati mantjari RadjoTja minTalaj ang</i></p> <p>‘The best day and time was seek to release the sacred elephant to look for Raja TjaminT alajang’</p>	<p><i>baitudjuo NilamTjajo</i></p> <p>‘arriving in front ofGombangAlam, the elephant stopped, the waist of Gombang Alam was taken, and he was put on its back, and so NilamTjajo’</p>	<p>‘my master should not be reluctant, everybody has agreed that your characters are the same with the characters of a king’</p>
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Table 1. The analysis of ideological values relating to *field* in *kaba* PD

Based on the information in table one datum number one, the father of AmbunSuri, that is Alam Sati, acted to chase away AmbunSuri into the forest based on his belief to the fortune-teller who said that his daughter had the bad fortune. In datum number two, the old man having a long beard had the belief on the sacred elephant by the way of releasing it to find the changing of the dead king. Based on those two information about that field, so it can be encoded that the values or ideology in *kaba* PD is “there was a belief on supernatural or magical matters to solve the live problems”.

The ideological values in *tenor* related to how the text is encoded by the interpersonal meanings or the relationship between a writer and readers and the writer’s attitude about the problems of the text. The writer wanted to offer an advice based on the experiences raised in the text. In *kaba* PD there were some experiences of the mainly interpersonal interactions, those are: 1) NilamTjajo with GombangAlam; 2) GombangAlam with AmbunSuri; and 3) GombangAlam and AmbunSuri with their father and mother. The detail relationship among the participants can be seen in table 2 below.

Participants	The Description of Interpersonal Relationship/ Lingual Data
1. NilamTjajo with GombangAlam	<p>Both of them were like boy and girlfriends or lovers. Since the first time they met in the island where the giant lived, they were always together especially while the giant was going to hunt for food. Eventhough they were two by two, they kept taking good care of the norm and religion.</p> <p>Lingual Datum:</p> <p><i>Kaniosi GombangAlam mandingin badan masoitukumbang manyasokbungoka</i></p>

	<p><i>mbangharisamalammalamnantunrintangbagurautmjumbujumbuansapitjiangt idakinjolalokmaalumtuantantangitukasiahbatahundiidamkanbarukinisampai njo</i></p> <p>‘He was Gombang Alam. His body was cold at that time.. A beetle sucked a bloomig flower at that night. He joked flirtatiously. He even did not sleep a wink. You must know about it. Love and affection that were craved for years were just got today’.</p>
<p>2. Gombang Alam with Ambun Suri</p>	<p>Ambun Suri was chased away by her father Alam Sati into the forest. Gombang Alam immediately by his own willingness, accompanied and took care of his sister to stay into the forest.</p> <p>Lingual Datum:</p> <p><i>Mandang aratok mandek anduansanan bakato Gombang Alam diambiakadiakd iribaan mande dipangkudjokaintjindaiadiakden usah dibunuahbiabadjalan kami baduadiakk andu ang balahan badan</i></p> <p>‘Hearing the mourning of his mother, then Gombang Alam talked. His sister was taken from his mother and was held with <i>kain cindai</i>. Don’t kill my sister. Let’s us walk. She is my beloved sister’</p>
<p>3. Gombang Alam and Ambun Suri with her father and mother</p>	<p>Ambun Suri accompanied by Gombang Alam were chased into the forest when they were still a boy and a girl. At the end of the story where Gombang Alam has been a king and Ambun Suri became a queen with another king, they met, Gombang Alam and Ambun Suri forgave both of their parents.</p> <p>Lingual datum:</p> <p><i>Maliekrupo nan bakkian bakato Radjo Alam Sati batitah sadang mambangih badjalan kalian kadu on joba oadiak hang masuakrim botidak buliah dalam nagari... turun sugiro Ambun Surimani arapdikakimandea iamatobadaraidaraianak djom ande batangis andiliekbapak alahtuohibodjosajangkap adopak</i></p> <p>‘Seeing the case like that Raja Alam Sati commanded furiously. Walk both of you. Bring your daughter into the forest. You may not stay in the palace. Ambun Suri so on face downward on her mother’s feet. Both of them cried continuously. They saw their father has been old, and they loved their father.’</p>

Table 2. The analysis of ideological values relating to *tenorin kaba* PD

Based on the description of interpersonal experiences among the main participants in *kaba* PD in table 2, the writer wants to make explicit the values or ideological claim in *kaba* PD that the author professed to the readers, in this matter were the minangkabau people at that time based on the cases raised in the text. In a row, first, the young unmarried couples, when going around with before getting married, they take good care of religious norms and custom or tradition, even though their activities were not overseen; Second, as sisters and brothers, they lived harmoniously, kept helping, kept looking for, and shared another’s trials and tribulations; and

three, children performed service to their parents even though they had made great mistake in the past because every people can not escape from making any mistakes.

The ideological values in *moderefers* to how the text is encoded by textual meanings. The textual meanings in *kabaPD* refer to how the text is structured as narrative text. The text *kaba PD* based on the analysis was structured to narrate the events or experiences with the dominant focus on action by non human participants. The ideological implication was the author of this *kaba PD* used metaphors in organizing the text.

In the level of cultural context or genre, the ideological values containing in the text refers to the cultural purposes having benefits for readers. It so happens that the cultural purposes or the generic structure of narrative text of *kabaPD* are apart from entertaining, it also educated and sent morale values for the society at that time.

IV. CONCLUSION

Ideology impacts on each of the levels of context, and through them is realized in linguistic choices. The linguistic evidence from all the preceding analyses can be used to make explicit what positions, biases and interpretations are encoded in the text of *kaba PD*.

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VIOLATION OF MORAL VALUE IN THE IMPOLITENESS OF INTERACTION FROM THE STUDENTS TO THEIR LECTURERS

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ABSTRACT

Impoliteness is a kind of action which is of great possibility to aggravate ones' face in particular context. The behaviour of being impolite is often found in daily interaction. Even when the participants involved are students and their lecturers and the addressee is the ones supposed to be honored. Some impolite utterances are commonly found. This article is aimed at describing the violation of moral value in the impolite utterances from the students to the lecturers. The objective of the writing is to identify the moral value violated by these impolite utterances. The data are any impolite utterances uttered by English Department students at Andalas University to their lecturers. Data are collected by observational method and note-taking technique. The analysis is conducted by pragmatic, transactional, and referential identity method related to the concept of impoliteness by Culpeper (2008) and Oktavianus and Revita (2013). The result of analysis is presented descriptively and narratively. Having analyzed the data, it is found that there are four kinds of violation of moral value in the impolite utterances of the students to their lecturers in the interaction. They are the violation of (1) patience; (2) wisdom; (3) carefulness; (4) and discipline.

Keywords: violation, moral value, impoliteness, interaction

I. INTRODUCTION

In speaking, we potentially threaten someone's face. That is, utterance that can cause others to be embarrassed or offended. Speech that makes people become embarrassed or offended was categorized as speech that is not polite. Such speech is called as impolite language (Culpeper, 1996).

Impoliteness is interpreted as an attitude that is threatening one's face. In impoliteness, the attitude makes the hearer become uncomfortable. The discomfort was evident from the reaction of embarrassment, anger, hurt, or offended as a result of the speech being delivered. Brown and Levinson (in Eelen 2001) called this as Face Threatening Act (FTA).

To avoid making someone embarrassed or his face threatened when talking, specific strategies are required. This is consistent with that presented by Verhaar (2011) and Cummings (2007) that in talking a speaker would choose certain forms of speech so what he says will not hurt others' feeling (Revita, 2013).

Culpeper (1996) divides impoliteness into two: (1) the inherent (attached) and (2) mock (banter). What is meant by the inherent impoliteness is speech that when delivered was judged to be impolite. This kind of speech is explicitly threatening, for example orders, threats, or critic (Brown and Levinson, 1987; Leech, 1983). For example is the criticism 'You think your being taken into account?'. This criticism is

considered rude because it is anti-social. It is anti-social because it is contrary to the rules or norms applied in society. Moreover, if the speech was indeed intended to degrade or humiliate the hearer, the impoliteness is more easily identified.

The rudeness categorized as impoliteness is sometimes found in communication. This is due to several aspects. Even, this impoliteness is regarded breaking the rules and the moral value in social life.

This paper is describing the moral values violated by students in interaction with their lecturers. The data are any utterances regarded impolite utterances by students to their lecturers. The research is conducted at English Department Andalas University. The data are collected by observational method--note taking, interviewing, and recording technique. The analysis is done by pragmatic and referential identity method. The result of analysis is presented by formal and informal method.

II. METHOD

About Impoliteness and Moral Values

Impoliteness in form of banter is often not recognized as something that is unacceptable from an ethical perspective. Sometimes, speakers only intended to be joking. However, it has the potential to be something that is not considered polite. For example is when a host told his guest star who came late because of a misunderstanding as "You are a silly bugger".

One of the way to avoid impoliteness is by understanding the language rhetoric. Leech (1983: 15) divides rhetoric into two, textual and interpersonal rhetoric. Textual rhetoric demands participants to speak clearly, coherently, and relevant, as stated in the principles of cooperation Grice (1975). Interpersonal rhetoric requires participants to treat others politely, that adhere to the principles of modesty.

Selection of linguistic forms was motivated by several factors, such as (1) the social distance between speaker and hearer, (2) the magnitude of the difference of power and domination between them, and (3) the relative status of speech acts in the culture concerned. This means that the speech in a culture is considered not too face threatening (see also Leech, 1983, Yule, 2006, Cahyono, 1995; Poedjosoedarmo, 2001).

The factors mentioned above are known by the term context. Context is any background knowledge shared by the speaker and hearer as well as accompanying and facilitate an substitutions (Asri, 2008). For example, when a father asked his son not to interfere, he said, "Ayah sedang berlayar, nak", is understood as a request for the child to stay away. However, the wife might understand it differently, the command is to keep the child from approaching the husband. Different understanding of an utterance is caused by a social context such as social status, rights and obligations, as well as the experiences of the participants said.

According to Leech (1983: 13-4), context include the following aspects:

1. The addressers and addressees (speaker and hearer) that include aspects relating to the participants of this speech, such as age, socioeconomic background, gender, level of familiarity, and others.
2. Context of utterance that is the context of all the physical aspects (contexts) and relevant social setting of the speech in question (context) (see also Yule, 1985: 99 in Cahyono, 1995: 214-215, Poedjosoedarmo, 2001: 112)
3. The purpose of utterances that is speakers utterances are motivated by the intent and purpose.

4. Utterance as a form of action or activity, meaning that a verbal utterance relates to acts that occurred in certain situations.
5. Utterance as product of verbal act, it means that the generated speech is a form of verbal acts.

Based on this context, impoliteness comes in many forms. Culpeper (2005) divides this impoliteness into five, namely (1) bald on record; (2) positive; (3) negative; (4) sarcasm / mock; and (5) withhold impoliteness. Thus, when talking, impoliteness may potentially arise.

In relation to this, the Minangkabau people have a rule in communication (rules of speaking), called *Kato Nan Ampek*. *Kato Nan Ampek* is the rules of speaking in Minangkabau which apply depends on social relationships that occur between the speakers and the hearer in everyday life (Aslinda, 2000; Octavianus and Revita, 2013). The relationship between the addressers and addressees are varied. It can be familiar, casual acquaintance, not familiar, strangers, and not harmonious can determine the linguistic form.

In *Kato Nan Ampek* there are four dichotomies, namely:

1. *Kato Mandata* is speech or language used among people of the same age and intimate relationship. The grammar in this category is usually used in the market that is by taking the last syllable or words, and the sentences are incomplete and short.
2. *Kato Mandaki* is speech or language used by people who are younger and sometimes people whose status is lower than the hearer. For example, the language used by children to their parents, student to teacher, or subordinate to his superiors. The use of grammar in this category is neater and clearer expression.
3. *Kato manurun* is speech or language used by people who are older to younger or higher social status to lower. For example, the language used by parent to their child, teacher to his student, supervisor to a subordinate (depending on age), or uncle / aunt to her nephew. The grammar of this *Kato manurun* is neat, but with shorter sentences and sentences can be shaped directly or indirectly. For certain sentences, metaphors is often used to reinforce, sharpen, or deepen the meaning conveyed.
4. *Kato Malereang* is speech or language used by people who respect each other. For example, the language spoken by people who have kinship by marriage, such as in-laws or those who respected his position, like the prince, teachers, and scholars. Language usage in *Kato malereang* is in the form of full sentences, but have implicatures, like proverbs, allegory, parable, or satire.

Therefore, in communicating with other people, especially people who have not known each other and have social distance, a Minangkabau will strongly consider the effect of *Kato Nan Ampek*. Even in talking and behaving, Minangkabauneses constantly consider whether their utterances may hurt other's feeling or not.

III. DISCUSSION

Being impolite is quite often found in interaction. This impoliteness commonly threatens ones' face. Even some moral values are violated. They are (1) patience; (2) wisdom; (3) carefulness ; and (4) discipline.

a. Patience

Patience means that the speakers can keep their attitude from being emotion. Emotion may bring someone to be impolite. This is due to their inconvenient feeling toward something. Even, they ignore the situation, to whom the utterances addressed. This can be seen in the datum (1) below.

(1) **Mom, saya mau nanya nilai saya.**

'Mom, I want to ask my mark.'

This utterance is uttered by a student who wants to know his final mark. At that time, the lecturer to whom the utterances addressed is speaking with other lecturer. Without considering that he ideally waits until these two lecturers finish their talking, the student directly interrupt by saying **saya mau nanya nilai saya**.

What the student does is regarded impolite. It is unacceptable socially and morally to interrupt while others are speaking. Even, what the student says is for the advantage of himself. He would be better to wait until the lecturer is free from conversation with others. The value of being patience is then broken by this student.

b. Wisdom

Wisdom means the attitude of being wise in communication. Wise refers to the concept of ability to know and to apply the context in communication. For example is when speaking to someone who looks tired, we are recommended to speak as efficient as possible. In the sense that we do not use long time to speak. However, this wisdom is not owned by all students in communication. It is demonstrated in the datum (2).

(2) Student : **Sibuk, Mom?**

'Are you busy, Mom?'

Lecturer : **Ibu mau shalat. Dah telat Ibu shalat. Sekarang sudah hampir pukul 3. Ntar habis waktu Zuhur.**

'I want to pray. I am late already. It is almost 3 o'clock. Zuhur time will be over soon.'

Student : **Saya hanya mau konfirmasi waktu saja, Mom.**

'I just want to confirm your time, Mom!'

This dialogue involves a student with her lecturer. This student wants to confirm the time of this lecturer for her thesis exam. Her first utterance is the question whether this lecturer is busy or not. This question **Sibuk, Mom?** implies that the student wants to assure the lecturer's time availability. The responds of this lecturer indicates that she is in hurry since she wants to pray Zuhur. The time says 3 o'clock. It means that she has very limited time to pray.

Implicitly, what the lecturer says can be categorized as the denial. The lecturer denies any discussion. However, this student ignores it. She still delivers what she wants. Consequently, the lecturer gets angry. This can be seen from her question **Boleh ibu shalat sebentar?** 'May I pray for a while?'. This question is a kind of satire. The lecturer wants to remind the student not to force her anymore before she prays.

c. Carefulness

Carefullness is the value of being carefull and intricate in speaking. The carefullness refers to the way how to use diction correctly and appropriately in communication. For example is the use of terms of addresse. It is common that people use *aku* to refer to himself. However, in Minangkabau society, such addresse is unacceptable when the hearer is older than the speaker or the utterance is uttered to those who are more respectful. The use of this inappropriate addresse can be seen in datum (3) – (4) below.

(3) ***Aku rencananya mau pulang ke Jakarta, Mom.***

‘I to plan to go to Jakarta, Mom.’

(4) ***Lah bakana-kana mah. Lupo juo.***

‘I try to remember. Still I forgot that.’

The above two utterances (3) – (4) are uttered by the students to their lecturers in the meeting room of English Department. The utterance (3) is intended as the information to the lecturer that the speaker wants to go back to his home. This speaker originally comes from Minangkabau. However, he grows up in Jakarta. In his utterance, the speaker uses pronoun ***Aku*** to refer to himself. Having related to the custom of Minangkabau people, such usage of pronoun is regarded inappropriate since the hearer is his lecturer. Thus, the inappropriateness brings about the impoliteness.

The same phenomenon is also found in utterance (4) in which the speaker misses using term of addresse. The use of term of addresse is one marker of politeness in Minangkabau (Revita, 2013). Consequently, the speaker in datum (4) is regarded impolite since no term used to address the speaker nor hearer.

d. Discipline

Discipline is a kind of attitude of being committed and consistent toward something. For example is a rule must be obeyed. No deny nor bargaining. In communication, it is not impossible that the students do some kinds of bargaining toward the rules disobeyed. They even sometimes force their lecturer to accept and fulfill what they want. They forgot that what they have done can be categorized as impolite since they are not discipline. This can be seen in datum (5) below.

(5) ***Buk...Awak ndak datang waktu tu do Buk. Jadi ndak tau infonyo.***

‘Mom, I did not come at that time. So, I did not know the information.’

The utterance is uttered by a student who misses one make up class. Since he does not come, he is regarded absent. His absence may influence his final mark. He, then, persuades the lecturer to excuse his absent. He tries to give reason that he does not know the information. He actually knows that he breaks the rule. He also knows already the style of that class in which the students must meet certain amount of presence. Otherwise, they are not allowed to take final exam. Persuading and begging to the lecturer is the way that this student does. His indiscipline is regarded impolite since he fails to understand context.

IV. CONCLUSION

Being impolite in communication sometimes cannot be avoided. Some internal and external aspects influence people to be impolite. Eventhough, being impolite is not their target and intention.

In the interaction involving lecturer and students, the attitude of being impolite is commonly found. Although, the value of politeness is always integrated in the teaching and learning process, still this impoliteness occurs.

Having conducting research related to this impoliteness, it is found that there are four moral values violated by students while having interaction with their lecturers. They are(1) patience; (2) wisdom; (3) carefulness ; and (4) discipline.

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A CLOSER LOOK ON POLITENESS STRATEGIES IN MALAYSIAN ECONOMIC JOURNAL

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ABSTRACT

The aim of this study is to analyze the types of politeness strategies that used to create and maintain friendly atmosphere in economic journal articles. This study examined articles within a span of six (6) years from a reputable economics journal in Malaysia. The strategies analysis based on the basis of politeness strategy framework proposed both Brown and Levinsons also Myers and Mulholland. Brown and Levinson (1989) proposed insightful framework of politeness strategies, focusing on conversational politeness while, Myers (1978) focusing in scientific articles and persuasive tactics proposed by Mulholland (1994). Using a discourse analysis in a mixed-method, the analysis of this study reveals that politeness was used in many ways as a strategy to create and maintain friendly atmosphere in economic journal articles. These politeness strategies can be found explicitly in 4 different strategies namely: Bald on record strategy; Positive politeness strategy; Negative politeness strategy and Off record strategy

Keywords; Economic, journals, politeness strategies, bald on record, positive politeness, negative politeness, off record

I. INTRODUCTION

Over the last three decades there has seen a significant increase in research on politeness strategies from both the social and linguistic aspects. This is proven from the number of papers that have appeared on the subject in international journals and monographs. This phenomenon began when Goffman published "On face work" in 1955. This was followed by Lakoff (1973, 1975), Leech (1983) and also Brown and Levinson (1978, 1987) who conducted extensive studies on linguistic politeness. These studies indicate that linguistic politeness is generally associated with social behavior to avoid conflicts or to create and maintain friendly atmosphere.

In 1989 Myers published his article, "The Pragmatics of Politeness in Scientific Articles", and found that the model proposed by Brown and Levinson (1987) could also be applied to interpret the culture of scientific writing. Since then many scholars have extended the concept of politeness strategies onto written discourse abroad and locally such as on current research issues (Kasper, 1990), business letters (Maier, 1992), written business discourse (Pilegaard, 1997), scientific texts (Kwok, 1997), persuasion in writings (Cherry, 1988), thesis writing (Faridah Mohd. Noor, 2000), research articles (Dahl, 2008), blogs (Thayalan, 2011) in Hamuddin (2012).

The present study is interested in studying the kinds of politeness strategies found in journal articles in the field of economics. What makes economics special is that economics is a combination of "soft" science research issues related to human behaviour and the "hard" science of mathematical economic models (Dahl, 2009). The language of economics represents the interaction between humankind and markets under specific conditions. Moreover, by applying the politeness theory proposed by Brown and Levinson (1978) alongside two others studies

namely, politeness in scientific articles by Myers (1989) and Mulholland's (1994) compilation of persuasion tactics, this present study tries to focus on the politeness strategies employed by writers of economic journal articles.

Previous studies have shown that politeness strategies may be applied not only in verbal communication but also through the medium of written communication. Many of these studies were based on Brown and Levinson's (1978, 1987) theory to explain the nature of politeness phenomena in written communication. However, until now studies on politeness in written text have not specifically looked at economic texts. As mentioned by Holmes (2001), the economic field is prototypical of the social sciences which combine both science research issues related to human behavior and science of mathematical economic models. To engage in the discourse of economic articles in a meaningful and effective manner requires skilful handling of textual strategies. This study has chosen to explore economic journals to explore the types of politeness strategies used by economists when making a claim, maintaining face or employing other kinds of politeness tactics in their journal articles. In this regard, this study tries to identify and analyze the type of politeness strategies employed by writers of economic journal articles from reputable Malaysian economic journal. The researcher hopes that this present study is able to contribute to the existing pool of knowledge on strategies used to create and maintain friendly atmosphere between writers-readers in academic journal.

1.1 Discourse and Discourse Analysis

The term "discourse" is a complex and mammoth-like interpretation. Many previous studies mention the term discourse as very ambiguous since its introduction to modern science and the various broad interpretations of discourse. Therefore, the definition of discourse reflected here will focus on the linguistics point of view, especially that of applied linguistics. Here, it refers to the speech patterns and how language, dialects, and acceptable statements are used in a particular community. Discourse as a subject of study looks at discourse among people who share the same speech conventions. Discourse refers to the linguistics of language use as a way of understanding interactions in a social context, specifically the analysis of occurring connected speech or written discourse, Dakowska (2001) in Hamuddin (2012).

To analyze the "discourse" especially written discourse such as articles of journal, Linguistic study provides a scientific studies named discourse analysis (henceforth DA) as a methodology to understand the linguistic phenomenology of a discourse in particular situation like economic journal as what Carter (1993), defines discourse analysis as a way of examining the use of language functions in different speech communities and to discover patterns either in spoken or written forms as well as their correlation with the societies. Written discourse can be viewed from various angles in accordance to what the readers focus on and can be approached from a variety of disciplinary perspectives and purposes. Therefore, this present study seen the written discourse analysis of journal articles can systematically describing the ideas and the relations among the ideas that readers read as well as what writers write. The method draws on work in a number of disciplines, such as rhetoric, text linguist and psychology. These disciplines provide ways to describe and analyze how the structure and content of the texts encode ideas and the relations among ideas.

1.2 Discourse of Economic Journal

Since the early 1980s, the discussion of various controversial issues in the economics discourse community has led to increasing debate among concerned economists about the ways that they communicate with each other, as well as with non-economists. McCloskey (1986:8-9) in his book "Rhetoric of economics" asserts that economists have two attitudes to their discourse, termed the "official and unofficial, the explicit and implicit." The official explicit attitude (rhetoric) reflects a scientific methodology which is "modernist", that is, a modernism

which consists of "an amalgam of logical positivism, behaviorism, operational, and the hypothetic-deductive model of science". He then argues that economists in practice do not follow the rules as laid down by this official methodology, but in reality they argue using the unofficial implicit rhetoric of economics. McCloskey (1986) believes that the rhetoric of economics should be examined by those economists who use it and suggests that the quality of their argument would be at a more sophisticated level if they were more aware of the grounds on which they were arguing. This is because they claim to be arguing on grounds of certain limited matters of statistical inference and on grounds of positive economics.

Other researchers who have touched on, economics discourse such as Henderson (1986), Mauranen (1993), Tadros (1985), Allen and Pholsward (1988) and Cameron (1991) in Hamuddin (2012) shared similar view that economists, along with other academic writers, use linguistic and rhetorical devices in order to persuade readers of their point of view and that there is an intellectual hesitancy to see the use of such devices as acceptable within the conventions of the scientific methods for example; Politeness strategies.

1.3 Politeness in Journal

Brown and Levinson's (1978) theory of politeness has become the model for research on politeness strategies. In their books, Brown and Levinson (1978:68) explained that certain acts can damage or threaten another person's face and these acts are referred to as face threatening acts (FTAs). In order to reduce the possibility of damage to the hearer's or the speaker's face, speakers may adopt certain strategies. These strategies are called "politeness strategies". The concepts of politeness strategies are developed to avoid embarrassing the other person or making him/her feel uncomfortable in order to save the hearer's "face".

According to Brown and Levinson (1978) Politeness strategies can be divided into four main strategies namely: bald-on-record, positive politeness, negative politeness and off-record politeness strategies: *Bald on record strategy* is a direct way of saying things, without any minimization to the imposition, in a direct, clear, unambiguous and concise way. *Positive politeness* usually used to minimize the distance between them by showing respect, friendliness and solid interest in the addressee's need to be respected (minimize FTA). Negative Politeness strategy is a redressive action addressed to the addressee's negative face, which is the addressee's wants to have freedom of action unhindered and addressee's attention unimpeded, and distinguish. While *Off record strategy* is the essential strategy of utterances in indirect use of language where "the actor leaves it up to the addressee to decide how to interpret the act".

In 1989, Myers published his article "The Pragmatics of Politeness in Scientific Articles" by using the model of the politeness principle, Myers (1989) pioneers the application of Brown and Levinson's (1987) politeness strategies onto written text, and he discovers the existence of politeness are used explicitly in scientific articles for instance, to make claims and avoid FTAs.

One of the best known and systematic books on persuasive tactics with hundreds of examples was proposed by Mulholland in 1994. She was the first to initiate the compilation of persuasive tactics in communication. Mulholland (1994) in her book presents a catalogue of the compilation of 300 cases of persuasive tactics use either in speech or writing in communication in daily lives. According Mulholland (1994), politeness tactic both in verbal and non-verbal communication were a friendly persuasion. Therefore, this study believed the integration of these three (3) studies could explain the phenomena of politeness strategies and tactics employ by journal writers in economic articles.

II. METHOD

This study combines both qualitative and quantitative approaches in order to triangulate findings. A qualitative analysis of the data was carried out to investigate and identify different

types of strategies and tactics found while quantitative analysis was used to gauge the frequency of politeness tactics used in the economic journals. Types of politeness strategies that used to maintain or create friendly atmosphere found in the corpus will be categorised as follows: (1) Positive Politeness Strategies; (2) Negative Politeness Strategies; (3) Bald-on-record Strategies; (4) Off-Record Strategies

2.1 Identification of Journal and Corpus

A quick observation on three randomly chosen university libraries and internet search, indicated that there was wide range of economic journals. These cater specifically for specific fields of economy, such as management, human resources, marketing and so forth. However, following two interviews conducted with two senior lecturers (one Associate Professor and one head of department) from the Faculty of Economy, University of Malaya, it was suggested to focus on journals published by economic associations. Therefore, based on their recommendations, this present study finally chosen *Malaysian Journal of Economic Studies* (henceforth: MJES) published by Malaysian Economic Association.

Table. 1 MJES Articles

MJES	
Articles	Number of words
MJES-09/06	14.544
MJES-08/05	8.950
MJES-07/04	4.964
MJES-06/03	23.244
MJES-05/02	4.912
MJES-04/01	6.773
Total Articles : 6	Total of words: 55.332

In selecting the articles from MJES as corpus above, systematic sampling technique was employed. The following selection criterion was adhered to:

- The first volume for each year, from 2004 to 2009 will be selected as the corpus. This study chooses from 2004 until the latest publications in 2009 were this study started.
- The articles should not less than 4500 words per-article in order to avoid a small size numbers of words to analyze.
- If these requirements are not met by the first article, the next article from the same journal will be selected, and so forth.

2.2 Data Analysis

The aim of this study is to identify the politeness strategies and to analyze the most used tactic that use to create or maintain friendly atmosphere in economic journal from MJES. The theoretical framework of this study is based on Brown and Levinson's (1978) politeness theory as a basis for analyzing the discourse of economic journals alongside 2 (two) other researchers, namely; Myers (1989) who extended theory of politeness into written scientific articles as well as Mulholland's compilation of persuasive tactics. Thus, an integrated analysis of politeness theory and persuasive tactics seems to provide this present research with some perspectives in explaining the politeness strategies and tactics employ by the writers in economic journals. It seems reasonable to build on this theory, which has been extensively researched by many scholars in the past decades such as Abarca and Moreno (2006), Hsieh (2009), Thayalan (2011) in Hamuddin (2012) used politeness strategies proposed by Brown and Levinson (1978) alongside other theories to explain the phenomenon of politeness in specific written context. In view of this argument this study proposed to integrate these past studies and take the analysis to discourse level in order to meet and understand human politeness in written text.

III. DISCUSSION

The focus of the present study is to investigate the politeness strategies used by writers of two selected economic journals. This is in line with the view presented by Kim (1993) in Hamuddin (2012) who argues that strategies are goal directed and they are the overall desire of a communicative act. Additionally, in a communicative discourse, ‘strategies’ are the overall interactive goals while ‘tactics’ are the devices used to realize the strategy (Nierenberg; 1973; Kim, 1993; Mulholland, 1994; Sokolova and Szpakowicz, 2007) in Hamuddin (2012). Therefore, in this study all linguistic devices that journal writers use to achieve their interactive goal to be polite will be classified as tactics.

In a total of 55.332 words formed the corpus collected from 6 articles from MJES. this study found that Journal Writer(s) (henceforth; JWs) use the following politeness strategies in the writing of economic journals to create and maintain friendly atmosphere. Therefore, the presentation of findings will be based on the four (4) types of positive politeness namely; Positive Politeness Strategies, Negative Politeness Strategies, Bald-on-record Strategies and Off-Record Strategies.

3.1 Positive Politeness Strategy in MJES

This section presents the results of the analysis of positive politeness strategies found in the corpus. According to Brown and Levinson (1978) positive politeness refers to people’s desire to gain the approval of others by portraying a positive self image or personality. It follows that in this study JWs try to portray their self image in their writing. In positive politeness, redress is directed to the addressee’s positive face as that the writer’s need is to be liked and understood.

The data revealed that JWs of MJES employed eight (8) tactics for the purpose of being polite when writing their articles.

Table 2: Positive Politeness Tactics in MJES

No	Tactics	Frequency	Percentage (%)
1	By informing readers about the research	48	24.61
2	By using in-group identity marker	40	20.51
3	By sharing a similar view	32	16.41
4	By giving reasons	22	11.30
5	By acknowledging the contribution of others	20	10.25
6	By using in-group pronouns	19	9.74
7	By sharing emotional response	7	3.58
8	By showing humility	7	3.58
	Total	195	100%

As seen in Table 2 above a total of 195 positive politeness tactics were found in the MJES corpus. The tactic *by informing readers about the research* made up nearly a quarter of the total tactics (24.61%). This is showed that this tactic was most used tactic to create and maintain friendly atmosphere in positive politeness strategies in MJES. The following presents a set of this most used tactic in positive politeness strategies found explicitly in MJES.

Tactic 1: By informing readers about the research

This is the tactic used most by MJES JWs in this study. It is found that JWs used this tactic to inform the readers on the objectives, aims and purpose of their study. The following Examples (1-4) show how JWs conducted the study.

- (1) **The objective of this paper** is to explain in layman's term what TFP is and what is not, and the pitfalls that surround its use as an objective of policy making . . .
MJES 08/05/intro, p.2
- (2) **This paper is concerned with** the economic welfare implications of the involvement of the diaspora in the economic activity of the countries origin. . .
MJES 05/02/intro, p.10

As seen in Examples (1-2), JWs used phrases such as 'the objectives of this paper,' 'This paper is concerned with' as a way to inform others of the main aim(s) of their study.

- (3) **This paper aims to** make two contributions to the literature on corruption.
MJES 07/04/intro, p.2
- (4) Therefore, considering the above scenario, **the purpose of this study** is to examine the total economic impact . . . in addressing this issue we shall simulate the effect of various changes in crude oil
MJES 07/04/intro, p.2

As seen in Examples (3-4) JWs used phrases such as 'This paper aims to' and 'the purpose of this study' also as a way to inform others about the possible contribution in the future. According to Mulholland (1994), when people inform others of their intentions, they try to reduce audience uncertainty. Thus, this can be viewed as a positive politeness strategy as this offers a possible contribution in the existing pool of knowledge. This concurs with the work of Myers (1989) who states that writer can be viewed as being polite when they inform readers of the strength and advantages or the possible contribution of their studies.

The data also revealed that JWs informed readers of the steps taken to collect or analyze their data. This can also be viewed as a positive politeness tactic as in Example (5):

- (5) **In this study, we collected** published data from 2000 input-output (I-O) which was the latest published for Malaysia.
MJES 07/04/intro, p.5

The study also found that JWs informed readers of the methodology or approach taken to analyse their data as in Examples (6-7) below:

- (6) **In the econometric analysis, we employed** the log linear of the constant model to measure elasticity of price of crude based on . . .
MJES 07/04/intro, p.2
- (7) Though the output-input model is employed as a major framework this study **also uses econometric approach for forecasting the quantity and** price of exports and imports of crude petroleum.
MJES 07/04/intro, p.2

As is seen in Examples (6-7), JWs informed readers of the framework and approach used in their research as they explain the additional methods used apart from the major framework of the study. In the Example (7) above, JW explained that the additional method used and the purpose for doing so was the 'econometric approach for forecasting the quantity and price' of

the products in his study. This is a tactic used by JW to be polite as Brown and Levinson (1978) state that the natural outcome of choosing this tactic is to demonstrate the good intention in satisfying the readers' positive face.

3.2 Negative Politeness Strategy in MJES

The data revealed that MJES JWs used five (5) types of tactics for the purpose of being polite in the writing of articles. The desired goal of negative politeness strategy is realized through the use of the following tactics as illustrated in Table. 3 below:

Table. 3 Negative Politeness Strategy in MJES

No	TACTICS	NUMBERS	Percentage (%)
1	By hedging	121	56.54
2	By using nominalization	31	14.48
3	By impersonalizing	27	12.61
4	By being pessimistic	19	8.87
5	By comparing	7	3.27
TOTAL		214	100

As seen in the Table 3 above, a total of 214 negative politeness tactics were found in the MJES corpus. The table above reveals that more than a half of the total tactics used by JWs of MJES was *hedging* (56.54 %). The following section presents the set of this most used tactic in negative politeness strategies found explicitly in MJES

Tactic 1: By hedging

Hedging is a strategy that speakers use to mitigate and soften the force of their utterances (Brown and Levinson: 1978; Myers: 1989). In this present study, it was found that hedging was used in economic journal articles to convey persuasive effect and to be polite. This study found that JWs hedge through the following ways; (1) The use of tentative verbs, (2) The use of adverbs, (3) The use of modals, (4) The use of conditional 'if'

Tactic 1.1: The use of tentative verbs

The data revealed that JWs used tentative verbs such as 'seem', 'suggest' or 'appear' to hedge the following examples highlight this case:

- (8) Most economist do not seem to know **seem** to be aware either of the fourth issues
MJES-07/04.reslt p.13
- (9) Whilst the beginnings of international flows of human capital can be traced to the decades of the sixties and the seventies, recent data **suggests** that emigration of skilled people from developing countries continues unabated.
MJES -05/02/concl. p.10
- (10) Comparing the SRM and CRM, it **appears** that aggregation bias does exist.
MJES -04/01/meth. p.14

In Examples (8-10) JWs hedged to show uncertainty by using tentative verbs ‘seem, suggest and appear’. The use of these lexical items brings about the mitigation effects and a degree of probability that aids to save the negative face of both readers and JWs.

Tactic 1.2: The use of adverbs

The data revealed that JWs expressed uncertainty by using adverb like: ‘**probably**’ or ‘**likely**’ to hedge. The following Examples demonstrate this:

- (11) First, the authors admit that the assumptions needed to apply the method (see above) **probably** do not apply to the Chinese economy. . . .

MJES -08/05/intro. p.10

- (12) . . . namely, the implications for the fact technical progress is, most **likely**, not Hicks neutral.

MJES-08/05/intro. p.11

In Examples (11-12) JWs hedge to show uncertainty by using ‘probably’ and ‘likely’ to bring about the mitigation effects and a degree of uncertainty that aids to save the negative face of both readers and JWs.

Tactic 1.3: The use of modals

The data revealed JWs expressing uncertainty using modals like: ‘could’, ‘would’, ‘should’ to hedge, the following examples show this.

- (13) Economists started inquiring about the conditions under which so-called micro-production function like the one above **could** be summed up so as to yield the aggregate production function. . .

MJES -08/05/intro. p.9

- (14) Indeed, in the absence of productivity changes, the incentives to accumulate **would** have been much lower, and the resulting capital accumulation **would** have also been significantly lower.

MJES -08/05/intro .p.6

- (15) If higher labour productivity growth is indeed a desirable objective, for its key long run growth ‘a policy agenda towards higher productivity growth **should** take market failure as its starting point and **should** be carefully designed so as to avoid government failure and reduce. . .

MJES -08/05/intro. p.7

In Examples (13-15) JWs hedged to show uncertainty by using the hedging like ‘could, would, or should’. The use of these lexical items brings about the mitigation effects and a degree of uncertainty without necessarily showing a confusion or vagueness in the statement, which aids to save the negative face of both readers and JWs.

Tactic 1.4: The use of conditional ‘if’

The data revealed that JWs hedged by using the conditionally ‘if’. According to Myers (1989) also Brown and Levinson (1978), the conditional ‘if’ can be used to express uncertainty and to distance the writer personally from the claim or assumption. The following examples illustrate this:

- (16) Or one may speculate. What it would have happened to the cake (economy) **if** it had been baked (managed) by a more competent baker. . . .
MJES -08/05/meth, p.11
- (17) The situation becomes worse **if** the privileged groups acquire more control and influence over the economy.
MJES -08/05/reslt. p.11
- (18) The answer perhaps yes, **but if** [and] **only if** one could show that much numbers represent. . . .
MJES -08/05/reslt. p.11

In Examples (16-18), JWs used the conditional ‘if’ to express uncertainty as the condition of a result or situation is dependent on the other. This can be seen as negative politeness as JWs distanced themselves from the assumption or claim.

3.3 Bald-on-record in MJES

This section presents the analysis of data of bald-on-record in MJES. The data revealed that MJES JWs used two (2) types of tactics for the purpose of being polite in the writing of economic journals as illustrated in Table 4.5 below:

Table. 4: Bald-on-record Tactics in MJES

NO	TACTICS	NUMBERS	Percentage (%)
1	By using direct criticism	27	56.25
2	By using direct argument proposition	21	43.75
TOTAL		48	100 %

As seen in the Table 4 above, a total of 48 bald-on-record tactics were found in the MJES corpus. The table above reveals that more than a half of the total tactics used by JWs of MJES was the tactic *by using direct criticism* by more than a half of the total tactics (56.25%). The following section presents the set of this most used tactic in negative politeness strategies found explicitly in MJES

Tactic 1: By using direct criticism

According to Mulholland (1994) a direct criticism is offered to rectify a situation and that can alter something for the better. In addition, Mulholland (1994) states a direct criticism can be viewed as a bald-on-record strategy because when the intention of the speaker is made known to others, a criticism is offered. In this study, JWs criticised researchers and the results of their studies and this can be seen as a bald-on-record strategy. In the following, Examples (96-98) show that JWs criticized the results or the methodology used.

- (19) **The problem is not the data themselves** but how they are used to formulate, implement and monitor policies
MJES 09/06/concl, p.24

(20) . . . yes, it is true that TFPG determines long-run growth . . . but in the context of the neoclassical growth model. **It is not self evident fact.**

MJES 05/02/intro, p.8

(21) This result, . . . **is not much use for empirical purpose** since empirical estimates of the elasticities tend to be unreliable.

MJES 08/05/intro, p.4

As seen in Examples (19-21), JWs criticized directly the results or methodology in the studies they reviewed. In the above examples, such as ‘The problem is not the data themselves’, ‘It is not self evident fact’. and ‘is not much use for empirical purpose’ can be viewed as a direct criticism as JWs do not redress the face needs of researchers who conducted the mentioned studies.

3.4 Off-record Strategies in MJES

The data revealed that MJES JWs used two (2) types of tactics for the purpose of being polite in the writing of economic journals. This section recorded all linguistic devices which considered as off-record politeness strategy that help to deliver the desired goal or strategy as tactics. These presented below:

Table 5 Off-record Tactics in MJES

No	Tactics	Numbers	Percentage (%)
1	By using rhetorical questions	16	59.3
2	By using metaphors	11	40.7
Total		27	100%

As seen in the Table 4 above highlights, only two types of tactics were found for off-record politeness strategy in MJES. From a total of 27 off-record tactics explicitly found in MJES, the tactic *by using direct criticism* (59.3%) was the most used by JWs. The following section presents the set of this most used tactic in negative politeness strategies found explicitly in MJES

Tactic 1: By using rhetorical question

Mulholland (1994) claims that one way to make an imposition without losing face to either party is to hint indirectly by using rhetorical questions because these questions do not actually need answers from the readers. Thus, the use of rhetorical questions could redress the impact of imposition because readers are made to think and make judgements for themselves as seen in Examples (106-108).

(22) Today, economists and statisticians apply the methodologies, produce hundreds of estimates and derived policy implications . . . **but what lies behind the numbers?**

MJES 08/05/intro, p.5

(23) Aren't capital and technical progress the two sides of the coin?

MJES 08/05/intro, p.6

(24) The experience of Malaysia has also shown that only does measurement of ethnic data support policy . . . **should we then continue to collect ethnic data?**

MJES 09/06/conc, p.2

As seen in Examples (22-24) the series of rhetorical questions were posed. Thus the rhetorical questions urge readers to think and make judgements for themselves on the questions asked by JWs. Hence, the use of rhetorical questions in MJES can be viewed as an off-record politeness tactic as follows.

- (25) **Why has corruption become a serious problem in Asian countries? Is it possible to control or to minimize corruption in these countries? . . .** Corruption as a dominant component has been institutionalized in the public service in parts of Asia. Political leaders have pledged to eradicate corruption to the public, while in most cases it is hard to succeed as in corruption has been institutionalised.

MJES 04/01/meth, p.23

- (26) **Why is Indian diaspora investment is so low, especially compared to Chinese investment in China . . .**

MJES 05/02/ intro, p.11

- (27) **In the sense that it is a concept without sound economic foundations, what are economists, planning and statistical agencies calculating? . . .**

MJES 08/05/meth, p.11

These could be seen as off-record politeness as the readers are required to think and decide at that particular point. In addition, the rhetorical questions appear to attract the minds of the readers before explanations were given by JWs. The above examples (25-27) show the case.

IV. CONCLUSIONS

This study investigates politeness strategies used by journal writers (JWs) in Malaysian economic journals based on the Brown and Levinson (1978) framework of politeness theory alongside the application by Myers (1989) onto scientific writing and persuasive tactics proposed by Mulholland (1994). The study takes the position that the goal of using politeness strategies in by JWs is to be polite in reporting their research. A qualitative–quantitative approach is used to identify, analyze, and compare articles with a span of six (6) years which consist of 55.332 words from Malaysian Journal of Economic Studies (MJES) published by Malaysian Economic Association.

The corpus analysis recorded four politeness strategies were found explicitly in many tactics such as positive politeness with (8) tactics, negative politeness with (4) tactics, bald-on-record with (2) tactics and off-record politeness with (2) tactics. This study concludes that JWs as a member of academic or scientific community need to create a friendly atmosphere among researchers themselves, to mitigate the impact of imposition in their actions also to fit with the demands of the academic community that expects scientific language to be objective and formal therefore, JWs persuade the reader using politeness strategies.

Since, there is dearth of information on politeness strategies in economic journals. Its hoped this study has contributed to a better understanding of many ways that the economists use language to express themselves in a polite manner and to help the readers understand the politeness tactics and strategies in economic journals. In other words knowledge of politeness strategies in journals can help a reader, writer or learner understand the text better and to function more effectively.

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SEMANTIC ASSOCIATION OF BUSINESSPERSON IN INDONESIAN ONLINE PRESS

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ABSTRACT

It is remarkable how language plays an important role in delivering meaning. Starting from this point, this study tries to look at how the word 'pengusaha' (businessperson) appeared in two Indonesian online press websites; i.e. detik.com and kompas.com, brings semantic association that shape meaning to be perceived by readers. By looking at collocation of certain words towards the target word 'businessperson' and valence in semantic association of people in business context in Indonesia, this study seeks whether there is some positive or negative association to the word 'businessperson' in Indonesian online press and whether this association changes over time. This study employs quantitative approach using statistical tool. Besides, Webcorp is used to extract linguistic resources from website texts between 2012 and 2015. The result indicates that the word 'businessperson' is significantly associated with both positive and negative notions in two Indonesian online press website, with greater positive association compared to the negative association. Neutral association of the word is not found to be statistically significant. It is also found that exogenous factors within 2012-2015 such as corruption case and Indonesian president's speech did not give much impact to the association of the word 'businessperson'. From these results, this study contributes to an insight of how press reports lead readers to value a preference of word meaning existed in community and affect domestic or foreign participation decision in Indonesian business since the country is promising for businesspersons.

Key Words: *valence, exogenous factor, Indonesian businessperson, semantic association, collocation.*

I. INTRODUCTION

This study looks at semantic association of businessperson in two Indonesian *online* press websites namely *detik.com* and *kompas.com* by taking collocation and valence into account. Collocation has something to do with "relationship of habitual co-occurrence between words" (Stubbs, 1995, p. 23), and can be distinguished in terms of target word and other words that collocate with the target word. The words that precede and follow the target word can give potential semantic association for enabling us to assume that the target word has valence entailing "pleasant and unpleasant" (Stubbs, 1995, p. 25) of semantic feature in which the former is positive and the latter is negative word.

We can take benefit from adjectives which co-occur with the target word in order to get positive and negative notions. For example, given 'customer' as the target word, we might see negative association in (1) and positive association in (2)

(1) A really *bad* customer

(2) A really *good* customer

(Nelson, 2006, p. 223)

In (1) the adjective 'bad', which has negative sense, collocates with noun 'customer', whilst in (2) the adjective 'good', which has positive sense, also collocates with the same noun.

Hence, these examples display that the word ‘customer’, as a typical word which might be found frequently in business context, collocates with both positive and negative association.

Since business context is concerned, a current work on semantic association is done by Nelson (2006). In his study, people in business are found to have positive and negative associations based on occurrence of their collocations. The word ‘customer’ is collocated with positive word around 3.7 % and with negative word around 0.65%. Thus, positive association of the word is greater than its negative association. Another word like ‘manager’ is also found “stressing the positive over the negative” (p. 224). Conversely, no positive word associated with ‘boss’ meaning that the study shows that the word ‘boss’ is associated with negative collocation in business environment under study.

Still, Nelson (2006) did not discuss the term ‘businessperson’ itself. He just elaborated people in business-related. Hence, this study is aimed at focusing on a more straightforward word for ‘businessperson’ namely *pengusaha* (in Indonesian language) in Indonesian online press.

This study is chosen because of two reasons. Firstly, semantic association in online press represents the role of media in contributing to shape word meaning. Collocation of certain words with both good and bad word meanings represent how press reports lead readers to value a preference of word meaning which exists in community. Secondly, valence in semantic association of people in business context in Indonesia is important since this study might contribute to domestic or foreign participation decision in Indonesian business as the country has a promising market for businesspersons. The growth of economy in the country has become influential in this decade (Investment, 2015; Exportbritain, 2015). This is to say that Indonesia is becoming an important country in business context. Therefore, apart from knowing about economic growth, it is also relevant to assume that people might also be interested in knowing how businessperson in Indonesian onlinepress is represented. Therefore, this study is expected to contribute to provide some evidences in relation to positive and negative association about Indonesian businessperson in mass media. By getting insight about the association, people might get supporting consideration from how media disperse association preference of businessperson.

II. METHOD

The use of quantitative approach in analyzing collocation in corpora pertaining to semantic association study has emerged in current linguistic study (Stubbs, 1995). By this reason, I take benefit from statistical tool as quantitative measurement and *Webcorp* as corpus in this study.

2.1. Theoretical Review

2.1.1. Valence in semantic association in press

Positive and negative association can be assigned to any kind of word form. Apart from noun-adjective combination as quoted from Nelson’s (2006) study above, it is also likely to look at verb as the target word which collocates with noun as in the following example:

(1) East German restriction which *caused* today's *trouble*
(Stubbs, 1995: 31)

This example shows occurrence of verb ‘cause’ which collocates with noun ‘trouble’ in which the noun has negative association. By studying the occurrence of ‘cause’ in Johansson’s et al. (1978) Lancaster-Oslo/Bergen Corpus (LOB) which entails press reportage, press review, and other types of document, Stubbs (1995) found that 80 % of occurrences are negative, 2% are positive, and 18 % are neutral.

Begagić (2013) also looked at collocation of phrase ‘make sense’ in Corpus of Contemporary American English (COCA) entailing newspaper and other document types. In newspaper corpus she found that word form ‘make sense’ occurred predominantly in “negative environment” (p. 409) rather than in positive one.

Both Stubbs (1995) and Begagić (2013) utilized corpuses which combine newspaper and other type of documents. The advantage of these corpus choice is that the possibility of comparing co-occurrence of words or phrases in diverse types of document. Yet, it potentially ignores the motivation beyond the documents in very detail when it comes to purpose of negative and positive associations. If the choice is focused on a single type of document, like newspaper, it is more likely to explain about what contribution of a document type in terms of shaping semantic change across time. Hence, this study will focus on newspaper corpus by looking at valence in word collocation in its trend in certain period of time. Moreover, by focusing on business-related word, especially person in business, this study is expected to explain the trend of valence in businessperson in Indonesia between 2012 and 2015.

2.1.2. Change in semantic association

By considering collocation and valence in semantic association of word, we might see the change across time. Some changes are motivated by endogenous factor namely the dispersion of meaning from grassroots, whilst mass media contributes to semantic change as exogenous factor (Ghanbarnejad, *et al.*, 2014). The former happens in mundane social interaction in which the changes tend to be relatively slow. The latter has something to do with external factor which contributes to the change such as a specific event which might interest press reporters to spread information together with its valence. To some extent, the event might influence a dramatic change of association.

The role of media as exogenous factor does not come alone. The news reports are motivated by certain issues which emerge in the community. Hence, this study also looks at the exogenous factor like the relation of association of businessperson to a potential influence of business-related event in Indonesia. I choose Indonesian president speech at APEC CEO Summit in Beijing on Monday, November 10, 2014 as a potential factor of semantic change. The president invited business leaders to come to invest in Indonesia and promised to more necessitate a friendly atmosphere for doing business in the country (The Jakarta Globe, 2014). I expect that there will be a difference of semantic association to the word “businessperson” prior to and after the speech by the reason that this kind of event will attract news reporters to broadcast information either positively or negatively.

In this case, Indonesian president’s speech inevitably contributed to dispersion of information through media. As the speech was aimed at inviting business investment in Indonesia, it seems that government tried to intervene business perception by means of choosing it as global issue in an international conference. The media must be there to record and report the information delivered by the president as it is global forum to gain any valuable information and issue which becomes main interest of any mass media.

2.2. Research question

From what has been elucidated above, research question for this study are the following:
Is there any positive or negative association to the word “pengusaha” in Indonesian onlinepress? If the association occurs does it change over time?

2.3. Hypotheses

Semantic association in *online* press websites like *detik.com* and *kompas.com* is inevitably influenced by positive and negative issues in society. Since businesspeople in Indonesia are concerned, there are some issues that might influence its association in the media. Firstly, there is a stigma that people in business in Indonesia are associated with their cooperation with government officer. It has been widely known that when business person and government officer work together, it tends to lead to corruption, especially when the APBN which stands for *AnggaranPendapatanBelanja Negara* (State Revenue and Expenditure Budget) and APBD which stands for *AnggaranPendapatanBelanja Daerah* (Local Government Revenue and

Expenditure Budgets) come into account. These budgets are typically used in Indonesia's public procurement. On the one hand, investment in infrastructure avails both Indonesian and investors' side. Indonesian government and people will have better public infrastructures whilst investors get big amounts of business capital in Indonesia.

On the other hand, one of the disadvantages is that these budgets lead to corruption as the consequence of illegal cooperation between government officer and people from private institution or companies who are in charge in building the infrastructures. A number of corruptions occur during procurement process (Wibowo, 2014).

For example, media portrayed one of big cases of corruption in Indonesia between 2012 and 2013 in procurement in which the suspects included one of the ministers of Republic of Indonesia and one of Indonesian prominent politicians from government officers and businessperson who got the procurement's project from government (Wibowo, 2012).

Corruption issue has been overtly broadcasted in Indonesian media at least since the freedom of press was emerged officially after Reform Era in 1998. It is also in line with the existence of *Komisi Pemberantasan Korupsi* (Corruption Eradication Commission), abbreviated as *KPK* in Indonesia since 2002 which contributes to dispersion of corruption news in the media as people from this institution become important informants for news reporters.

Hence, since then, it is expected that issue of the corruption in relation to businessperson might be found more significantly in the news. The spread of news about corruption could be more massive in press.

Still, the existence of *KPK* might also play significant role in diminishing corruption cases involving businesspersons in Indonesia, thus the media will report a lower degree of negative association to businessperson. Therefore, my first hypothesis is that **there is significant decrease of negative association to businessperson in Indonesia, between 2012 and 2015** and my second hypothesis is that **there is semantic association of businessperson with corruption between 2012 and 2015**.

Secondly, some factors might influence positive association of businessperson. Firstly, Indonesian president's speech in November 2014 might give rise to positive association of businessperson in the media especially after the speech. Secondly, the emergence of small and medium enterprises (SME) in Indonesia might contribute to positive association of people in business in Indonesia. SMEs are considered as significant foundation in Indonesian economy and since last decades have been surviving from economic crises (Ismail, *et al*, 2014). Normally, these enterprises have less cooperation with the government officers as they run their business with minimum budget. Besides, they focus on areas of business out of public infrastructure domain like food, fashion, farming, fishing, etc. Hence, it is less likely that the media will discuss negative association to people from these enterprises. If there is a report on SMEs' businessperson, it is likely that the media will focus on how they develop their business or how they survive in any business challenge. Thus, my third hypothesis is that **there is significant increase of positive association to businessperson in Indonesia between 2012 and 2015**.

2.4. Materials

Data for this study are taken from two leading online press website in Indonesia, namely *detik.com* and *kompas.com*. The former is known as a rapid update online media and the latter is known as an influential news company in Indonesia. The use of the press websites are also motivated by the fact that their written texts have undergone filtering and editing by editorial boards, thus the texts represent a normal use of words in Indonesian language in comparison to personal blogs or social media. Hence, the chosen media are expected to represent semantic association of people in business in Indonesia either in negative association or in positive one.

I am interested in looking at the trend of words association between 2012 and 2015 as there were two big issues in that period of time like corruption case in 2013 and the president's

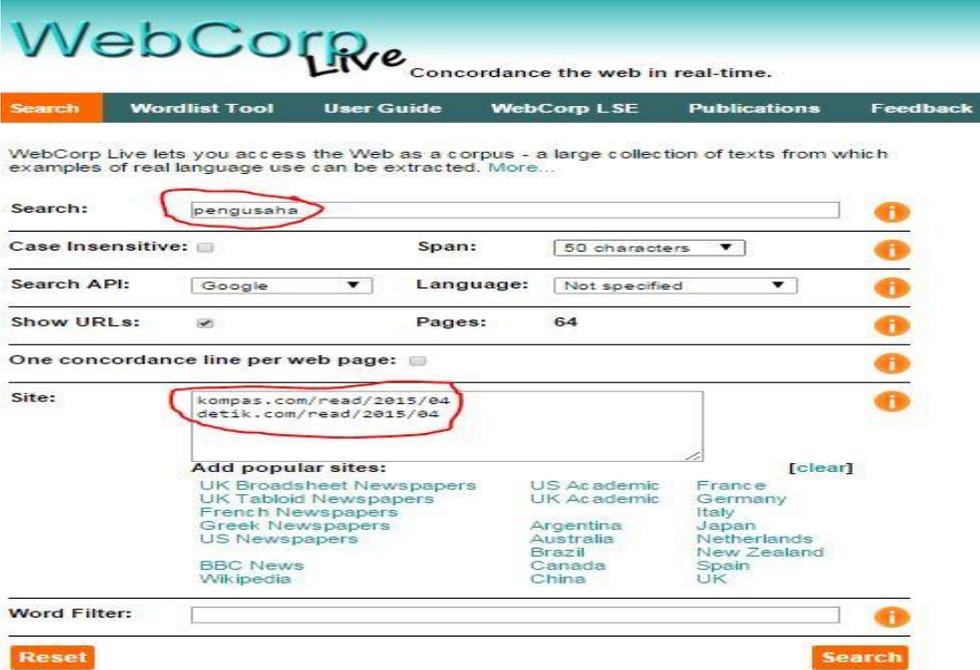
speech in 2014. Thus, I collected the data in 2012 monthly (from January to December). As this study is conducted around April 2015, I collected the data from April 2014 to April 2015.

I use *Webcorp* tool to look for collocation of the word ‘pengusaha’ (*businessperson*) in order to find its positive or negative association. It is a search tool available freely online aiming at retrieving data from commercial search Engine like Google to match with the need of linguistic data (Kehoe and Renouf, 2002; Renouf, Kehoe, and Banerjee, 2005). Recently, the tool is distinguished between Web-Corp Live and WebCorpLSE. As elucidated by Renouf and Kehoe (2013), the former is designed to enable linguist to type a word and pass them to the commercial search engine accordingly. Subsequently, the system sends the data back to the linguist “in the form of concordances in a choice of formats” (p. 168). Meanwhile, the latter is an offline corpus which enables linguist to make use of tool like download feature, and corpora Birmingham Blog Corpus, Novels of Charles Dickens, and others which are not available in Web-Corp Live. For this study, I use Web-Corp Live because I need to retrieve data in Indonesian language which is less likely to be conducted by using WebCorpLSE as the latter makes use of several English corpora.

2.5. Procedure

In collecting the data, I use the following steps:

1. I typed the word ‘pengusaha’ in the *search* menu.
2. I clicked *advance option* in order to enable me to specify my interest domain
3. In the option I typed the domain *detik.com* and *kompas.com* including year and month in the URL. I repeated doing it by distinguishing the months between 2012 and 2015.



The screenshot shows the WebCorp Live search interface. The search term 'pengusaha' is entered in the search box. The site field contains 'kompas.com/read/2015/04' and 'detik.com/read/2015/04'. The search API is set to Google, and the language is not specified. The number of pages is 64. A list of popular sites is shown below the site field.

Add popular sites:		
UK Broadsheet Newspapers	US Academic	France
UK Tabloid Newspapers	UK Academic	Germany
French Newspapers		Italy
Greek Newspapers	Argentina	Japan
US Newspapers	Australia	Netherlands
	Brazil	New Zealand
BBC News	Canada	Spain
Wikipedia	China	UK

Figure 1: searching the word *pengusaha* and specifying the domain of *kompas.com* and *detik.com*

4. Figure 1 displays the step that I did from number 1 to 3. Once I did these steps, I clicked “search” button in order to let the system makes use of Google (as seen in the picture) to give me the result of the word ‘pengusaha’ in *kompas.com* and *detik.com*, in this figure, for April 2015 (2015/4). Web-Corp Live generates concordance results to the user (Renouf, Kehoe, and Banerjee, 2005) afterwards.

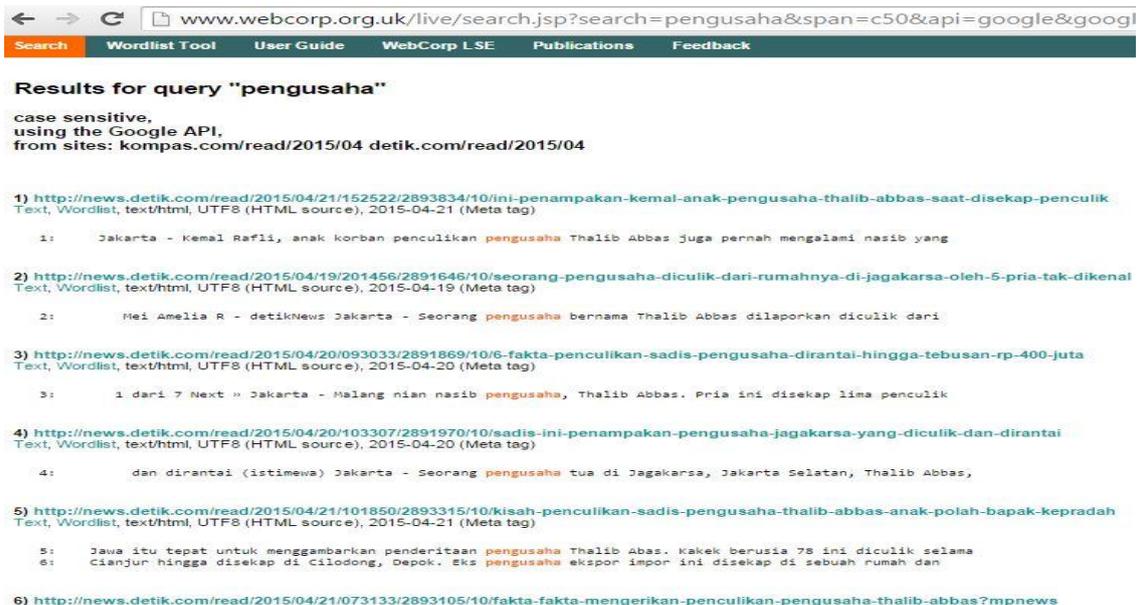


Figure 2: query result for the word *pengusaha* in *kompas.com* and *detik.com* for April 2015

5. Once the system gives me the result (as seen in figure 2), I continued with making use of *collocate* and *exclude stopwords* button as seen in figure 3. Then, I clicked *submit* button in order to get 50 characters of collocation.



Figure 3: using *Show Collocates* and *Exclude Stopwords* buttons

6. The collocation list gave me quantification of four words that occur on the left side of the word "pengusaha" and four words in the right side (as seen in figure 4).

Collocates

Word	L4	L3	L2	L1	R1	R2	R3	R4	Total
ini	1	2	4	0	0	4	3	2	16
yang	2	2	1	0	7	0	0	3	15
dari	0	0	3	2	6	0	1	1	13
dan	2	0	2	2	2	1	3	1	13
Jakarta	2	0	8	0	0	0	1	1	12
juga	0	3	0	1	0	0	4	1	9
menjadi	0	1	3	5	0	0	0	0	9
Thalib	0	0	0	0	7	2	0	0	9
Abbas	0	0	0	0	0	6	2	0	8
seorang	0	0	0	5	0	0	0	1	6
untuk	0	1	1	0	1	1	1	1	6

Figure 4 : collocation list of the word *pengusaha* in *kompas.com* and *detik.com* for April 2015

L and R in figure 4 refer to the words which occur in the left and the right side, respectively. Once I got the list, then I copied it to excel file then quantified the percentage of the occurrence. I did it for the whole months of my interest. Subsequently, I filtered some adjectives which collocate with the word ‘pengusaha’. Once I found the adjectives, I looked up whether or not they occur in the whole data set. From this procedure, I found three adjectives which occurred in whole data namely ‘sukses’(success), ‘takut’(fear), and ‘gagal’(fail). I assigned them into positive and negative meaning. Positive meaning refers to shared semantic feature of pleasant thing whilst negative meaning refers to shared semantic feature of unpleasant thing (Stubbs, 1995). I assigned ‘fear’ and ‘fail’ as negative and ‘success’ as positive. Eventually, in order to compare the trend of its collocation to businessperson, I also chose one word which always occurs. I decided to choose noun ‘ketua’(chairman) as it gives neutral sense in meaning. This finding answersthe research question that there is positive and negative association to the word ‘pengusaha’ in Indonesian onlinepress.

III. DISCUSSION

3.1. Research Finding

Figure 5 shows the distribution of positive, negative, and neutral association to business person in Indonesia on *kompas.com* and *detik.com* between 2012 and 2015. It is found that positive and negative association of businessperson increase between 2012 and 2015, whilst neutral association is relatively stable.

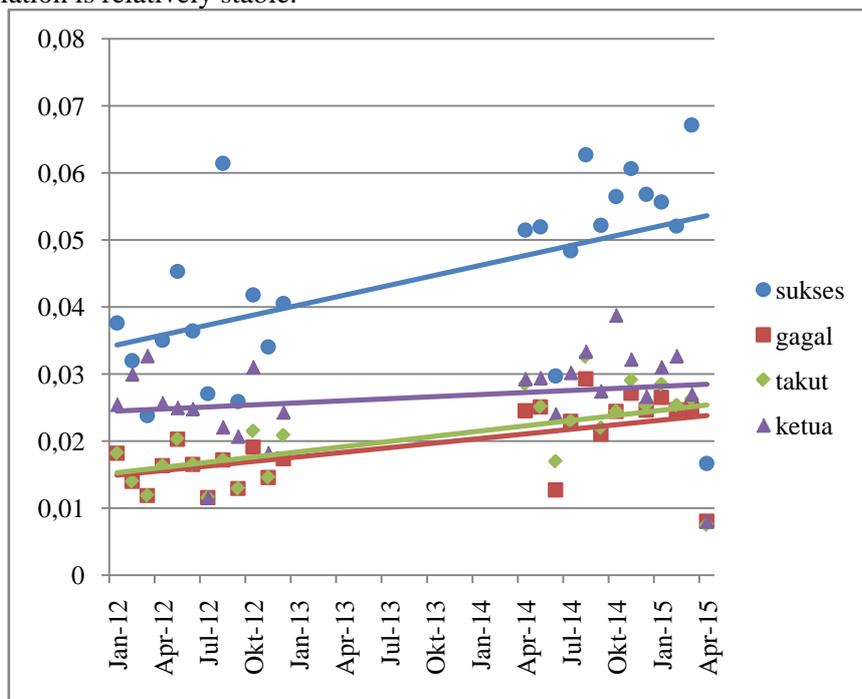


Figure 5: occurrence of association to the word *pengusaha* between 2012 and 2015

The word ‘success’ co- occurs with the word ‘businessperson’ in relation to description of people who tells the story of his success like in “Tips dari Mantan Sopir Angkot yang Sukses Jadi Pengusaha” (*success strategy from an ex bus driver who becomes a successful businessperson*) and in “banyakterinspirasi dari sang ayah untuk jadi pengusaha sukses” (*got inspiration from his father for being a successful businessperson*). ‘Fail’ collocates with ‘businessperson’ in relation to a description of activity like in “Prima Tirta gagal membatalkan merek OSO milik pengusaha air Ita Thaher” (*Prima Tirta failed to nullify OSO brand which belongs to Ita Thaher, a water businessperson*). ‘Fear’ occurs in the data as a title of news like in “Pengusaha: Jangan Takut Memulai Bisnis Meski Modal Minim”

(*Businessperson: Do not be afraid of starting a business with a minimum capital*). Besides, it also occurs in the content of the news like in “Di JabarpengusahatakutkanTetenmenang” (*In Jabar, businessperson fears Teten’s win*). ‘Chairman’ occurs in relation to reporters’ informant for their news report as in “SikapinidisampaikanKetuaAsosiasiPengusaha Indonesia (Apindo) SofjanWanandi” (*This outlook was expressed by Chairman of Indonesian Businessperson Association (Apindo) SyojanWanandi*).

Figure 6 displays mean proportions of the four words between 2012 and 2015. On average, it shows, at glance, that the word “success” increases more dramatically compared to the other three words.

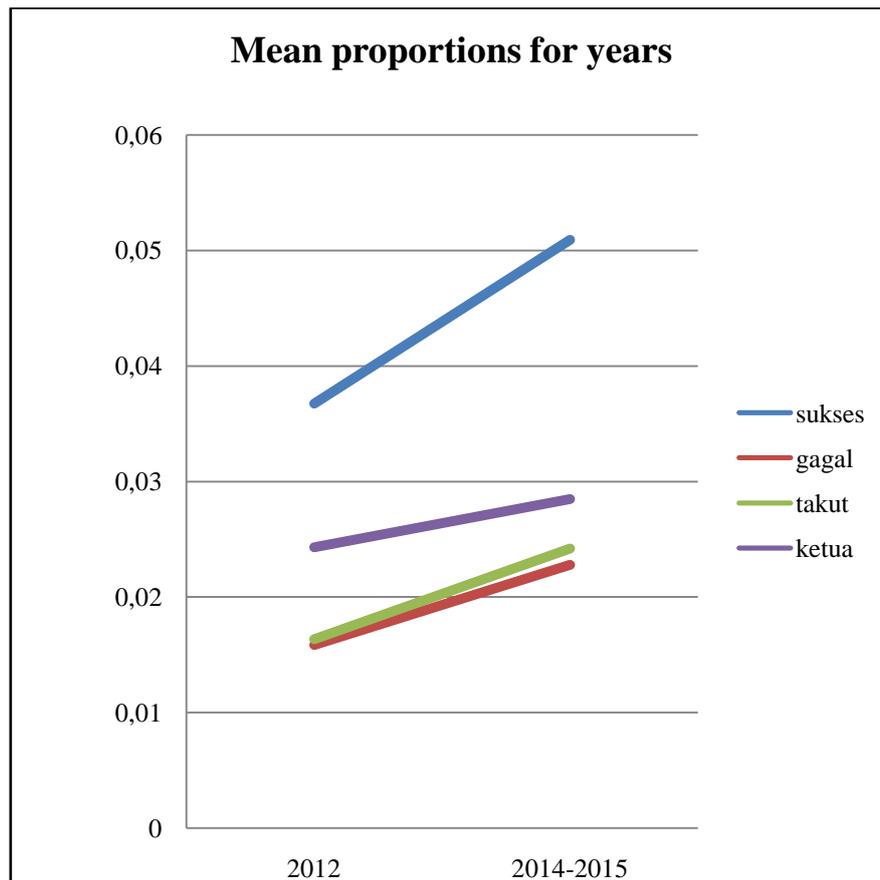


Figure 6: mean proportions of “success”, “fail”, “fear”, and “chairman” between 2012 and 2015

As mentioned in my first hypothesis, there is a significant decrease of negative association to businessperson in Indonesian *online* press websites, the data suggest different result. By using T-test (table 1) it is found that the frequency of ‘success’ changed significantly (mean frequency in 2012 = 0.036, mean frequency in 2014-2015 = 0.050, p value from t-test = 0.007, significant < 0.05). The frequency of ‘fail’ also changed significantly (mean frequency in 2012 = 0.015, mean frequency in 2014-2015 = 0.022, p value from t-test = 0.001 significant < 0.05). It also happens to the frequency of ‘fear’ which changed significantly (mean frequency in 2012 = 0.016, mean frequency in 2014-2015 = 0.024, p value from t-test = 0.000 significant < 0.05). Meanwhile, the frequency of ‘chairman’ did not change significantly (mean frequency in 2012 = 0.024, mean frequency in 2014-2015 = 0.028, p value from t-test = 0.124, significant < 0.05).

The results yield the increase of negative association of businessperson instead of the decrease as hypothesized. Hence, the finding did not show statistically significant decrease of the negative association.

Table 1: T- test result for mean frequency of ‘success’, ‘fail’, ‘fear’, and ‘chairman’ in 2012 and between 2014 and 2015 (significant < 0.05)

Word	Mean (2012)	Mean (2014-2015)	Difference	Difference (t-test p value)	STDEV
sukses	0.036755	0.050913522	0.014158478	0.007552138	0.010155289
gagal	0.015849	0.022777413	0.006928577	0.001225436	0.002828423
takut	0.016338	0.024199459	0.007861812	0.000854842	0.003427079
ketua	0.024321	0.028493125	0.004172463	0.124957594	0.005791147

Considering the research question about the change of association across time, these data suggest different trends of the association between 2012 and 2015. Both positive and negative association display significant changes whilst the neutral association does not. It leads us to assume that *Webcorp* is useful for finding valence and semantic change in relation to businessperson in Indonesian online press websites. Furthermore, first hypothesis is not supported since the result shows the opposite trend namely the significant increase of negative association to businessperson.

Regarding my second hypothesis about association of ‘businessperson’ with ‘corruption’, the data show the occurrence in a single month (December 2012). In the data, both *detik.com* and *kompas.com* have some contents about corruption. The occurrence can be seen from the table below.

Table 2: the occurrence of association of ‘businessperson’ with ‘corruption’ in December 2012’s data point

Word	L4	L3	L2	L1	R1	R2	R3	R4	Total	Percentage
korupsi	1	0	0	0	4	0	1	4	10	0.011587

Still, the occurrence is specific to one single month of total 24 months under study. The data in December 2012 shows the result like “tindakpidanakorupsi yang terjadidiantarapengusahadanpejabatnegaraumumnyadipicuolehrumitnya” (*corruption that occurs between businessperson and government officer is because of the difficulty*) and in “Dilema, BeripungliAtauUsahanyaTidakLancarPengusaha: KorupsiTerjadiKarenaRumitnyaBirokrasi” (*Dilemma, giving illegal charge or running the risk of failing in business: corruption happens because of red tape*). The data show that ‘corruption’ co-occurs with ‘businessperson’ when it comes to, among others, the report on a view from an informant about the cause of corruption as the result of cooperation between the businessperson and government officer and also red tape which occur in Indonesian bureaucracy. This finding is in line with the motivation of my first hypothesis regardless the result which shows the increase of negative association.

The third hypothesis of this study is consistent with the result which shows a significant increase of positive association to businessperson in Indonesia between 2012 and 2015. In addition the increase is greater than the increase of negative association to businessperson and also higher than the increase of trend in neutral association to businessperson.

Besides, we might also expect that the result might show collocation in relation to the Indonesian president’s speech on November for example ‘jokowi’ (abbreviation of Joko Widodo, the Indonesian president), ‘JokoWidodo,’ ‘speech,’ ‘APEC,’ ‘president,’ and ‘2014’, but none of them occurred. The possible explanation is that businessperson is not found to be correlated with the speech.

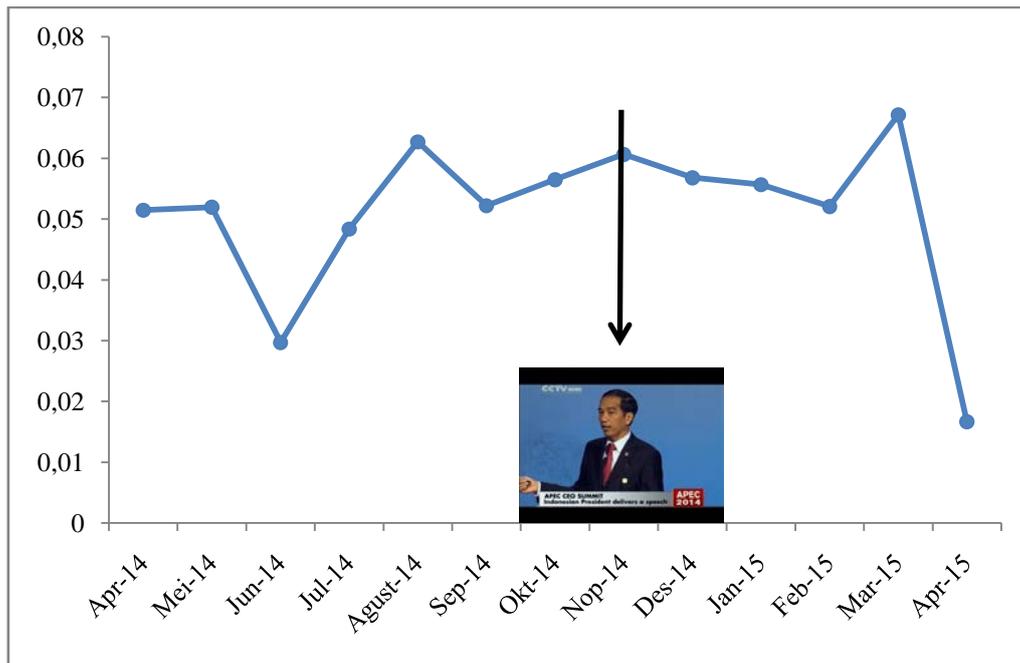


Figure 7: positive association to businessperson before and after Indonesian president's speech at APEC in November 2014. The picture was taken from http://article.wn.com/view/2015/03/24/Widodo_aims_to_use_China_visit_to_boost_ties_and_seek_detail/

Figure 7 shows that the president's speech did not yield dramatic change as seen from the graph. The trend of positive association in November 2014 is less drastic in comparison to the trend between June and August 2014 and between February and March 2015.

By using T-test to compare mean difference before and after the speech, it is found that mean difference was not statistically significant (mean difference= 0.983, $p < 0.05$). In addition, it is also found that mean difference of negative association and neutral were also not statistically significant (fail= 0.937, fear = 0.800, chairman = 0.296, $p < 0.05$). In other words, the speech did not affect significant change to either positive or negative association of businessperson in Indonesian online press websites.

3.2. Discussion

Businessperson's association in Indonesian online press websites yields the increase of positive and negative association. Exogenous factor like Indonesian president speech did not give much influence to the increase of positive association to businessperson. Yet, the examples provide evidence that the emergence of SME's becomes another exogenous factor which influences positive association to businessperson in Indonesian online press.

The greater increase of its positive association than negative association might lead the readers to assume that the websites can play significant role to exogenous factor in terms of constructive change of businessperson's association. The media consumers might have better perception than before when they engage as active readers pertaining to how businesspersons are represented.

Regarding unexpected increase of negative association to businessperson, people engaging with the dispersion of its negativity like media reporters and media owners seem to portray the fear and the fail aspects of businessperson to be broadcasted through their media. Fortunately, there was not much about corruption as it is one of the main concerns of this study.

Corruption as the consequence of cooperation between businessperson and government officer did not appear as predominant case of negative association to businessperson. Rather, it is mainly about personal aspect of businessperson regarding their unsuccessful achievement and their internal-psychological factor in relation to business practice. Their failure and their fear are

the two personal factors which might have nothing to do with cooperation between them and non-business people like government officers. Thus, these personal obstacles seem to happen not only for businessperson but for a mundane human being.

Furthermore, businessperson is assumed as someone who owns and runs his or her own business, it is relevant to call the person as boss of the business. Association about 'boss' in business was found to be negative (Nelson, 2006). It is different from this study which shows positive association is greater than the negative one. One of possible explanations is that this study needs more data in order to come with stronger argument that businessperson and boss are equivalent.

Since the use of *Webcorp* as gathering corpus of this study is concerned, it has strength and weakness. *Webcorp* is beneficial to extract linguistic information and derive linguistic data from web text which enables researchers to proceed the data for the sake of collocation study and other linguistic research (Kehoe and Renouf, 2002; Renouf, Kehoe, and Banerjee, 2005; Renouf and Kehoe 2013).

The weakness has something to do with giving noise to the data. For example, the output "Tips dari Mantan Sopir Angkot yang Sukses Jadi Pengusaha: Jangan Takut Gagal Ketua Umum HIPMI Bahlil" in the data entails all four words which become the concern of this study. This output occurs mostly in whole data. This repetitive occurrence might make us difficult to assign one token per one month as it is expected in this typical study.

Another weakness pertains to stop words which remain in the list of collocation. When I used 'Exclude Stopwords' button to compare the result of "businessperson" (English) and 'pengusaha' (Indonesian language), *Webcorp* was succeeded in excluding such kind of words from the list when search word is English, but it does not work well for Indonesian language.

Overall, this study is successful in giving insight about significant change in valence of association in businessperson in Indonesia between 2012 and 2015. The finding bears significant change of positive and negative association to businessperson in Indonesian media across time. *Webcorp* can be considered as the tool for extracting Indonesian online press web texts to enable us to conduct this association study. Furthermore, the association might become valuable input for people in making decision pertaining to business engagement in Indonesia by looking at the result about how businessperson has been perceived and represented in Indonesian online media.

IV. CONCLUSION

It has been elucidated in this study that the word 'businessperson' is associated with both positive and negative notions significantly in two Indonesian online press websites. The positive association is greater than the negative association. Meanwhile, there was no significant change in frequency of neutral words.

When it comes to exogenous factors like the emergence of corruption report in news and the impact of Indonesian president speech at APEC in November 2014, this study concludes that both factors did not give much impact to the association of the word 'businessperson.' Besides, the existence of KPK in revealing corruption cases which are expected to be in line with the increase of news report about people involving in this case, including businessperson, was not found to be the case in this study. Yet, the result suggests that businessperson engaging in SME's seems to influence positive association to businessperson as they collocate with the association.

To conclude, this study is relevant for yielding valence in semantic association of businessperson in Indonesia. The use of *Webcorp* can be considered as tool for retrieving linguistic data for collocation which is useful in semantic change analysis.

Future studies might consider this finding by paying more attention to extension of amount of data such as adding more online press websites. The extension might be useful in reducing data noise as it occurs in this study. The more data we have the more likely to remove repetitive tokens yielded by *Webcorp*.

Besides, one might be interested in measuring the value of valence in businessperson association, while others might focus on deeper analysis of single side of association either the positive or the negative one. It is likely to conduct a study by quantitatively rating positive and negative association of businessperson in Indonesia. For example, the study might come to question of how positive and negative the words like 'success', 'fail,' and 'fear' in relation to their association to businessperson in Indonesia. If the negative ones occur more than one word, one might ask if there is any difference between the negative words.

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SEMANTIC GENERALIZATION OF INDONESIAN WORDS AS SEEN ON TELEVISION ADVERTISEMENTS

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ABSTRACT

Advertisement has big influence to the society. It is not only as the effective media to sell a product, but also as the reflection of the development of one's language. In advertising industry, people try to make interesting and eye-catching advertisement jargons and taglines. On the one hand, the words used in advertisement jargons and taglines sometimes violate their original meaning. On the other hand, since its emerge as advertisement jargon and tagline, those words got semantic generalization process.

*This research is qualitative research. The aim of this research is to describe semantic generalization of Indonesian words found in television advertisement. The instrument of this research is documentation. There are 15 advertisements which become the sample of this research. The researcher downloaded the advertisement on YouTube, after that the researcher analyzed the words which have upward shift in its meaning. The researcher decided to examine the language on television advertisement because it has become interesting phenomena in our society. Using certain words as shown on advertisement in daily speaking is part of life style and current trend especially for young people. The results show that there are some ajectives and verbs which have broaden meaning such as *sadis, nyangkut, nendang, kinclong, kalem, layu, pecah, tubruk, nendang, and hanyut*. This research is expected to give a contribution to the study of semantic change in Bahasa Indonesia. There are several new meanings found which do not handed down by our previous generation.*

Keywords: Indonesian words, Semantic Generalization, Television advertisements.

I. INTRODUCTION

Advertisement is the effective way to sell a product. Actually the goal of advertisement is not only for selling product, but also to persuade customer to think and act in particular way (Kenewuchu, Asemah, Edegoh (2013:952). By using persuasive language, advertisement tries to catch customers' interest to buy the products. Persuasive language is very important in advertisement because it determines the success of advertising campaign. Therefore, advertisement gives social impact to the society, it reflects the culture and also society. Advertisement is designed to reflect culture and appeal to the sensibilities of certain societies.

In fact, advertisement does not only give effect in socio-economic aspect, but also in the language change itself. Language used in advertisement is the barometer of language change (Wesolowski and Angelini, 2010). The language choice made by the writers of advertisement highlights the current trend of language in the particular society. Language is the product of evolution. It keeps changing and developing along with the development of society. Language changes in term of sound, vocabulary, semantic, and grammatical aspects. There are various factors which influence the development of language such as economy, cultural environment, and mass media including advertisement (Sheperd, 1996).

There is "a war" between language purists and advertising writers. The language purists try to set the standard to what is right and what is wrong. On the other hand, the advertisement writers try to create interesting jargon and tag-line which are able to attract customers' interest to buy the products. Therefore, sometimes the advertising writers violate the meaning of the standard language. The different and better way of saying is usually more interesting. The phenomena of language violation become interesting phenomena in Indonesia. Language choice used in advertisement, which is absolutely violate the meaning of standard language become a

new trend in the society. People especially youngsters starts using those vocabularies in the daily conversation.

II. METHOD

This research is a kind of descriptive qualitative research because this research describe and explain about semantic generalization of Indonesian words as seen on television advertisements. This research tries to answer this research question: What are the words found in television advertisement got semantic generalization process? The instrument of this research is documentation. The researcher downloaded the advertisements on YouTube, after that the researcher analyzed some vocabularies which have upward shift in its meaning. In this research, the researcher only focuses on analyzing two word classes; adjective and verb. There are 15 advertisements which become the sample of this research. All of those advertisements have been played in Indonesian Television channels during 2014-2015. The researcher decided to analyze television advertisement because it is considered as the most effective media to promote and sell the products.

Table 1. Sample of This Research

No.	Product	Brand
1.	Parfume	Axe Black
2.	Noodle	Indomie
3.	Shampoo	Lifebouy
4.	Ice Cream	Tam Tam
5.	Coffee	Torabika
		Javabica
6.	Chocolate Bar	Cadbury Dairy Milk
7.	Detergent	So Klin All in One
		Easy
8.	Beverage	Nu Green Tea
		Pucuk Harum Tea
		Markizza
9.	Biskuit	Tini Wini Biti
10.	Candy	Tamarin

As we know that advertisement develops along with the development of society. Thomas J. Baratt is well-known as “the father of modern advertising”. He was the chairman of soap manufacturer *A&F Pears* who succeed to combine slogan and a memorable image for selling the products. Monle Lee and Johnson (2003:3) in Lazfihma (2014) stated that advertising is a commercial and non-personal communication about an organization and its product which is transmitted to public by using certain media such as television, radio, newspaper, magazine, direct mail, and billboard. Therefore, advertisement also becomes a mass media communication. In addition, El-Daly (2011:26) defined advertising as a form of discourse which is influence not only the structure of language and modality of lifestyle, but also the content of daily acts of communicative exchange.

The development of informatics technology makes the copywriters become more creative in creating an advertisement. They use various persuasive languages in order to persuade the customers to buy the products. As a consequence, there is strong connection between language and advertisement. In this modern era, the change of language could be determined by advertising. There are many new meanings found as result from the language used in an advertisement. Schendl (2001) in Krisnanda, Syarif, and Rosa (2014:112) explained four types of language changes:

1. Phonetic and phonological changes

Phonetic and phonological changes are the sound change that covers both phonetic and phonological development. Unlike phonological system, phonetic change does not make any significant changes. Phonological systems are complex affairs with many small adjustments in phonetics depending on phonetic environment and position of the words.

2. Vocabulary change

Many words that exist in the Old English did not survive into Modern English. Also, there are many words in Modern English that bear little or no resemblance in the meaning to their Old English etymology.

3. Semantic Change

Semantic change is the evolution of the word usage. The meaning of a word in modern times is totally different from the original usage. Semantic change is a change in one of the meanings of a word. In fact, every word has variety of senses and connotation which can be added, removed, or changed.

4. Syntactic Change

Syntactic change is the evolution of the syntactic structure of language. It is a phenomenon in creating a shift in language patterns. Syntactic changes are the greatest modifier of a particular language where most of the changes occur in syntax and vocabulary.

This research uses theory of semantic change as suggested by Palmer (1981) in Lazfihma (2014). There are four types of shift meaning:

1. Generalization (Broadening)

The process by which the meaning of words become broader or exclusive than its earlier meaning. In generalization, a word achieves a more general meaning as the meaning of a word expands when it is used in a different field. Therefore, it has a new meaning that is different from the original one.

Examples: (a). Aroma

original meaning = smell of spices and sweet herb.

current meaning = good smell in general (fragrance)

(b). Escape

original meaning = to unlock or to get undressed

current meaning = to get free from detention

2. Semantic Narrowing (Specialization)

The process by which a word's meaning becomes less general than its earlier meaning. In specialization, the meaning of a word becomes more restricted over the course of time where words can be used only in fewer contexts.

Examples: (a). Hound

Old English = dog

current meaning = dog which is used to chase game in the hunt

(b). Meat

Old English = food in general

current meaning = one kind of food, that is meat.

3. Pejoration

The downgrading or depreciation of a word's meaning, as when a word with positive sense develops a negative meaning.

Examples: (a). Awful

original meaning = worthy of awe

current meaning = very bad

(b). Mistress

original meaning = woman who was in charge of a household or a child
current meaning = kept woman of a married man

4. Amelioration

Amelioration is a type of semantic change that happens when a word's meaning improves or become more positive. Therefore, the meaning of a word changes towards a more positive value in the mind of users.

Examples: (a). Knight

original meaning = boy, youth, servant, attendant

current meaning = military follower of a king

(b). Nice

original meaning = careless, clumsy

current meaning = kind, thoughtful

There are two factors which cause semantic change as stated by Yu and Ren (2013: 63-64):

1. Internal Reason of Language

There are two kinds of contradictions which could result in semantic change. The first contradiction is between phonology and semantic. Pattern may be different in the semantic units with its paradigmatic relation, while semantic unit with similar pattern may not be the paradigmatic relation. The second contradiction is between semantic and words. When a new meaning occurs in the vocabulary system, the fixed meaning of the words will influence each other.

2. External Reasons of Language

External factors are the factors which come from the society or the people. They have big contribution in facilitating semantic changes.

(a). Social Reason

We cannot study semantic without seeing other aspects such as social revolution, technological development, material and spiritual construction, and also the improvement of the people's observational levels.

(b). Historical Reason

Language is the product of society and changes with the development of social history.

There continuously occur the new innovations during the process of the transformation of objective world by human beings. Except creating the new words, people tend to give the new meaning to the old words to express these new things. So semantic is not only social but historical.

(c). Human Psychological Reason

There are some human psychological factors which may cause semantic change; metaphor, metonymy, taboo, emotive factors, euphemism, and hyperbole.

(d). Foreign Influence

Other reasons of semantic change are the influence of foreign word and the existence of foreign culture. For example, in English pig, sheep, ox not only express the name of animal, but also the flush, but since the Norman conqueror named these flush as pork, mutton and beef, they are only used to express the name of animal.

(e). Appearance New Things

There are some words which were found after the invention of new things, such as internet, hypertext, e-mail. In addition, the appearance of new things also triggers the invention of new slang and informal language.

III. DISCUSSION

The findings show that there are 8 adjectives and 7 verbs got semantic generalization process. Some of those vocabularies are loan words from Javanese, as a consequence the researcher could not find its meaning in Kamus Besar Bahasa Indonesia. Moreover, in order to analyze the data, the researcher tried to find the original meaning of the words in Kamus Besar Bahasa Indonesia. After that, the researcher figured out its new meaning based on the taglines or utterances seen on the advertisements.

1. Adjective

There are several adjectives found in advertisements such as *enteng*, *kalem*, *kinclong*, *imut*, *sadis*, *nyaman*, *bandel*, and *layu*. Furthermore, the researcher tried to analyze every word in order to figure out its new meaning.

The first adjective which got semantic generalization process is the word “*enteng*”, the researcher found in *Easy Attack Detergent* advertisement.

Ngucek langsung bersih
Easy bersihnya enteng

Based on Kamus Besar Bahasa Indonesia, the original meaning of *enteng* is *isringan* (light; used for weight) or *mudah* (easy; used for job or responsibility). Since the word *enteng* is adjective, it is modified noun. In fact, the word *enteng* in advertisement is used to modify adjective. Therefore, the word *enteng* has the same meaning with its original meaning in Bahasa Indonesia; *gampang* or *tidak sulit*. But, in this case the word “*enteng*” is used to modify another adjective. The new meaning of the word “*enteng*” does not have correlation with weight or responsibility anymore. It is used to express the situation which is so easy to be handled.

The researcher found the word “*kinclong*” in *Lifebuoy Shampoo* advertisement. This word could not be found in Kamus Besar Bahasa Indonesia because it is a loan word from Javanese.

Lifebuoy shampoo
Rambut sehat kinclong

The original meaning of the word “*kinclong*” is *mengkilat* or *bersinar* (used to express something which is shiny) or *bersih cemerlang* (used to express the condition after being cleaned such as vehicles and kitchen utilities). As seen in the advertisement, the word “*kinclong*” used to express the condition of hair after being washed by the shampoo. Therefore, the new meaning of *kinclong* is shiny, it is used to express clean condition not only vehicle, kitchen utilities, but also hair and skin.

Another loan words from Javanese used found in advertisement is *kalem*. It is found in *Axe Black* advertisement.

Memperkenalkan Axe Black baru
Wanginya kalem dan mewah

Based on Kamus Besar Bahasa Indonesia, the original meaning of *kalem* is *isdalam keadaan tidak tergesa-gesa*, *santai*. This adjective is used to express a condition when a person should stay calm and relaxed. In fact, the new meaning of *kalem* as seen on advertisement is an adjective used to express a fragrance or smell, which is meant the fragrance is gentle and smells good.

The next word which got semantic generalization process is *sadis*. It was found in *Indomie noodle* advertisement. The word “*sadis*” seems so phenomenal in the society, since the advertisement was starred by the famous Indonesian star - Al Ghazali.

Buat gue rasa indomie goreng nggak ada duanya, apalagi aromanya sadis.

Based on Kamus Besar Bahasa Indonesia, the meaning of *sadis* is *tidak mengenal belas kasihan, kejam, buas, ganas, kasar*. This adjective is usually used to express how cruel the criminal is. On other words, the sense of this adjective is negative. Since the emergence of Indomie noodle advertisement, the sense of the word *sadis* become more positive. The new meaning of *sadis* is the adjective to express the delicious taste of the food.

In this research, the advertisement of *Nu Green Tea* beverage has two versions. The researcher decided to use both of them, because the researcher found two different words which got semantic generalization process. The first word found in *Nu Green Tea* advertisement is *bandel*.

Nu Green Tea dengan antioksidan tinggi bias ngilangin haus bandelmu dengan benar.

Based on Kamus Besar Bahasa Indonesia, the original meaning of *bandel* is *melawan kata atau nasihat orang, kepala batu*. So *bandel* is an adjective to express the person's characteristic that is stubborn. Since it is adjective, *bandel* should modify noun. In fact, we figure out that in the advertisement *bandel* does not modify noun, but is used to modify another adjective. The new meaning of the word "*bandel*" does not have correlation with person's personality anymore. It is used to express how difficult the condition is.

In another version of *Nu Green Tea* advertisement, the researcher found the word "*layu*" as seen in this utterance:

Kenalin nihpacar baru gue
Pacar baru apa layu?

Actually the meaning of "*layu*" is confusing, therefore people should watch the advertisement for understanding the context. The original meaning of "*layu*" is *tidak segar lagi*. It is an adjective used to express the condition of a plan which is not fresh. The new meaning of *layu* does not only deal with the condition of a plan, but also the health condition of a person which is unhealthy.

Sometimes, the word choices used in the advertisement tagline refers to the shape of the product. One of those words is the word "*imut*" which found in *Tini Wini Biti* advertisement. It is one of the famous children snack in Indonesia.

Tini Wini Biti imut lezat bergizi

Based on Kamus Besar Bahasa Indonesia, the original meaning of "*imut*" is *manis, mungil, menggemaskan*. It is an adjective to explain the appearance of person's face. In fact, as seen on the advertisement, the word "*mungil*" is used to explain the shape of a snack. Therefore, the new meaning of *imut* is tiny.

The last adjective found in advertisement tagline is the word "*nyaman*". We can see it in *Tamarin* candy advertisement.

Segar asamnya bikin nyaman

The original meaning of *nyaman* is *segar, sehat, sehat, sejuk*. This adjective is usually used to express the condition of room which is cozy. In the advertisement, we can figure out that the new meaning of *nyaman* does not only relate to condition of the room, but also the condition of human body.

2. Verb

The researcher found some verbs which got semantic generalization process in the advertisements such as *pecah, tubruk, nendang, samber, nyangkut, hanyut, and mengguncang*.

By figuring out those original meaning in Kamus Besar Bahasa Indonesia, the researcher tried to analyze their new meaning.

The first verb which got semantic generalization process is the word “*pecah*”. This word was found in the tagline of *Markizza Pohon Pinang* beverage advertisement.

Markizza dari pohon pinang pecah segarnya

The original meaning of *pecah* is *terbelah menjadi beberapa bagian*. It is used to express the condition of kitchen utilities made from glass and windows which are broken. Another meaning of *pecah* is *retak*, or *merekah*. It is used to express the fissure in a land. This condition usually results from a drought in a dry season. By analyzing the advertisement tagline, we can conclude that the new meaning of *pecah* does not only relate to kitchen utilities and land, but also taste. Therefore, it is assumed that the freshness of the beverage smashed up in the mouth when we drink it.

The next verb found in the advertisement tagline is *tubruk*. It is found in *Javabica* Coffee advertisement tagline. The words “*tubruk*” in this tagline are homograph, they have similar written form, but they share different meaning.

Kopi tubruk Javabica, tubruk semangatmu

The original meaning of *tubruk* is *lompatan hendak menerkam*. It is a verb used to express an action when a cat wants to prey a mouse. So, the word *tubruk* needs an object which is real object; it could be seen, and touched. The advertisement has changed the meaning of the word “*tubruk*”. This verb could be followed by abstract object such as spirit, wish, or dream.

Loan words are easily found in the advertisement tagline. The researcher found the word “*nendang*” in *Kopi ABC Susu* advertisement tagline. In Bahasa Indonesia, the base word of *nendang* is *tendang*. In an active sentence, *tendang* attached to prefix *me-* becomes *menendang*.

Kopi ABC Susu....Lebih nendang rasanya

The original meaning of *nendang* or *menendang* is *menyepak*. It is a verb to express an action when we strike out with our feet usually on football. The verb *nendang* needs concrete object such as ball, cat, and garbage. The new meaning of the word “*nendang*” is this word could be followed by abstract object such as taste. The function of this verb is to emphasize the strength of its taste.

Another verb found in the advertisement tagline is the word “*hanyut*”. It is found in *Cadbury Dairy Milk* advertisement tagline.

Hanyutlah dalam kelembutan dan creamy Cadbury Dairy Milk

The original meaning of the word “*hanyut*” is *terbawa oleh arus*. It is a verb used to express an activity when a person or house swept away by the flood or tides in the ocean. This activity usually happens in a disaster. The new meaning of *hanyut* does not only relate to flood or tides, but also the taste of a food. Moreover, the sense of the new meaning is also more positive. The word *hanyut* is used to express the delicacy of a food.

The last verb found in the advertisement tagline is the word “*mengguncang*”. It is found in *Tam Tam* ice cream advertisement.

Tam Tam es krim sehat dan lezat, rasanya mengguncang dunia

The base word of *mengguncang* is *guncang*. The original meaning of *guncang* is *bergoyang cepat dan keras*. It is a verb usually used to express the condition on earth quake. After getting

the semantic generalization process, the sense of the word “*mengguncang*” also becomes more positive. The new meaning of *mengguncang* does not only relate to earth quake, but also the taste of the food. The function of the word “*mengguncang*” is to give a dramatic effect for attracting the customers’ interest to buy the product.

The researcher also found two verbs which are loan words from Javanese, they are *samber* and *nyangkut*. As a consequence, the researcher could not find the meaning of those words in Kamus Besar Bahasa Indonesia. Therefore, in order to analyze their new meanings, the researcher must find the equivalent words in Bahasa Indonesia. The researcher found the word “*samber*” in So Klin All in One Detergent advertisement as seen in these utterances:

Sekali samber semua masalah cucian ilang
So Klin All in One, flash nyucinya, flash bersihnya, flash wanginya

The equivalent word of *samber* in Bahasa Indonesia is *sambar*. In an active sentence, the word *sambar* usually attached by the prefix *me-* becomes *menyambar*. The original meaning of *menyambar* is *menangkap dengan cepat dengan berlari*. It is a verb used to express an activity when we catch something quickly. In this case, a person does two activities; they are catching and running at the same time. The new meaning of the word *sambar* shows us that this activity also means taking something quickly due to the emergency condition.

The last verb which is loan word from Javanese is the word “*nyangkut*”. It is found in *Pucuk Harum* tea advertisement. The equivalent word for *nyangkut* in Bahasa Indonesia is *tersangkut*.

Teh Pucuk Harum itu nggak nyangkut di leher

The original meaning of *tersangkut* is *menyangsang*. It is a verb used to express a condition when a kite snagged in the tree. The new meaning of the word “*nyangkut*” shows us that the activity of snagging also could be applied for liquid such as water and beverage.

IV. CONCLUSION

In conclusion, the researcher found out certain verbs could be applied in more various objects, the abstract objects such as taste, hope, wish and also concrete objects such as ball, kite, and kitchen utilities. In addition, the semantic generalization process also brings more positive sense to the new meaning of certain words.

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THE RELATIONSHIP BETWEEN HUMANS AND NATURE IN YUNI NURMALIA'S ANAK BAKUMPAI TERAKHIR AND EDWARD ABBEY'S FIRE ON THE MOUNTAIN: AN ECOLOGICAL COMPARATIVE ANALYSIS

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ABSTRACT

This article discusses the relationship between humans and the nature in two novels, Anak Bakumpai Terakhir written by Yuni Nurmalia and Fire on the Mountain written by Edward Abbey. While the first deals with Indonesian setting, the latter deals with America's New Mexico. The two literary pieces reveal how individuals in the two societies behave and react to nature. The research applies a comparative study regarding environmental issues and humans' attitudes towards nature in the novels. The concept of eco-criticism is used to explore the damage of ecology resulting from by humans' anthropocentric view in which humans' interests sacrifice those of non-humans. The damages of forest, sea, river caused by illegal logging and mining waste bode ill to Dayak's life in Kalimantan and the society of New Mexico. The exploitation occurs because of human greed eventually bringing about the disharmony between humans and the nature.

Keywords : eco-criticism, anthropocentric, comparative literature, humans and nature

I. INTRODUCTION

"What we have done to the world..." a line of Michael Jackson's Earth Song gave a goose bump [doesn't a line of Michael Jackson's earth song give us goose bumps?]. People from all around the world have mistreated their environment without even thinking the consequence. They do not realize that they have harmed others because what they care is profit. Trees are being chopped down and burnt which harms the surrounding area and makes the soil barren. Factories are built in the area where the natives are living on. They are contaminated by the toxic waste disposal and it causes the spreading of disease like asthma, skin disease and even infertility. However, the indigenous people have no power to fight against the investors whom have no moral.

The description above shows humans' misbehavior towards environment which will be the case. It should be noted that nature, environment, wilderness are different in terms but the same in sense. Barry (2002) states that ecocriticism has four areas. The first is called the *wilderness*, includes *deserts, oceans, uninhabited continents*, the second is the *scenic sublime*, includes *forest, lakes, mountain, cliff, waterfall*, the third is the *countryside; hills, fields, woods* and the fourth is the *domestic picturesque*, they are *parks, gardens and lanes*, (255). The relationship of humans and their nature which linked to literature is under the field of ecocriticism.

Ecocriticism, Green Studies, Environmental criticism or Environmental Studies emerged in 1980s which is defined by Glotfelty (1996),

"... the study of the relationship between literature and the physical environment. Just as feminist criticism examines language and literature from a gender-conscious perspective, and

Marxist criticism brings an awareness of modes of production and economic class to its reading of texts, ecocriticism takes **an earth-centered approach to literary studies**" (xviii).

Ecocriticism is the relationship between humans and their environment reflected in literature. Furthermore, she continues that ecocriticism "takes as its subject the interconnection between nature and culture "(105).

In *Anak Bakumpai Terakhir*, Nurmalia describes how the investor greedily exploiting and replacing the forest into coal and gold mining area. Ironically, they do not realize the fatal impact they bring to the Dayak Bakumpai as the indigenous people whom live on the land since long time ago. The soil, the river and the sea where they crave for living have been horribly contaminated by toxic heavy metal. Then, it causes disease like skin and respiratory disease then later can cause death to their children. Edward Abbey in *Fire on Mountain* also describes how farmers living on the mountain are expelled by the American government by many ways tries to take over the land where the people of New Mexico live on.

Therefore, from the description above, the writer s analyze the data focused on the environmental issues particularly Kalimantan forest and New Mexico desert. Furthermore, the analysis aims to expose the impact of deforestation and the relation between humans and nature. And in this case the relationship is examined by how Indonesian and American as individuals react and behave toward the issue and other ecology aspects.

II. METHODS OF THE RESEARCH

In conducting the research, the writers carry on some steps to complete the analysis. First, in collecting the data, the writer uses Yuni Nurmalia's *Anak Bakumpai Terakhir* and Edward Abbey's *Fire on the Mountain* as the primary data and the secondary data taken from related articles and books.

Second, in analyzing the data, the writer uses qualitative method which means the method concerns on the context of the data. It involves the relevant social issues including the author and his environment and cultural aspects. Thus, Ratna explains there are some essential characteristics of qualitative method, concerning the following statements:

1. Focus on the message from the meaning of the object as cultural studies
2. Direct interaction between the researchers and the object and thus the researcher as the primary instrument
3. Research is natural , occurring in the social and cultural context of each (48) .

Following the method above, the writers use interdisciplinary approach. Since, literary work contains cultural aspects, it is produced by the author who exposes the social problem in society and transforms it into a story about a character, a place, an event and language. Thus, in this way, an author is defined as the society representative and transindividual construction. A research on a literary work is basically a research on every aspect of life which is uttered through the language. In this context, other knowledge is needed, such as history, sociology , politics , economy , and culture in general (329) and even also used the knowledge of ecology

Literary work in relation to the ecology stated as follows,"*Ecocriticism is the study of the relationship between literature and the physical environment*" (Glofelty 1996) in (Jeetendrasingh 2012). Ecocriticism is the study of literature and the environment, not only a matter of the relationship between them but its commitment which makes it rather important, "... has distinguished itself,..., firstly by the ethical stand it takes, its commitment to the natural world as an important thing rather than simply as an object of themathic study, by its commitment to making connection (Estok, 2001).

Further, the research is a comparative analysis between Indonesian and American novels. Comparative literature is defined to be a method that identify the subject to have a broaden way to fulfill the duty in the field of humanities. "*The fact that Comparative Literature names such a method as the attribute defining its field of study indicates the extent to which it is*

faced with the choice of either reflecting upon or embodying this fundamental task within the humanities”(Thomas 2011:33).

From the explanation above, the writer takes Nurmalia's *Anak Bakumpai Terakhir* and Edward Abbey's *Fire on Mountain* as the data base analysis by the reasons; first, both works have the same theme which is the unstoppable deforestation. Second, both works reflect the real condition on both countries. And thus, this analysis is examined under the field of macro literature specifically on ecocriticism and comparative literature. Finally, the writer hopes that the analysis would contribute for the development of theoretical and practical concept of ecology issue in society and government.

III. DISCUSSION

3.1 The Relationship between Human and Nature

3.1.1 In *Anak Bakumpai Terakhir*

One of the ecocriticism principles is the evaluation of interrelationship between humans and nature in a literary work, as stated by Habeeb in his article "Eco-Critical Theory: Some Newer Perspective, *"Ecocriticism is an investigation into: the relation between humans and the natural world in literature"*, (2012). In addition, Tosic also states in his article "Ecocriticism – Interdisciplinary Study of Literature and Environment," *ecocriticism concerned with the relationships between living organism in their natural environment or how man's relationship with that environment*". Thus, literary ecology study concerns on the relation between humans and their environment.

Nature as the resource of life genuinely provides humans for the daily need. One of the natural resources is forest that is a part of Indonesia's natural capital and has infinite value, like Kalimantan that has thousand variations of plant species. Initially, since decades ago the ethnic groups lived nomadic by relying themselves on the nature, but suddenly this harmonious relation has been taken away by the new comers and caused them being isolated on their own land.

As illustrated in *Anak Bakumpai Terakhir*, Yuni Nurmalia takes the readers into the forest of Kalimantan together with the Bakumpai people as the part of Dayak ethnic group who live along Barito River that flows from Marabahan city, South Kalimantan to Puruk Cahu, Murung Raya Central Kalimantan. Kalimantan which is placed in the middle of Indonesia archipelagos has infinite wealth of nature. That is why the beautiful scenery of Barito is heaven to Aruna, the last generations of Dayak . She spent her childhood exploring the forest, looking for swallow nest with her grandfather, playing with Kumbang, a leopard she keeps, and even facing robbers when she went to check the forest from forest fire threat in drought.

Aruna spends her life pleasantly in the middle of the forest with her family. The nature and culture she lives in is pure and genuine. It was when she grew up as a teenager; some people burn the forest that makes her and her grandfather and other Dayak people trying to set off the fire. After the incident, the police come to secure the location.

Bakumpai people love their environment,

Hari itu, suguhan hutan hujan tropis, beraneka jenis *Dipterocarpaceae* dan pohon buah tersaji indah. Kami menyusuri anak Sungai Barito di pedalaman hutan. Untuk menuju kawasan ini harus menggunakan perahu ketinting, yang ramping dan kecil, karena lokasi ini merupakan sungai yang menyempit, terpencil dan sulit dijangkau (Nurmalia :71)

Aruna is pleased to see the beautiful view of Barito while she explores the tropical dipterokarpa forest. She loves her home though most parts of the area that connected by a river are now narrowed but she still feels astonished by the colors and view that the nature provides. Burung rangkong sedang sedang bertengger di dahan pohon yang kering, burung srigunting (*Dicrurus paradiseus*) yang memamerkan ekornya yang indah, lutung merah bergelantungan ke sana kemari berpindah dari satu pohon ke pohon yang lain, suara Owa, sejenis kera, yang bersahut-sahutan semakin menyempurnakan indahnya bumi kami (71). She shows how her love to the forest eventhough she finds something awful in her trip, "Habishlah *itah*,"(72). Aruma and Kai, her grandfather hear a horrible sound from saw cutting the trees . It contradicts their hearts

by the fact that they fail to protect their love to the nature although *Kai* is a leader who stands against the strangers on their land.

Kami menyusuri anak-anak Sungai Barito. Pohon-pohon buah hutan berjajar berderetan dengan akarnya memaku di pinggiran sungai. Beberapa pohon lebat menutupi permukaan atas sungai, merindangi kami yang terombang-ambing dibawahnya. Sungai Barito yang semakin dangkal akibat sedimentasi karena semakin meluasnya alih fungsi lahan dan berkurangnya tutupan lahan di bumi kami (71-72)

The data above show their disappointment, knowing the richness of the nature they have on their land ironically has damaged their life as the stranger comes to take over the forest.

The use and protection of the forest have been actually arranged in," UUD 45, UU No. 5 tahun 1990, UU No 23 tahun 1997, UU No. 41 tahun 1999, PP No 28 tahun 1985, and the the decree of forestry ministry along with PHPA director general and direktor general of forestry cultivation. But the disruptions always happens and even has rising intensity.

Kami sudah hafal suara itu. Suara orang-orang menebang kayu. Nantinya gelondongan kayu itu dibawa melalui aliran sungai. Pembalapan liar pun kerap terjadi di hutan kami. Kawasan hutan tropis kami seluas beribu-ribu hektar telah dikonversi menjadi perkebunan sawit. Tiga perusahaan besar di sana memanfaatkan hutan kami untuk menjadi sebuah perkebunan sawit dan perusahaan tambang. Seperti barusan, kalaulah kami pergi bersama *Kai*, mungkin ia akan berang melihat hutannya sedikit demi sedikit terkikis kekayaan alamnya (7).

Bakumpai people actually realize to what happen on their land. The trees are logged that make the dense forest which is initially full of many plant variation turn into mining area controlled by big companies. Unfortunately, they can say nothing except talk about it to each other. The forest exploitation happened and thus their lovable home has been disrupted and corrupted by the investors, cited as follows;

Kai pernah berkata, "Alam dan sungai adalah napas bagi orang-orang suku di Barito, air adalah darah dan tanah adalah asal muasal manusia." *Kai* selalu mengkhawatirkan soal perambahan hutan untuk perkebunan dan hutan tanaman yang kini marak. Itulah kenapa ia selalu geram ketika melihat orang-orang asing yang bukan pribumi mengobrak abrik hutannya (73-74).

The new comers become the king and seize their land. As illustrated in novel, A car comes to the area and someone who acts like an expert goes out for checking the land texture saying, "Benarkah kalau kita menggali di sini, kita bias mendulang emas?" (Nurmalia 2013:9). The investors desire to dig out the wealth of Kalimantan. Since it is not the first land, they actually have already prepared to remain the forest barren. Not only their forest being seized but the operation actually victimize the indigenous people as stated in the novel, "Siapkan beberapa kendaraan berat, bulldozer, loader, backhoe, power shovel, dragline, dan semua alat yang bias meratakan hutan ini. Besok pastikan semua area yang kita lihat tadi siap untuk memproduksi. Dan pastikan, tidak ada yang mati lagi (9).

The investors do not see the great view of the nature but the future profit. They show the greed for wealth by seizing the land which is owned by the indigenous people from generation to generations. "Area ini cocok untuk pertambangan emas. Pulau ini punya banyak seribu anak sungai. Jika setiap titik kita bangun pertambangan emas, perusahaan kita akan kaya raya." (13) Pegusaha yang ambisius itu tidak peduli. "Ide bagus. Racuni mereka melalui air sungai. Mereka pasti pindah." Anak buah yang menurut itu terdiam (13)

As long as the investor has money, it is not hard to lose consideration for the surrounding environment and the people whom live by. With every way they try to take Barito away even if they have to kill the native people. The greedy individuals have exploited and taken away the nature. They turn the forest into a wide desert, hundred hectares are damaged by the mining waste disposal and made the environment become hell. Then, hundred people are suffered from skin disease caused by the toxic-contaminated water.

Nurmalia clearly describes two different views of the relation between two groups of people and the nature in her novel. The first group has the ecocentrism point of view that believes in the relation of the human and non human nature. This is shown by Bakumpai people who believe

that nature such forest, river and soil have inseparable relationship. On the other hand, the second group has anthropocentrism that believes in human-centred. The nature is the profound of human resource to serve the needs of them. It is shown by how the loggers dig for profit from the nature without even thinking the consequence that harm the society and environment.

3.1.2. In *Fire on the Mountain*

The relation between humans and nature is described in *Fire on Mountain* through the farm owner, John Vogellin who struggles to save the land. The story begins in summer at New Mexico, when Billy Vogellin Starr wants to spend the vacation at his grandfather's home located in a farm called the Box V. He has always spent his summer as a cowboy, riding the horse up to the hill, taking care of the horse, keeping and enjoying the nature at the same time.

"To me the desert looked liked a form of Paradise. And it always will" (2) The innocent Billy said that the desert where they live is heaven that never be faded.

The amazement is not limited only for the desert but also the living creatures as well, as Vogellin said in their trip home.

"Watch the cows and the hens, they get the same way. It's all part Of nature's internal plan"

All part of what, sir?"

"Nature's eternal plan. Look at that!" (5)

Vogellin admires the animals like cows and hens. How Vogel in admires animals such as cows and chickens take the same path as already existed that govern an enduring natural plan. His admiration for the surrounding nature is also supported by his grandfather that togetherness is something natural design.

"A rabbit is a kind of rat, Grandfather, I've heard about that, And we haven't looked at the whole thing, either. This system benefits the culture, as we noticed a minute ago. It helps preserve the balance of nature, Over-all efficiency, I call it, we also have efficient overalls...(3). Billy talks to his grandfather that even a small animal they never trap them but let them free. This way helps to balance the nature which is profitable for the culture. The way makes life efficient. Then, mutually beneficial relationship between the wilderness with wild animals live side by side, why people always want to ruin them.

Lee grinned at me. "A lion will never attack a man unless the lion is too old or too sick to catch decent game, Or unless the lion is concerned, or angry, or wounded, or bored, or curious, or very hungry, or just plain mean"(35). Actually, if we persuade animal, even wild animal, nicely they will be the best friends for people, then they do not pick to pieces us. Then Billy compare how nature or mountain treat animals. The mountain had been doing nice. "The mountains had been doing a lot. They were doing very well. The stones and boulders, sparkling with veins of fields spar and quartz, look bright and clean and solid in the sun, fresh enough to eat on, as new as if created yesterday" (42-43). It is clear that the innocent boy, Billy thinks that all things in the world benefit to people, nature, and animals and they must live side by side.

Different from *Anak Bakumpai Terakhir, Fire on the Mountain*

3.2.1. Human Behavior and Culture to Nature in two works

In the context of human behavior to nature and environment, Henry David Thoreau was known as the "philosopher of the wild, John Muir as "wild men" (son of the wilderness), but in the deepest sense Edward Abbey called "defenders of the desert" (wilderness defender). The concept of the wilderness in his era is rather dealing more with the American mindset itself, as he stated "*the idea of wilderness needs no defense. It only needs more defenders*" (Abbey, 1991: 223).

Abbey strongly agrees to Thoreau's idea that the best government is the government which governs not at all (Thoreau, 1992: 226). According to Abbey's concept *anarchism does not mean 'no rule', it means 'no rulers'*. It also means *maximum democracy; the maximum possible dispersal of political power, economic power, and military power*) [Abbey, 1988: 26-27].

In *Fire on the Mountain*, the idea of rebellion on government is shown through the dialogue between John Vogellin and his grandchild. His anger towards the government is obviously exploded for taking the proof under the name of government.

“Why do they call it Thieves’ Mountain?” I asked, staring up the transmutation of bare gray rock into gold.

“It belongs to the Government,” Grandfather said.

“Yes, the Government stole it from the cattlemen,” Lee said. “And the cattlemen stole it from the Indians. And the Indians stole it from the—from the eagles? From the lion? And before that—?” (Abbey, 1962: 33)

The data above shows the grandfather’s anger to the government for damaging the nature. For him, a claim of owning nature-hills, river, mountain and farm- is a beginning of the nature destruction.

John Vogellin’s anger actually represents the author’s idea that to keep is to let it be its way as genuine original. He also sees the desert as a part of wilderness and civilization. *Wilderness is not a luxury but a necessity of the human spirit, and as vital to our lives as water and good bread. A civilization which destroys what little remains the wild, the spare, the original, is cutting itself off from its origins and betraying the principle of civilization itself*, (Abbey, 1991: 192). And for him *wilderness complements and completes civilization* (Abbey, 1962: 148).

It should be noted that the description above shows on how fast urban American civilization changes that humans are actually in the danger zone. This idea distinguishes Abbey from other environmental contemporary activists who struggle to save the earth. On the other hand, for Abbey, the main concern is the sustainability of the growing human being in distress and alarming when natural and other wild creatures corrupted by greed and ignorance, which is called progress.

In the perspective of ecocriticism, the idea of maintaining the wild, jungle or desert originally so correlated linearly with the effort to prevent it from occurring pollutants civilization, one of which is the ownership of land that actually considered part of the wild. For proponents *ecocriticism*, especially among the New World environmentalism, sustainability requires no wild specifically land ownership and human presence in general. For the proponents of ecocriticism, especially among the New World environmentalism, sustainability requires no wild specifically land ownership and human presence in general. (Cameron, 2002)

For Vogellin, the effort in keeping the wilderness safe and genuine is conducted by setting up the independent self in order to narrow the possibility of selling the For John Vagelin, efforts to preserve and originality the wild is to build self-reliance themselves so discouraging potential to sell their own farm or a field when the famine came or hit financial difficulties. Billy describes the independence of his grandfather’s independence ,

In hard times, in desperate times, the cattle would even eat the prickly-pear cactus, sometimes helped by the rancher who went before them with a flame-thrower and burnt off the thorns. If this was not enough the rancher would have to buy feed. If he went broke buying feed he could then sell his stock and wait for rain and a better year. If the rain delayed too long he sold his ranch or let the banks take it away. The smaller the ranch the greater the risk, and my Grandfather Vogelin was of the few independent ranchers who somehow had survived the wheel of the drought and depression. He seldom broke even but he didn’t break (Abbey, 1962: 30)

The data implies that respect for the wild, such as desert, can not rely on things that are normative or rhetorical things. It needs some sort of seriousness and preparation, both tangible commitment and financial support.

Vogellin is one of the individuals who resists and struggles against the challenge by using power called independent. He is strong for resisting from the dry season and depression when many people would just sell their farms because the financial problem or let the debtor forecloses the farm for not able to pay the debt.

The respect for the environment for Vogellin is correlated with the absence of transaction-purchase and sale, indemnification and national surveillance. His ownership of the farm is an effort to respect the environment that it should not be sold to any party and government. Though his right is taken by the military of American government, yet he still resists and stands on his commitment to keep the farm without falling into financial negotiation.

The captain, a handsome young man, paled a bit but did not lose his poise. "I'm very sorry, sir. This is Government property."

"The hell it is," he said. "This is my home. What are you doing out there?" He pointed to the dust billowing above the flats.

"We've been expecting you, Mr. Vogel. That's why I came to meet you. I'm sorry to have to be the one to tell you, sir, that we are under orders to round up your cattle and horses and take them off the land."

"Those cattle are not for sale," Vogel said slowly, looking not at the captain but at the action out of the flats" (Abbey, 1962: 92)

In the eyes of Billy, Vogel's grandchild, southwestern wild is an exit area of America as a utopia for today and the future.

These mountains—they seemed at once both close and impossibly remote, and easy walk away and yet beyond the limits of the imagination. Between us lay the clear and empty wilderness of scattered mesquite trees and creosote shrubs and streambeds where water ran as seldom as the rain came down. Each summer for three year I had come to New Mexico; each time I gazed upon that moon dead-landscape and asked myself; what is out there? And each time I concluded: *something* is out there—maybe everything. To me a desert looked like a form of Paradise. And it always will (Abbey, 1962: 2)

The data above describe that Billy has been never bored of enjoying the wilderness in the past three years and it always brings curiosity. The readers are led to understand that the desert with its authenticity is really a paradise not only for humans but also for all beings that leave on. It also makes the readers understand that desert genuinely is heaven, not only for humans but also for other creatures that live on. Desert as heaven means that it is eternal utopia. Regarding the concept of ecology, the New Mexico is said to be utopia, an area which is called "God country (Nelson, 97:2002)

Through the author's experience, he believes the reduction of the New Mexico wilderness caused by the industrial influence. Abbey, for several years, worked as the park ranger in several American national parks and had commented on the progress of the institution. In the second half of the twentieth century when the industrial tourism began, Abbey finally sees the consequence resulting from national park policy. This can be seen in a famous national park in the area of New Mexico, the Yosemite National Park. Abbey criticized Yosemite which emphasizes on the development of modernism and industrialization.

They provide the visitors with big camping site, comfortable station, modern washroom, electricity and visitor center. The national park has lost its enchantment because basically most enchantments are placed in its wild side, its hardship to access and even its dangerous aspects. It is great when people walk in the desert are welcomed by the greatness of the nature, while it is impossible for the people in the tourist car to replace or stimulate the natural feeling for being a part of the desert and only relying on themselves.

Abbey suggests a change to the national park. He demands on continuation aspect and better protection by suggesting the prohibition of car use. *Let the people walk. We have agreed not to drive our automobiles into cathedrals, concert halls, art museums and the other sanctums of our*

culture; we should treat our national parks with the same deference, for they, too, are holy places) [Abbey, 1991: 60]. Instead, he offers bicycles, horses and donkeys, not a free shuttle bus to ferry supplies to the camps. This plan involves a road that has been constructed without the need to build new roads in the National Park. He believes that people must free themselves from the paved streets and other businesses to explore the roads and hiking paths. There will also be more space for everyone because once people start running, not by driving, they occupy a much smaller space instead of occupying the narrow

In *Anak Bakumpai Terakhir*, Nurmalia exposes two environmental exploitation in two aspects, are humans and nature. First human exploitation which is described through the robbery scene. *"Kita kayau mereka kalau kita lihat mereka," si pendek mengacung-acungkan sabitnya. "Kalau mereka tak punya harta?" potong si jangkung.* (Nurmalia, 2013: 128)

The data above explains how the robbers rob Aruna and Kai in the middle of their duty to save the forest. They need to protect the forest from the five robbers who have been the famous talk around Dayak people. They work to rob people and get rid of anybody who block their way. What they do is human exploitation for their own benefit without leaving anything behind.

Second, the nature exploitation which is described in prolog chapter 2 about the greedy individuals who conduct illegal procedure in building the oil palm farm. *"Perkebunan kelapa sawit seluas sepuluh ribu hektar dibangun* (Nurmalia, 2013:12)". Moreover, it is also stated in chapter 3, *"area ini cocok untuk pertambangan emas. Pulau ini punya banyak seribu anak sungai. Jika di setiap titik kita bangun pertambangan emas, perusahaan kita akan kaya raya* (Nurmalia, 2013:13)". This situation clearly harms the indigenous people of Kalimantan. Even though the company knows that they would harm the people who live near by, but it is what they do not want to care about. As the result, the environment is contaminated and the people are suffered form illness.

"Pembuatan bendungan atau kolam penampungan yang biasa disebut tailing dam banyak ditemukan di sini. Tetapi, masalahnya sama, lingkungan hidup tetap tercemar. Air dari endapan tailing yang tertampung dalam dam pada akhirnya mengalir ke sungai-sungai di sekitarnya. Logam berat dan senyawa kimia pun ikut masuk ke lingkungan(Nurmalia, 2013: 162)".

The waste disposal is also damaged the plant This plant is not only a victim. Rubbish also affects indigenous peoples land.

"Orang-orang suku yang berdiam di Sungai Barito telah tercemar. Tubuh kalian terkontaminasi racun seperti merkuri. Hal itu sedikit mempengaruhi perubahan genetika dan DNA pada diri kalian. Air yang orang-orang Suku Bakumpai dan suku lain biasa pakai untuk minum dan untuk semua hajat hidupnya ternyata memang membawa dampak panjang bagi kesehatan masyarakat (Nurmalia, 2013:177)".

It does not only harm humans and plant, but also another aspect, such as stated in the chapter when whales go ashore, *"...tidak hanya ikan-ikan paus ini yang terkontaminasi, tapi ikan-ikan kecil yang lainnya juga. Bahkan sebagian ikan yang hidup di dasar laut banyak yang mati. Sebagian yang lain mencari habitat baru"* (Nurmalia, 2013:177). That is why, people need to realize what they gain after being tempted by money. Humans, culture and nature are at the dead lift. Plants and animals are contaminated. The environment is no longer good for living.

Anak Bakumpai Terakhir in the context of contemporaray shows destructive implication of the forestry industry in Kalimantan. The presence of concessions, logging companies, and other industries not only flattening the forest away but also decreasing the opportunity of local citizen to explore the product of the forest. Dayak people feel that the company act like a single controller on the land that undoubtedly breaks the rule by doing illegal logging and seizing the natives rattan. The company and the government think that rattan is a part of wild plants but it is purposely planted by Dayak people in the used farm (Gunawan etc, 166)

In many districts of Kalimantan, the deforestation happens for the transformation of forest to farm. Since 1997, almost 7 millions ha of the forest principally have been signed to be converted into farm. Despite of 6.8 millions ha have already been agreed to convert into farm development, the rest of 9 million ha are forwarded to be made as farm. Though without including 9 million ha, if the 6.8 million are really converted into farm, that means Kalimantan forest faces the serious destruction (Intip Hutan, 2013).

Another source of destruction of Kalimantan forest is the coal mining. The mining project uses more than 1 billion ton of coal which are digged from globally significant valued area where the ethnic groups have lived on from generation to generations.

Despite of its contribution is globally important, Kalimantan technically is not protected well. The World Wildlife Fund (WWF), the institution which support the initiative conservation works with the government in rising the continuous use of the land. A report from WWF was published on May 2014 saying that Kalimantan had lost ten percent of the forest since 2007. There are more mining and logging industry obtain their licenses on the area that is actually must be protected as national park and wild life (Denton, 2014, *the Jakarta Post*)

Maruwai is 15 km way from two coal mining company; Asmin Koalindo Tuhup and Marunda Graha Mineral. These companies produce 19 million ton of coal in the past 10 years. The Maruwai people- the genuine dayak who have lived for many years in the forest and the river of Kalimantan- now have to face the big expansion of the mining area when BHP Billito is preparing to operate their mining activity (Denton, et al)

According to Wahana Lingkungan Indonesia (walhi), beside the mining process would release carbon dioxide in a big amount, it also disrupts and contaminates two systems of river, destroys thousand hectares of forest, affects the soil and other natural resources and potentially sets a conflict. The citizen says that the project has caused the conflict in Maruwai. Many people are forced to accept the payment from BHP Billiton. "we have to sell our land for rp 100 per square meter," "if we do not sell it, the police will arrest us. This land is precious to us that we inherit it from the ancestor and it actually had given us money for us" said Regina and Arayati (Denton, et al)

IV. CONCLUSION

After analyzing the data the writers conclude that,

1. Both literary works, *Anak Bakumpai Terakhir* written by Yuni Nurmalia and *Fire on the Mountain* have the same theme, namely exploitation of the wilderness.
2. The relationship between humans and nature in *Anak Bakumpai Terakhir* is very poor, because of taking over the forest Kalimantan by companies run riot. Even though the regulation made up by the government, but it does not decrease the problem in nature. The forest, the rivers and the sea surrounding the middle and south Kalimantan have been very damaged that result the people are very ill.
3. In *Fire on the Mountain*, exploitation of the wilderness happen because of government benefit. John Vogellin the main character is reflection of the author, Edward Abbey, struggling to maintain the beauty of the desert in New Mexico.
4. The relationship between humans and nature must be made harmonious as possible for the sake of the life of next generation.

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GOOD AND TERIBBLE DAYS SYMBOLS IN PANANRANG MANUSCRIPT: A CULTURAL LINGUISTICS APPROACH

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This study aims to explore the use of good and terrible days symbols and its meaning in Pananrang manuscript. Pananrang Manuscript is ancestral heritage manuscript of Bugisi which provides guidance and instructions on good days and terrible days in performing daily activities, such as getting married, moving house, looking for a job, going abroad, doing farming and gardening, preaching religion, even all aspects of life based on Qamariyah calendar. By using qualitative descriptive method and cultural linguistics approach, it is found that good and terrible days symbols are (1) animal symbols including anynyarang (horse), tedong (buffalo), saping (cow), bembei (goat), gajai (elephant), serigala (wolf), lanceng (monkey), ula (snake), ancale (grasshopper), kalapung (turtle), dongi-dongi (bittern), and manu (chicken) for the good day; macang (tiger), kalapung (turtle), and singa (lion) for the terrible day; while Jonga (deer), meyong (cat), balawo (rat), asu (dog), Nagai (dragon), iti (duck), bawi (swine), balipeng (scorpion) for good and terrible day, (2) time symbols, (3) mathematic symbols, and (4) constellations symbols. The disclosure of meaning behind these symbols refers to (1) the nature and character of each animal, (2) lucky and unlucky, and (3) happy and unhappy.

Keywords: Symbols, Good and Terrible Days, Pananrang Script, Bugis Society, Cultural Linguistics.

I. INTRODUCTION

The understanding of Bugis communities to natural events, including Bugis communities in Kendari particularly, and Southeast Sulawesi in general, has been inherited from generation to generation from their ancestors since XVIII century. That understanding was summarized and recorded in lontara manuscript. Experts have different idea about lontara. Some of them say that lontara comes from *jangang-jangang* and *bilang-bilang*. Rahman says that lontara is an adoption from Arabic alphabet that uses Bugis-Makassar Language (Rahman, 2006). Mattulada (1985) says that lontara is derived from mythological view of the Bugis-Makassar about the universe. It was found by Daeng Pamatte Karaeng Era, The Goa Sailor, since 1511-1548 (Pelras, 2006) and refined by the Bugis, like Ngka, Mpa, NRA, NCA. Thus, lontara is all kinds of papers of ancient Bugis written on leaves or similar palmyra leaves by using a stick made of coarse fibers (Abidin, 1983: 108).

In Bugis culture, lontara is written in different perspectives according to the social, cultural, economic, political and human source of Bugisi. Lontara consists of various types of writing based on theme. They are *lontara paseng*, *lontara paggalung*, *lontara sure-sure*, *lontara pananrang*, *lontara pattaungeng*, *lontara ade*, *ulu lontara there*, *lontara allopi-loping*, *lontara attoriolong*, *lontara pangaja*, and *lontara pau pau-ri kadong* (Anonymous, 2014). Lontara pananrang is a script about how the Bugis

calculates the time and interprets the days meaning in each month as a result of popular thinking among the pre-Islamic Bugis until now. In fact, they interpret not only a matter of time in a month, but also a matter of time within twenty-four (24) hours. Time calculation also greatly affects the Bugis community in conducting all activities.

To explain this phenomenon, there is a special case of Mr. Ahmadi, writer's friend, when he bought a car. When buying a car, Ahmadi communicated his intention to his father-in-law. At that time, Ahmadi asked if the car could be taken home from Toyota dealer on Thursday at 10:00 pm. However, the intention was resisted by his father-in-law. He explained that buying a car on Thursday at 10.00 pertained terrible day because it will get the danger or catastrophe. Instead, his father-in-law suggested that the car should be out on Friday at 06.00 pm, because it was considered as a good day. Then, Mr. Ahmadi approved a request of his father-in-law (Ahmadi, 2015).

This cultural phenomenon explains that the determination of good and terrible days is important to Bugis communities in Kendari. By following the guidelines of determining good and terrible day, they believe that what they do can run well according to the plan and well ending. They believe that by following the determination guidelines, the purchase of a car will get blessing and will be avoided from all dangers and calamities. Though having a strong conviction of regarding good and terrible day determination, Mr. Ahmadi or other Bugis communities still submit all the results to *Puang Allah* Almighty. This is reinforced by *Insha Allah* phrase (if Allah wills) which always mentioned in starting any activity.

In determining good and bad days, the Bugis uses the particular guidelines. It was written on using certain symbols. Leslie A White in his book entitled *The Symbol: The Origin and Basis of Human Behavior* says that the symbol is a phenomenon whose meaning is given by a group of people who need it. Thus, the meaning of the symbol is conventional. White says that the base of all human behavior is reflected in the symbols contained in art, religion, and power (Ginting, 2011), including the days symbol in *lontara pananrang*. That is the logical reason why the writer wants to explore the symbols used to determine good and bad days in *lontara pananrang* and its meanings.

This research is urgent to be done. It is because we want to know good and bad days symbols in *lontara pananrang* and to know its meanings. This study uses linguistic culture theory to examine the symbols in *lontara pananrang*. Cultural linguistics is the study of language as the source of culture (Duranti, 1997). It also means that good and bad days symbols in *lontara pananrang* will be revealed through language as a source of culture. In addition, this study also uses qualitative descriptive method by using interview techniques (Mahsun, 2005). Interviews are conducted on old parents, religious and community leaders who live in Kendari city, Southeast Sulawesi, which has *pananrang* manuscript. This interview is important to know the meaning of these symbols.

The articles discussing good and terrible days in *lontara pananrang* has been done already by some experts, but no one has discussed *Good and Terrible Days Symbols In Pananrang Manuscript: A Cultural Linguistic Approach*. Among these articles are written by Syarifuddin Yusmar, Andi Rahmat and Fahmi Gunawan. Syarifuddin Yusmar discussed *Penanggalan Bugis-Makassar Dalam Penentuan Awal Bulan Kamariyah menurut Syariah dan Sains* (Yusmar, 2008). Andi Rahmat Munawwar examined *Komparasi Lontara Pananrang dengan Pendapat Imam Jafar Al-Shadiq Tentang Hari Baik dan Hari Nahas* (Munawwar, 2012). Fahmi Gunawan

mooted *The Prophetic Spirit In Lontara Pananrang Bugis Script at the Islamic Society* (Gunawan, 2014).

II. DISCUSSION

Good And Terrible Days Symbols In *Pananrang Manuscript*

The use of good and terrible days symblos has a close relationship to the concept of time of Bugis people. The concept of time includes year, month, and day. A year calculation is based on the time of harvest, or every six months. Then, There are two times of harvest in a year periode. Within a month, there is 29 or 30 days. The days of Bugis people are known by a particular name, namely *masuara*, *bisnong*, *Sirri*, *barahamang*, and *kala*. Due to the influence of Islamic and Christianity religion, The Bugis people can recognize seven days in a week. They are *aha*, *senneng*, *salasa*, *araba*, *kammisi*, *juma*, and *sattu*. Kala or times in 24 hours are divided into 16 subtime (Lathief, 2005), namely *pajang*, *elek kelek*, *pammulang*, *enrekesso*, *tanggasso*, *tanreesso*, *araweng*, *sarakesso*, *petteng*, *labbukesso*, *sumpang wenni*, *laleng penni*, *tengabenni*, *sarawenni*, *denniari*, *wajeng pajeng*.

Every day and sub time serves as a guidance for the Bugis people to choose which days are good and fit to begin performing all activities. For example, *senneng* (Sunday), *aha* (Monday), *araba* (Wednesday), and *juma* (Friday) are the good days, while *salasa* (Tuesday) is a terrible day due to the sound similiarity to *sala-sala*, *sisala*, *lari sala* which known by the sound of calamity. Each sub time is considered as the good and bad time in a day. To know good and bad times, the Bugis uses a tool as a guide. That tool is called *Kutika*, a table to determine good and bad time. *Kutika* consists of some images which are based on the calculation. In the image, there are certain symbols that indicate good and bad days. That symbols are *animal symbol*, *time symbol*, *mathematical symbols*, and *constellations symbol*.

2.1. Animal Symbols

Animal symbols in *lontara pananrang* are used to determine good and bad days through the 1st to 30th calendar of each month. Therefore, to know good and bad day, the Bugis people should look dated or lunar earlier. In Bugis term, this is called *ompo'na uleng*. Animal symbols are divided into three types, namely animal symbol for good day, animal symbol for terrible day and animal symbol for good and terrible day.

2.1.1. Animal Symbols for Good Day

Good days in *lontara pananrang* are marked by animal symbols. They are *anynyarang* (horse), *tedong* (buffalo), *saping* (cow), *bembei* (goat), *gajai* (elephant), *serigala* (wolve), *lanceng* (monkey), *ula* (snake), *ancale* (grasshopper), *kalapung* (turtle), *dongi-dongi* (bittern), and *manu* (chicken).

Anynyarang (horse) is a symbol of good day. It is a good day because a child born will be pious, live longer, and get a lot of sustenances. This symbol occurs on the 1st of each month. *Tedong* (buffalo) is a symbol of good day. It is a good day because a child born will be smart to talk. The traveller will feel safety to destination. The patient who seek for treatment will recover. This symbol occurs on the 6th of each month. *Saping* (cow) is a symbol of good day. It's good because a child born would like to help. It's good also for building a house, wandering, starting a new business, and getting a lot of sustenances, This symbol occurs on the 8th of each month. *Bembe* (goat) is a symbol of good day. It's good due to a child born will be religious, longevity, and

be the lucky person. This symbol occurs on the 11th of each month. *Gajai*(elephant) is a symbol of good days. It's good because the child born will be a lucky man, devout to Allah. It's good also perform all activities, do migration, and sow the seeds of rice. This symbol occurs on the 12th of each month. *Sarigala*(Wolf) is a symbol of good day. It's good to perform all activities because all of them will run well, either to fight, trade, perform weddings, or the child born will be rich. This symbol occurs on the 14th of each month. *Lanceng*(monkey) is a symbol of good day. It's good because the child born will be religiously devote and will obey to his/her parents. In addition, it's good also for trading and getting more sustenance. This is because smart foraging, fast moving as the basic character of lanceng. This symbol occurs on the 19th of each month. *Ula*(snake) is a symbol of good day. It's good due to the child born will be rich and easy to take marriage. This is fit to the basic character of snake which likes to peg everything bothered it sel. This symbol occurs on the 20th of each month. *Ancale*(grasshopper) is a symbol of good day. It's good due to running well of the wedding party. In addition, If someone trades, he will get a lot of benefits. If someone buys merchandise, he will get the discount price. This symbol occurs on the 23rd of each month. *Kalapung* (turtle) is a symbol of good day. It's good because the child born will obey God. In addition, it's also good to perform marriages party and livestock or cattle animals. This symbol occurs on the 28th of each month. *Dongi-dongi*(bittern) is a symbol of good day. It's good for inducting leader, buying goods, do wandering, planting, and doing all the activities. This symbol occurs on the 29th of every month. *Manu*(chicken) is a symbol of good day. It's good for trading new goods and the child born will be a long life, obey to Allah and his/her parents. This symbol occurs on the 30th of every month.

2.1.2 Animal Symbols for Terrible Day

Terrible days in *lontarapananrang* are characterized by three animal symbols. They are *macang* (tiger), *kalapung* (turtle), and *singa* (lion). *Macang* (tiger) is a symbol of a terrible day. It's a terrible day for doing wedding party, planting seeds, and travelling. In addition, it's bad too for child birth because she/he will be a rebellious child. This symbol occur son the 3rd of every month. *Kalapung* is a symbol of a terrible day. It's terrible for growing rice and doing any activities. It's bad too because child born will disobedience to The God. This symbol occurs on the 5th of every month. Lion (*singa*) isa symbol of a badday. It's bad because child born will get mad disease. It's also bad for wondering because he will get disease or died on the way of sailing and do in all the activities. This symbol occurson the 13th of every month.

2.1.3. Animal Symbols for Good and Terrible Day

Good and terrible days in *lontara pananrang* are marked with several animal symbols. They are *Jonga* (deer), *meyong* (cat), *balawo* (rat), *asu* (dog), *Nagai* (dragon), *iti* (duck), *bawi* (swine), *balipeng* (scorpion).

Jonga(deer) is a symbol for good and terrible day. It's good because child born will get married quickly, get a lot of sustenances. It's like deer character that can ran fastly and easy to get sustenance. In addition, it's good for starting a job and performing wedding party. In addition, it's also a bad day for fighting on the battle and go sailing. This symbol occurs on the 2nd of each month. *Meyong* (cat) is a symbol of good and bad day. It's good because child born will be brave as brave of cat. In addition, it's also good for doing wedding party, planting seeds in the fields, and going wander. Meanwhile, it's a terrible day for paying the debt of debtor. This symbol

occurs on the 4th of every month. *Balawo* (rat) is a symbol of good and bad day. It's good day for getting married because the bride will quickly become rich and repairing household utensils both at the river and at the sea. It's terrible for debt collector because the debtor is unable to pay its debts and also for planting because it can be attacked by the pests. This symbol occurs on the 7th of each month. *Asu*(dog) is a symbol of good and bad day. It's good for growing rice and irrigating fields. It's bad for getting marriage because the bride will divorce quickly. In addition, the child born will disobey to God and to his parent. This symbol occurs on the 9th of each month. *Nagai*(dragon) is a symbol of good and bad day. It's good for getting marriage, doing political activity. It's also good because the child born will be a lucky child. It's a bad for planting and gardening. This symbol occurs on the 10th of each month. *Iti*(duck) is a symbol of good and bad day. It's good for looking for sustenance. In addition, the child born will become a beautiful girl and will obey to the parents and God. It's bad for building a house, wandering, and doing treatment for it's difficulty to heal. This symbol occurs on the 15th of each month. *Bawi* (swine) is a symbol of good and bad day. It's good for growing fruit and its bad for doing all the activities except growing fruit. In addition, the child born will be crazy boy. This symbol occurs on the 16th of each month. *Balipeng*(scorpion) is a symbol of good and bad day. It's good for going abroad and the child-born will be handsome boy. It's bad for doing all the activities except going abroad and the childr born will devote to religion but not to his/her parents. This symbol occurs on the 18th of each month.

2.2. Time Symbols

As explained earlier that the Bugisi are very concerned to the time in doing their daily activities. Time is the main guidelines and instructions for them. Without time, they will not do anything. Thus, there is a good and terrible time for them to do an activity. They usually call it as time symbols, namely *mallise*, *tuo*, *lobbang*, *uju*, and *pole bola*. *Mallise* and *Tuo* time for a good time, *Lobbang* and *Uju* for a bad time, and *Pole Bola* is considered as a neutral time (Nair, 2014). In calculating time, the Bugisi use particular symbols. *Mallise* time is written by yellow flag symbols with a green dot in the middle. *Tuo* time is written by a plus sign symbol. *Pole Bola* time is written by the equal sign symbol. *Lobbang* time is written by large white dot symbols. *Uju* time is written with symbols pictures of people with red ink. This can be seen in the image below.

Image (1)

WAKTU	JAM	JAM	JAM	JAM	JAM
HARI	6-8	8-11	11-12	12-15	15-18
JUMAT	●	+	+	+	●
SABTU	●	●	+	+	+
MINGGU	+	+	+	+	+
SENIN	●	+	+	+	+
SELASA	+	●	+	+	+
RABU	+	+	+	+	+
KAMIS	+	+	+	+	+

Image (2)

KETERANGAN	
●	: MALLISE' / PENUH
+	: TUO / BERISI
=	: POLE BOLA / IMPAS
●	: LOBBANG / KOSONG
人	: UJU' / MATI

Image (1–2) explain that to start an activity, the Bugis people not only see the date of Qamariyyah month, a day of the week, but also good and terrible time. For example, we can see *mallise* and *tuo* time symbol in picture (1). *Mallise* means full, while *Tuo* means life. It means that if we do an activity, then, it will run well. If we seek for livelihood and sustenance, then, we will get it easily. If we go sailing, we will get a lot of fish. If we start planting in the field, then the result will be abundant. If we do the wedding party, then, it will run well without any obstacles and barriers. It also means that we should do all activities in *mallise* and *tuo time* due to it's a good time. Here, we can understand why the Bugisi ancestors always suggest their children and their descendents to do all activities in a right time, or *mallise and tuo time*.

On the other hand, *lobbang* time simbolize shroud as the clothes of the dead people and *uju* time simbolize the death. It means that all activities carried out at that time (*lobbang* and *uju* time) will obtain danger, catastrophe, and disaster. If we seek for livelihood and sustenance, then, we will get it hardly. If we go sailing, we will not get the fish. If we start planting in the field, then we will lose and get damage. If we perform the wedding party, we will get a lot of obstacles and barriers. Therefore, the Bugisi people are suggested to never do various activities in *lobbang and uju time*.

2.3. Mathematic Symbols

In contrast to Mr. Nair, Mr. Firdaus Siri, a priest in the village of Mata, Kendari City, 81-year-old, says that to start an activity we can see the quality of time by using mathematic symbols, namely *cross symbol*, *quadrangle symbol*, *circle symbol*, *cross-tail symbol*(Siri, 2014). Cross symbol means hitch, obstacle, and hurdle. Quadrangle symbol means salvation and savety. Circle symbol means sustenance, luck, and fortune. Cross-tail symbol means harm. Such symbols may also be refered to a wretched time, salvation time, fortune time, and impediment time. Mr. Firdaus suggests if we want to do an activity, it should be in the salvation and fortune time in order to get fortune and salvation. Otherwise, we should not be suggested to do all activities in wretched and impediment time because we will get any harmfull and obstacles. This time mapping is intended to get a double blessing and goodness for all our activities. In bugis culture, we call it *decenna decengnge* (Siri, 2014). This symbol can be seen in the following image data.

Image (3)

1	HARI	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
2	PINGSU	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
3	SENIN	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
4	SELASA	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
5	RABU	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
6	KAMIS	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
7	JUMAT	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
	SABTU	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□

KTR □ Rejeki □ SELASA □ KRI 33/1026

2.4. Constellation Symbols

Good and terrible days can also be known through constellation symbols. The Bugisipeople can know the month's name appearing on the eve by paying attention to the moon and stars position at sunrise. Each type of star will be served when they determined the right time to perform activity. All of objects in the sky, such constellation or stars, are always concerned before and during sailing and fishing for

sailors and fishermen. Here are the constellation or the types of star in the sky; *bittoeng tanra tellu*, *bittoeng warongmprong*, *bittoeng manu 'lai*, *bittoeng bahi*, *bittoeng eppang*, *bittoeng tobalu* and *bittoeng lamuru* (Lathief 2005).

When *bittoeng tanra tellu* appears in the east, strong wind will come. If *bittoeng warongmprong* appears in the east, there are a lot of fish in the sea. If it appears in the top of head, the impending wind will come. If *bittoeng manu 'lai* appears in the east, the sun will rise. If *bittoeng eppang* looks set over to the south when sun dawns, flying fish birth a lot. *Bittoeng tobalu* looks to the south. If this star looks straight 180 degrees in east season, strong wind will come. If it seems perpendicular, the wind will subside. *Bittoeng Lamuru* appears in the southeast. This star marks the number of fish in the sea (Lathief, 2005: 329-331).

THE MEANING OF GOOD AND TERRIBLE DAYS SYMBOLS IN PANANRANG MANUSCRIPT

Good and terrible days use some symbols, namely animal symbols, time symbols, mathematic symbols, and constellation symbols. The use of these symbols, particularly for animal symbols, tends to be tailored or adjusted to the nature and character of each animal. It's because the names of animal used on pre-Islamic Bugis society has similarities with Hindu culture and animism (Nabba, 2006). In addition, the use of time symbols, mathematic symbols, and constellation symbols mean happy and unhappy, lucky and unlucky, and getting a lot of sustenance and do not get much sustenance.

III. CONCLUSION

The use of good and terrible day's symbols is related to the concept of times according to Bugis people. Times in Bugis perspective include year, month, and day. Every day, every time and every sub-time serves as a guide for the Bugisi to choose which day and time are suitable and good to start activity or to do all activities. To know good and terrible days and times, the Bugis use a guideline called *kutika*, or a list to determine good and bad day and time. The list contains various symbols. Here are these symbols, animal symbols, time symbols, mathematic symbols, and constellations symbols. Animal symbols includes *anynyarang* (horse), *tedong* (buffalo), *saping* (cow), *bembei* (goat), *gajai* (elephant), *serigala* (wolve), *lanceng* (monkey), *ula* (snake), *ancale* (grasshopper), *kalapung* (turtle), *dongi-dongi* (bittern), and *manu* (chicken) for good day; *macang* (tiger), *kalapung* (turtle), and *singa* (lion) for terrible day; while *Jonga* (deer), *meyong* (cat), *balawo* (rat), *asu* (dog), *Nagai* (dragon), *iti* (duck), *bawi* (swine), *balipeng* (scorpion) for good and terrible day, (2) time symbols includes *mallise*, *tuo*, *lobbang*, *uju*, and *pole bola time*, (3) mathematic symbols includes *cross symbol*, *quadrangle symbol*, *circle symbol*, *cross-tail symbol*, and (4) constellations symbols includes *bittoeng tanra tellu*, *bittoeng warongmprong*, *bittoeng manu 'lai*, *bittoeng bahi*, *bittoeng eppang*, *bittoeng tobalu* and *bittoeng lamuru*. The disclosure of meaning behind these symbols refers to (1) the nature and character of each animal, (2) lucky and unlucky, and (3) happy and unhappy.

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THINKING STYLES ON EFL LEARNERS' LANGUAGE LEARNING STRATEGIES

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ABSTRACT

The same learner may have completely different levels of achievement indifferent subjects and the reason cannot be easily explained. When different factors affecting learning are examined, style is considered to be one of the important factors by the educators. They can design better subject materials and distinguish learners' characteristics if they comprehend learners thinking and learning styles. Thinking styles and language learning strategies for EFL learners are two essential scopes. The term thinking styles is defined as one's habitual patterns or preferred ways of thinking while doing something. Thinking styles concern the question of how one thinks which is different from how learners all one thinks. Meanwhile, language learning strategies is the conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge of the target language. Since learners' thinking styles may predict their preference of language learning strategies, therefore, this paper aimed to show the relation between learners and thinking styles and the EFL learners' language learning strategies.

Key Words: EFL Learners, Language Learning Strategies, Thinking Styles

I. INTRODUCTION

Two key variables affecting language learning: styles, i.e., the general approaches to learning a language; and strategies, the specific behaviors or thoughts learners use to enhance their language learning. These factors influence the learner's ability to learn in a particular instructional framework.

Thinking styles and language learning strategies are among the main factors that help determine how the learners learn a second or foreign language. Thinking styles are learners' characteristic way of processing information. It's the way the learners acquire their knowledge, organize their thoughts, form their views and opinions, apply their values, solve problems, make decisions, plan, and express themselves to others. It is classified into 13 thinking styles under 5 dimensions of functions, forms, levels, scopes, and leaning. On the other hand, learning strategies are defined as "specific actions, behaviors, steps, or techniques -- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by learners to enhance their own learning" (Scarcella & Oxford, 1992, p.63). When the learner consciously chooses strategies that fit his style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. Hence, this paper will show how language learning strategies will affect the EFL learners' styles in thinking.

II. DISCUSSION

A *style* is a preferred way of using one's abilities. It is not in itself an ability but rather a preference. Hence, various styles are not good or bad, only different. All learners have a style profile, which means that they show varying amounts of each style, but they are not locked into any one profile. Learners can vary our styles to suit different tasks and situations. For example, the style a learner needs to discern the meaning of a work of literature is not the same one a learner needs to read detailed directions. The style learners need to solve an algebra word problem is not the one learners need to construct a geometric proof. Styles further vary over the course of a lifetime, and change as a result of the role models learners emulate at different

points in their lives. Learners do vary in their flexibility to shift styles, and in the strengths of their preferences. But while learners have preferred styles, their styles are fluid, not fixed.

Many theories of styles have been proposed (for example, Gregorc 1985, Holland 1973, Renzulli and Smith 1978). All are attempts to describe how people think. One such theory is known as *mental self-government*. The basic idea is that learners must organize or govern ourselves, and the ways in which learners do correspond to the kinds of governments and government branches that exist worldwide.

Thirteen different dimensions of thinking styles learners are identified under five categories in this theory (Sternberg & Grigorenko, 1995). In analogy to governments, people carry out legislative, executive, and judicial functions. Some individuals prefer to follow rules and existing methods (*executive style*). Others enjoy creating and formulating their own rules (*legislative style*). While

still others like to judge and evaluate rules, ways, ideas, and procedures (*judicial style*). Governments govern themselves according to one of the following four types of government: *oligarchic*, *monarchic*, *hierarchic*, and *anarchic*. Applied to mental self-government, these four styles concern the way a person organizes information processing. Individuals with a *monarchic style* prefer to focus on one goal at the time and address the next goal when the first goal is completed. Individuals with an *oligarchic* or *hierarchic* style like to deal with multiple goals. The former individuals have difficulty in assigning priorities to the various goals, thus creating conflict and tension. The latter have a good sense of priority. They prefer to work systematically. Individuals with an *anarchic thinking style* tend to be motivated by a wide range of needs and goals and are flexible in their approach. However, they have difficulty setting priorities since they have no firm set of rules.

Governments also operate at different levels, such as the global or the local level, and are therefore more concerned with either general or specific policy making. In analogy, individuals with a *global thinking style* prefer general, abstract reasoning, pondering in the world of ideas, whereas individuals with a *local thinking style* are more down to earth and oriented towards the pragmatics of the situation. Governments also differ in scope dealing primarily with internal and external issues. Likewise, individuals with an *internal thinking style* differ from individuals with an *external thinking style*, preferring to work independently from others. They are more introverted and less socially sensitive than persons with an external style.

Finally, governments prefer liberal or conservative style and so have individuals. Those with a *liberal thinking style* give preference to tasks and projects and allow them to cover unexplored ground. They seek rather than avoid ambiguous and uncertain stimuli. In contrast, individuals with a *conservative thinking style* prefer familiar, non-threatening situations. Together, these thirteen thinking styles can characterize individuals to a greater or lesser extent.

Categories and dimensions of thinking styles in the mental self-government theory of thinking styles extracted from Sternberg and Wagner (1992) in table:

Thinking Style	Characterization	Example
Functions		
Legislative	Likes to create, invent, design, do things his or her own way, have little assigned structure	Likes doing science projects, writing poetry, stories, or music, and creating original artworks.
Executive	Likes to follow directions, do what he or she is told, be given structure.	Likes to solve problems, write papers on assigned topics, do artwork from models, build from designs, and learn assigned information.
Judicial	Likes to judge and evaluate people and Things	Likes to critique work of others, write critical essays, give

		feedback and advice
Forms		
Monarchic	Likes to do one thing at a time, devoting to almost all energy and resources.	Likes to immerse self in a single project, whether art, science, history, and business.
Hierarchic	Likes to do many things at once, setting priorities for which to do when and how much time and energy to devote to each.	Likes to budget time for doing homework so that more time and energy is devoted to important assignments.
Oligarchic	Likes to do many things at once, but has trouble setting priorities.	Likes to devote sufficient time to reaching comprehension items, so may not finish standardized verbal-ability tests.
Anarchic	Likes to take a random approach to problems; dislike systems, guidelines, and practically all constraints.	Writes an essay in stream-of-consciousness form; in conversations, jumps from one point to another; starts things but doesn't finish them.
Level		
Global	Likes to deal with big picture, generalities, and abstractions.	Writes an essay on the global message and meaning of a work of art.
Local	Likes to deal with details, specifics, concrete examples.	Writes an essay describing the details of a work of art and how they interact.
Scope		
Internal	Likes to work alone, focus inward, be self-sufficient.	Prefers to do science or social studies project on his or her own.
External	Likes to work with others, focus outward, be interdependent.	Prefers to do science or social studies project with other members of a group.
Leaning		
Liberal	Likes to do things in new ways, defy conventions.	Prefers to figure out how to operate new equipment even if it is not the recommended way; prefers open classroom setting
Conservative	Likes to do things in tried and true ways, follow conventions.	Prefers to operate new equipment in traditional way; prefers traditional classroom setting.

The theory of mental self-government proposed by Sternberg (1988, 1994) is an attempt to integrate and extend the fragmented research results displayed in various theories of styles. Sternberg's theory combines several mini-theories of intellectual functioning, learning, and personality. It has high potential for generating hypotheses about the way learners' abilities and personality interact in every day behavior.

Learners' language learning strategies according to Oxford (1990) are behaviors or actions which learners use to make language learning more successful, self-directed and

enjoyable. Learning strategies are classified into six groups by Oxford: cognitive, metacognitive, memory-related, compensatory, affective, and social which is drawn between direct and indirect strategies. Some researchers believe that Oxford has developed a system of language learning strategies that is more comprehensive and detailed than earlier classification models of language learning strategies such as the models proposed by Chamot, Pearson, and Cohen. However, as Oxford herself concedes, there is no agreement on the basic definitions of the terms 'direct' and 'indirect', nor on "exactly what strategies are; how many strategies exist; how they should be defined, demarcated, and categorized".

Direct strategies, which "involve direct learning and use of the subject matter, in this case a new language" are subdivided into three groups: memory strategies, cognitive strategies and compensation strategies; Indirect language learning strategies, which "contribute indirectly but powerfully to learning", are also subdivided into three groups: meta-cognitive strategies, affective strategies and social strategies. According to Oxford (1990), memory strategies such as creating mental linkages and employing actions, aid in entering information into long-term memory and retrieving information when needed for communication. Cognitive strategies, such as analyzing and reasoning, are used for forming and revising internal mental codes and receiving and producing messages in the target language. Compensation strategies, such as guessing unknown words while listening and reading or using circumlocution in speaking and writing, are used by learners when a language task is beyond their reach, to make up for their incompetence in the target language so as to continue the communication. Meta-cognitive strategies help learners to regulate their learning through planning, arranging, focusing, and evaluating their own learning process. Affective strategies enable learners to control feelings such as confidence, motivations, and attitudes related to language learning. Social strategies, such as asking questions and cooperation with others, facilitate interaction with others, often in a discourse situation.

Although many factors might influence the degree to which and the way in which language learners use specific strategies, generally speaking, they will apply all the different strategies depending on their cultural and ethnic background, personality, gender, proficiency, language learning purpose, cognitive style, the task at hand, etc. All these types of strategies are important to good language learning. Thus, it is acknowledged that an understanding and awareness of learner strategies on the part of both teacher and students may provide valuable insights into the process of language learning. This, in turn, may enable individual learners to adopt or further develop a range of effective language learning strategies, and may encourage teachers to incorporate their active use in regular class. As Oxford (1990) put it, "strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence."

Related to the relationship between thinking styles and learners' language learning strategies there were some researches that had been conducted. The present study aimed at examining the relationship between thinking styles and language learning strategies (LLSs) and the extent of their association with reading comprehension among university students. 100 English as foreign language students participated in the study at Islamic Azad University of Ahvaz. Sternberg and Wagner's (1992) thinking styles inventory was used for assessing students' thinking styles and for measuring the frequency of strategy use by subjects, Oxford's (1990) Strategy Inventory for Language Learning (SILL) was used. The results indicated that there was a significance relationship between thinking styles and use of language learning strategies. That means students' thinking styles may predict their preference of language learning strategies. There was also a positive and meaningful correlation between legislative and judicial thinking styles and the total scores of language learning strategies and reading comprehension performance. The executive style did not show significant relationship with learners' reading comprehension. The correlations between language learning strategies and cognitive and metacognitive subscales with reading comprehension were significant. Discussion was made in

relation to these findings' practical implications for teachers and material designers. It seems that the strategies one employs for reading comprehension highly influence the reading comprehension performance. On the other hand, the high-order construct of thinking styles can affect the way learners adopt a specific kind of strategies.

Moreover, Francisco Cano-García and Elaine Hewitt Hughes (Educational Psychology: An International Journal of Experimental Educational Psychology, *Volume 20, Issue 4*, 2000, pages 413-430) also examined whether college learners' learning styles (LS) and thinking styles (TS) learners are interrelated, and if these could predict academic achievement. The results indicated that learners' academic achievement was related to learners' thinking styles. Learners who prefer to work individually (Internal), who do not enjoy creating, formulating, and planning for problem solution (Legislative in a negative sense) and those who have adherence to existing rules and procedures (Executive) learners those which obtained higher academic achievement.

III. CONCLUSION

It's natural to think others are more like you than they really are. It becomes a problem, though, when educators underestimate the abilities and achievements of students simply because their styles are different. The more students differ from the teacher culturally, ethnically, and socioeconomically, the more their styles are likely to differ; thus the more likely it is that these students will be undervalued and even appear to be stupid rather than mismatched. That is why it is essential for educators to be knowledgeable about all the factors that influence learning and increase the learning strategies of their learners. There are different factors like thinking styles, motivation, gender, and cultural issues that may influence the sort of learning that takes place. The educators should be able to alternate their methods of instruction and assessment to accommodate the thinking styles of learners.

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MOST COMMON MISPRONOUNCED WORDS OF SEGMENTAL PHONEMES AND LETTER COMBINATIONS OF ENGLISH

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ABSTRACT

The objective of this research is to find out most common mispronounced words of segmental phonemes and letter combinations of English. The sample was the fourth semester students of Riau Islamic University who had taken Pronunciation and Phonology subjects. Total sample was 25 students by using random sampling technique.

This is a descriptive research design which used oral test as the research instrument. The students were asked to pronounce various English words. Those were words which covered segmental phonemes (vowels and consonants) and letter combinations (digraphs, trigraphs, consonant clusters). They were also asked to pronounce words with silent letters, words with suffix -s/-es, -d/-ed and some adaptive words.

Based on the recording data, the result shows that most of the students were still found difficult and mispronounced /æ/, /ɜ:/, /ɜ/, /tʃ/, /ŋ/, /dʒ/, /θ/, /ð/, /əʊ/, /εə/, /ɑʊ/, /ɔə/ as in words apple, burn, vision, chute, chorus, finger, ginger, gesture, myth, cloth, clothe, no, pear, now, and cure. For some digraphs and trigraphs, some mispronounced were mostly found in blackberry, flavor, scenery, scent, thermometer, wrestle, schizophrenia, schwa, thrush, and thrust. The rules of pronouncing suffix -s/-es, -d/-ed have not been applied which can be seen in mispronounced words of blesses, blessed, crunches, crunched, experienced, lungs, browsed, misses, and missed. Surprisingly, the most difficult words pronounced were words with silent letters. The students tended to pronounce them as its spelling system as in doubt, through, heir, knot, salmon, hymn, colonel, psychology, receipt, bourgeois, rendezvous, ballet, soften, answer, sword, and faux pass. Uniquely, it was found that there were some words which have been mostly popular pronounced inappropriately among society such as xenia, magic jar, Xerox, Carrefour, Gloucester, Leicester. It can be concluded that the students should be introduced and drilled with some uncommon and adaptive words especially words which have been inconsistent with their spelling system.

Keywords: letter combinations, mispronounced words, segmental phonemes, silent letters

I. INTRODUCTION

Learning a foreign language covers four language skills which classified into a) receptive skills; listening and reading, b) productive skills; speaking and writing. The achievement of those skills would be determined by learners' understanding of three language components. They are grammar, vocabulary, and pronunciation. The latest one has been considered as a specter for most EFL learners especially English students at English department of FKIP UIR because of some reasons.

The first, "focus-on-the-lecturer" made students tend to rely on lecturer's examples in pronouncing English words. This made them less active in practicing other various forms of English pronunciation. In fact, humans produce sounds by following a certain order to come up with the right forms (Dardjowidjoyo, 2009:136). For example, the students have learned about

generality of the spelling system of English is considered the same with the sound produced as in *but*, *cut*, *hut*, and *nut* has phoneme /ʌ/ between the consonants, but they do not realize that vowel “u” can also produce the sound /u/ in various spelling system as in *put*, *could*, *foot*, and *would*.

The second, the students did not apply any rules and forms which they have learned into practice. In pronunciation and phonology subject, they have been introduced with the consistent sound produced in the words with suffix -s/-es and -d/-ed. The fact shows that they tend not to pronounce the sound /s/, /z/, /iz/ correctly at the end of the words. There is no clear sound difference between /s/, /z/ and as in *facts*, *fags*, or *faxes*. This tendency also exists in /t/, /d/, and /id/ sound. It seems easy for them to pronounce /id/ sound because there are only two consonants that are *t* and *d* which are sounded /id/ with suffix -d/-ed as in *wanted*, *experimented*, *blended*, and *needed*. They became unaware of other consonantal sounds of suffixation in *caused*, *exchanged*, *fixed*, and *sniffed*.

The third, the students do not realize that the way they are pronouncing vowels which are divided into short and long will influence the meaning of the words. This can appear in words with mono syllable or more than two syllables. There is no different way of pronouncing the words *to*, *too*, and *two*, they resulted the same long sound /u:/, but it will be confusing when they have to pronounce differently between *foot* and *food*, *good* and *goose*, or *fit* and *feet*. The same thing happens in diphthongs pronunciation. There is a various spelling system which produces diphthongs but pronounced the same by students as in *peer* and *pear*, *beer* and *bear*, or *now* and *know*.

The fourth, silent letters should have been put as main consideration for English language learners because a large majority of English words have silent letters in them -an estimated 60% according to Kent Jones , Education committee, Esperanto society of Chicago, British Council (Peters, . It is surprising when the writer found that none of the students were able to pronounce *leopard*, *cupboard*, *castle*, and *subtle*. Confidently, they pronounced them as /li:əʊpɑ:d/, /kʌpbɔ:d/, /kʌstel/, and /sʌbtel/.

Based on the problems above, the writers tried to find out more words which were still considered as students’ difficulties in English pronunciation.

II. METHOD

To find out the students’ errors in pronunciation, they were asked to read the words chosen based on some indicators below:

a. Segmental Phonemes

English pronunciation has two features; segmental phoneme which means a phoneme can be segmented. These can be divided into vowels; /i:/, /ɪ/, /e/, /æ/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/, /ɜ:/, /ə/, diphthongs (doublevowels); eɪ/, /aɪ/, /ɔɪ/, /əʊ/, /aʊ/, /ɪə/, /eə/, /ʊə/, and consonants /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /m/, /n/, /ŋ/, /h/, /l/, /r/, /w/, /j/ and supra segmental which means a phoneme which cannot be segmented or separated because it may change the meaning. It equips the segmental phonemes. The examples are stress, intonation, and rhythm. Segmental phonemes chosen here were only phonemes which considered different with the sound in Indonesian. They were usually represented with unique phonetic symbols such as /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /ŋ/, /j/.

b. Letter Combinations

There are fewer letters in the English alphabet than there are phonemes, the orthography include a number of digraphs, two letters representing a single sound. This can be more classified as follows:

1. Consonant clusters

a. Consonant Digraphs

Some consonant clusters are *digraphs*, which are two letters together in the spelling of a word that combine to make a single sound. Note that most consonant digraphs end with the letter “**h**”. (When three letters come together to form a single sound, e.g. “-tch” in the word “**fetch**” – which represents the sound /tʃ/ – it is known as a *trigraph*.)

b. Consonant Digraphs with Double Letters

These consonant clusters are digraphs that comprise a pair of identical letters, which make a single sound when said together. Most consonant letters can be doubled, although doubles with “h”, “j”, “q”, “w”, “x”, and “y” are not natural in English. They usually occur in the middle of a word, although some, like “ff” in “cliff” come at the end. They never occur at the beginning of a word, unless the word has originated from a foreign language, for example “llama” from Spanish or “Lloyd” from Welsh

c. True Consonant Clusters

“True” consonant clusters are phonetic because they are pronounced in the same way as they are spelled. For example, “br” in “**bread**” is pronounced in the same way as the phonemes that it represents: /br/. In true consonant clusters we pronounce all of the sounds. Note that the consonant clusters below in **bold type** are all good examples of when the consonant sound “br” is pronounced in an English word. This is helpful to know, because so often in spoken English the letter “r” in a word is not pronounced, since it’s only there to help make a vowel sound, for example in the words: “**car**”, “**more**”, and “**your**”.

d. Consonant Clusters Ending with /s/ or /z/

These are consonant clusters that end with an “s”, representing either the sound /s/, /z/ or /iz/ at the end of a plural noun.). The importance of /s/ and the very similar /z/ as linking sounds in connected speech in English cannot be overstated. These linking sounds occur very frequently in English because of grammar rules to do with using “s”. If you think about it, we use “s” as a letter at the end of words far more frequently than we do other letters, simply because of the following grammar rules:

- 1) “s” is added to the end of most nouns to make them plural, e.g. “one cat, two cats”, or “one knife, two knives”
- 2) “s” is added to the end of nouns (after an apostrophe) to indicate possession, e.g. “John’s car”, or “the girl’s book”
- 3) “s” is added to the end of verbs to make the third form, e.g. “I read, he reads”, or “you put”, “she puts”. It is also worth noting the “s” endings of the third form of the four most common verbs in English (the first three of which are also very common auxiliary verbs)

e. Consonant Clusters in Compound Words

In compound words, strange consonant clusters can occur, which are not “true” consonant clusters. This is because two separate words have been joined together to make a new word, meaning that the final consonant cluster from the first word has to sit side by side with the initial consonant cluster from the second word (www.Englishbanana.com).

2. Suffixes

The suffix adds more meaning to the root word. The suffix goes after the root such as -s/-es means, -d/-ed, -ing, -er/-or. The first suffix has been clearly discussed in

the previous part. The rules are the words ended with /s, z, ʃ, ʒ, tʃ, dʒ/ will be pronounced as /-əz/, ended with /p, t, k, f, θ/ will be pronounced as /-s/ and words ended with other phonemes will be pronounced as /-z/.

The second suffix indicated as past and past participle of regular verbs. The verbs ended with /t, d/ will be pronounced as /-əd/, verbs ended with /s, ʃ, θ, tʃ, k, p, f/ will be pronounced as /t/. The rest regular verbs ended with other letters will be pronounced as /-d/ (Yallop, 1995:58)

3. Silent letters

The English language has a lot of silent letters that make the pronunciation of words different from their written forms. A silent letter that appears in a particular word but does not correspond to any sound in the word's pronunciation. English has a lot of silent letters, and they create problems for both native and non-native speakers of English because they make it more difficult to guess the spelling of many spoken words or the pronunciation of many written words. (www.learnenglish.de/pronunciation/silentletters.html).

4. Homographs

As a rule English readily exploits some alternatives. In particular, it is the characteristics of English that it has many instances of different spelling for *homophone*, that is different words which have the same sound. There is also *homograph* where words which are written the same but have a different pronunciation. A special class of *homographs* are words which have a different grammatical role depending on their stress pattern (Yallop, 1995:84). Here, the learners need to know the meaning of the words through the context and its different stress pronunciation. For example, the word "insert" has different meanings in the following sentences; a. *This issue of the magazine includes an insert* /'ɪnsɜ:t/. b. *Insert the locking pin before moving the apparatus*. The first, it is a noun and stressed on the first syllable and the second is a verb which is stressed on the second syllable.

III. DISCUSSION

The research was done in English department of FKIP UIR by involving 25 students of the fifth semester. They were asked to read 50 words and 7 sentences which include homographs. Research data were analysed based on words with some particular segmental phonemes, letter combinations (consonant clusters, digraphs, trigraphs), suffix -s/-es, -d/-ed, silent letters, and homographs. These indicators were chosen because they represent some important aspects in English pronunciation. Research finding proved that most of the students mispronounced most of the words they read. The results were determined by recording, identification and analysis of students' pronunciation. A word can represent more than one indicator, so it can appear twice or more than three times on the following discussion:

1. Segmental phonemes

a. /æ/ apple

Although the word "apple" is common but some students still pronounce it incorrectly. There is a tendency that it was pronounced /eɪpl/ like the word "table" /teɪbl/ rather than /æpl/.

b. /ɑ:/ magic jar, Carrefour, faux pass

The three words above has long vowel /ɑ:/ but most students pronounced them /dʒɛə(r)/, /kɛə(r)/ and /pæs/.

- c. /ʒ/ vision, bourgeois /bʊʒwa:/
It seems that there is no crucial errors made by students in pronouncing “vision” but in bourgeois /bʊʒwa:/ none of the students pronounced it correctly.
- d. /ʃ/ chute/ʃu:t/
There were three various initial sounds appeared from this word, /tʃ/, /ʃ/, and /k/
- e. /tʃ/ Manchester /mentʃestə/
This is a popular word so all of the students could pronounce it well.
- f. /ŋg/ finger
The phoneme sound popularly pronounced from this word is /dʒ/ and pronounced /fɪŋgə(r)/.
- g. /dʒ/ gesture
There are three ways in pronouncing consonant “g” /g/, /dʒ/, /ŋg/. In this case, the initial sound /g/ was mostly pronounced.
- h. /θ/ cloth
There was a little problem for students in pronouncing /θ/. It was almost the same with sound /ð/ in clothes. Some of them even added suffix /-ez/ at the end of the word.
- i. /əʊ/ no
“no” should be pronounced /nəʊ/ but some students used phoneme /n/ for the letter “o”
- j. /ɛə/ pear, heir
These two words were effective to know the students’ awareness of various sounds produced through digraphs “ea” and “ei”. Some of them only followed one way of pronouncing this spelling system as long /i:/ as in heat, beat, and weak. Meanwhile, the initial letter “h” which is silent in word “heir” was pronounced the same with the word “hair”.
- k. /aʊ/ now
Phoneme /aʊ/ is sounded in some words with “ow” and “ou” pattern as in now, cow, how, about, and aloud. Unfortunately, this is sometimes confusing for the learners when it also appears accordance with the same spelling pattern but different in pronunciation which use phoneme /əʊ/ for the words know, glow, bow, soul, and foul. It is no surprising when some students pronounced “now” /aʊ/ islike the word “no” /nəʊ/.
- l. /z/ xenia, Xerox
These two words can be put as examples of phenomena among society who pronounce letter “x” as initial sound of English words as /s/ not /z/. There is an assumption that this could be from an influence of Mandarin language which pronounce “x” as “s” in Xu, Xing, etc. (*further research needed*)

2. Letter Combinations

The discussion about letter combinations will not only involve consonant clusters in some English words but also suffixes and silent letters. There are three digraphs in “blackberry”, *br* (true consonant cluster), *ck* (digraph with a single sound), and *rr* (digraph with double letter). There was no errors made in the first two digraphs, but for the latter, the students tended to double the sound of *rr* which should be only pronounced once. The problem does not exist in true consonant cluster *fl* in “flavour” but there was no diphthongal sound made in letter “a”. The various sound appeared in “scenery” and “scent” where silent “c” in digraph *sc* pronounced as /sk/. Furthermore, /sk/ was not sounded in trigraphs *sch* “schizophrenia” but in “schwa” where “c” should be silent. In the words “thermometer”, “thrush”, and “through”, there were no errors

made in initial digraph *th*, but in final digraph *shin* “thrush”, sound /ʃ/ was not clearly pronounced. Final digraph *gh* in “through” was changed into /f/.

Suffix -s/-es, -d/-ed

Suffix -s in the word “facts” and “plays” resulted different sound where /s/ for “facts” and /z/ for “plays”. Based on students’ pronunciation recording, there was only /s/ pronounced. For suffix -is in “crunches”, some students only pronounced it as /krʌntʃ/. They did not also pronounce /t/ which should be sounded for suffix -d in “crunched”. There were only few students pronounced “experienced” and “browsed” correctly where suffix -ed should be changed into /t/. For suffix -d in “played” and “examined”, most of the students did not pronounce /d/ for the final sound of the words. From the words with suffixes above, it can be concluded that the students still ignored the pronunciation of ending sounds from suffixes.

Silent letters

The explanation of silent letters below was presented through phonetic transcription between the slashes. Silent “b” in doubt /daʊt/ was still clearly pronounced. Silent “e” in Gloucester /glɔ:stə/, Leicester /lestə/ were pronounced exactly the same with Manchester, this indicates that the students tend to pronounce them referring to the words with the same spelling. Theoretically, the students have already known that digraph “gh” is silent but practically they still pronounce “through” through /θru: / as /θrɒf/. Silent “h” in heir /ɛə(r)/ was also pronounced like the word “hair” /hɛə(r)/. There was no students able to pronounce salmon /sæmən/ and colonel /kɜ:nəl/ appropriately where silent “l” exists in those two words. In receipt /risit/, the data showed that silent “p” was pronounced and sounded like /risɪp/. The same case can be also seen in the word soften /sɒfn/ with silent “t”, sword /sɔ:d/, wrestle /resl/ with silent “w” and rendezvous with silent “z”, “s” /rɒndɪvu:/. From those words with silent letters, it can be concluded that most of them were still mispronounced by the students.

Homographs

Homographs chosen for this research were words which have the same spelling but different in classification of the words, meaning and pronunciation. There were three homographs input into the following sentences.

1. a. Some scientists believed that Cadmus invented *minute*/mæn’ju:t/ particles of gold dust. (*adj.*)
b. The committee announced to the participants to read and confirm the *minutes*/’mɪnɪts/ of the last meeting. (*noun*)
2. a. This case *presents* /prɪ’znts/ some interesting features.
b. I’m buying it for a *present* /’preznt/, so please wrap it up nicely.
c. We don’t need anymore at *present* /’preznt/
3. a. She’s going to record /rɪ’kɔ:d/ her new album next month.
b. Her hobby is collecting old black records. /’rekeɪdʒ/

From the three words above, it can be concluded that the students did not differ the way of their pronunciation which should be considered that contextually the meaning of the words could be also changed.

IV. CONCLUSION

English pronunciation is unique with its inconsistencies of the English spelling system. Some students are frustrated with them but others enjoy with its intricacies. The results of this research showed that students mostly mispronounced words which were considered different

from the spelling system and rules they have learned. Although all English sounds and its pronunciation cannot be represented through 50 words used for this research, it had contributed to English pronunciation teacher especially non-native speakers to not only concern on two features of pronunciation tightly but also on some distinctive features which were considered important to be taught. It is suggested to introduce and drill students by pronouncing various forms of segmental phonemes and its inconsistency of spelling system, letter combinations (consonant clusters, digraphs, trigraphs), silent letters as explained above. This will mainly influence students' intelligibility of English pronunciation.

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WORD FORMATION ON TRANSGENDER SLANG WORDS IN THEIR COMMUNITY IN PADANG

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ABSTRACT

This article presents a study conducted to see the word formation on transgender slang words made by the transgender community in Padang. This research included into sociolinguistics and morphology studies. It was a descriptive research design to see three aspects of word formations. They are: 1) the slang language used by transgender community in Padang, 2) kinds of word formation, and 3) the characteristics of word formation of slang words used by transgender community in Padang. The instrument used was the questioners which consisted of all slang words used by the transgender community in Padang. The result of this research showed that there were 136 of slang words used by the transgender community. There were 128 words from Bahasa Indosesia, and 8 words were from Bahasa Minangkabau. The word formation process could be seen only from 4 slang words which were classified into three words processes: borrowing, blending, and clipping. On the other hand, there were 132 slang words could not be classified into the word formation itself.

Key words: word formation, slang words, transgender community

I. INTRODUCTION

Language is totally bound up with human life. According to Kramsch (2001) language is the principal means whereby we conduct our social lives. Language has become an important thing that cannot be separated with human life. People use language to communicate in order to express feelings, emotions, thoughts, ideas, arguments and others. Therefore, language is the base of human life; no one lives without language and no language without human. As humans are constantly evolving, the language also develops from time to time. By using human creativity, human beings do not only develop their advancement of life but also develop their language whether it is intentionally or unintentionally.

Variations of language around the world are the result of the development of languages. Wardaugh (1986) claims that there are two major causes of language variation; regional variation, social variation. In regional variation, the varieties of language are caused by geographical factors. In social variation, the varieties of language are caused by social factors such as educational, strata, occupation. Slang is one of the variations of language which is caused by social factors. Slang, or “colloquial speech,” describes words or phrases that are used instead of more everyday terms among younger speakers and other groups with special interests (Yule: 2010). This informal style tends to have short-period of time used because the development of slang continuously changes.

Transgender is one of the groups of people who use slang in order to communicate. Transgender is another gender expression that becomes luster lately. Currah and Minter (2000) define that in its broadest sense, transgender encompasses anyone whose identity or behavior falls outside of stereotypical gender norms. The term transgender (TG) is used as the ‘umbrella’ or a broad term in describing people who have a deviant gender expression, including gay, lesbian, transsexual, cross-dresser, drag king or queen and others. As the minority in social lives, mostly the groups of transgender are isolated in the society. However, lately the existence of transgender community seems to develop continuously, especially through language.

In this group of people, language also plays an important role. Like the other gender expression; male and female, language also becomes identity in transgender community. The language that they use aims to keep secrecy among their community. Baker (2002) defines Polari, the name of transgender language in United Kingdom as a secret language mainly used by gay men and lesbians. Since TG people are the minority in the society, it is needed to use secret language to keep out the outsiders from the community in order to conceal their sexual expression. Commonly, the secret language or slang that TG people use is actually deviation of common language, like national or even regional language.

For example the word '*malelong*' from the transgender slang in Padang region. It is formed from the original word '*malala*' which means 'hang out'. This clearly that the formation of word which created by transgender people is the deviation from the common language that usually used. In fact, in practice some people outside of transgender group are trying to use their language in daily communication. As known that transgender slang is the deviation of common language which tends to bad language, the use of transgender language outside the group can impact to the destruction of the existing language because there will be more people who prefer to use this language in the future. Nevertheless, the slang that transgender people use is unique and authentic. By using slang in communication among the group of transgender, TG people have created and introduced many words into the language. Fromkin (2011: 470) states that the used of slang has introduced many new words into the language by recombining old words into new meanings.

As known, word is the basic unit of language. Words play an integral role in the human ability to use language creatively (Akmajian et al. 2001: p.11). So that, people need words to combine or built their sentences in order to communicate or express their ideas, feelings, arguments, and anything else to the others. Thus, words are the basic principle in creating the language. The creation of the new words sometimes happens intentionally and unintentionally. Some people just utter those without consciousness, while others utter and create the new words with consciousness in order to fulfil some purposes. In linguistic study, the phenomenon of creating new words can be studied in the field of morphology by using word formation theory. McCarthy (2002) states that the area of grammar concerned with the structure of words and with relationships between words involving themorphemes that compose them is technically called morphology. Furthermore, to see how the words are created the researcher is going to do the research based on word formation theory. The word formation is forming the new words from the existing words.

The phenomenon of forming new words has become interesting topics for many researchers. One of the researchers who have conducted research in the study of word formation is RahmiTuti (2011) with the research entitled "An Analysis of Word Formation of Language Used in SMS sent by the English Department Student". She focused to analyze the type and process of word formation language used in SMS. This research has similarity in analyzing the word formation, but the researcher is interesting to conduct the research on transgender slang. The slang that the group of transgender used is very unique and different from the others. The uniqueness of transgender slang often makes common speakers curious and wants to use it in daily communication. When the transgender slang has been widely known by others outside the group of transgender, there will be any new words that are created in order to keep the secrecy among the community. This makes transgender slang changing continuously. Since the words in the transgender slang is unstable; the words are easy to change to the new form of words, it becomes more interesting to be analyzed. The words of transgender slang keep growing; however there are few people who know about the process. Thus, the researcher is interested in analyzing the words that has been created and its word-formation processes that occur in transgender slang, especially in the community of transgender in Padang.

II. METHOD

This research was conducted in the type of descriptive method. This method was chosen because the researcher described about words and its meaning of transgender slang and also explained about the processes and types of word formation of transgender slang in the community of transgenderin Padang. Best and Kahn (2006) defines descriptive research as a descriptive study that describesandinterprets whatis. Thus, in brief it can be said that descriptive method is used to describe and interpret the actual phenomenon that happened as what it is not as what it should be.

The source of the data of this research was the community of transgender people that found in Padang. The data of the research were the words of transgender slang. As found that there were a lot of transgender communities spread around in Padang, so that the data were only be taken from one community of transgender in one area; which was ‘*SumbaRiau*’ community of transgender. Limitation of the informants was about 3 to 10 informants.

The main instrument of this research was the researcher herself. As the supporting instruments the researcher also used recording equipment and computer. Then, indicators of slang and word formation were also used in order to make the collection and analysis of the data easier.

The researcher made list of common or daily words which would be translated to transgender slang by participants. Beside that the researcher also did non-participant observation. This was done in order to get natural data. Lastly, the researcher also did semi-structured interview in order to get more specific data and do personal approach to participants. After the data obtained through those three techniques, the researcher tabulated the data and put them alphabetically.

III. DISCUSSION

The researcher obtained 136 data of transgender slang words. 128 transgender slang words were formed from *Bahasa Indonesia* and 8 transgender slang words were formed from *Minangkabau* language. There were 7 classifications of transgender slang words based on its part of speech. Moreover, based on categorization of slang characteristics, there were 10 characteristics that the researcher found based on Matiello (2008). For the types of word formation only three types (blending, clipping and borrowing) that could be found out of all eleven types of word formation. However, the researcher found out 17 patterns that are used to form transgender slang words.

1. Slang words used by transgender in their community in Padang

From 136 data of transgender slang, the researcher found that 128 slang words were formed from *Bahasa Indonesia* and 8 slang words were formed from *Minangkabau* language. While from 136 data were classified into 7 classification of its part of speech. The percentage of those classifications can be seen below:

Table 4.2 Transgender slang words based on its part of speech used by transgender in their community in Padang

No	TG slang words based on part of speech	Total	Percentage
1.	Noun	40	29.4 %
2.	Verb	34	25 %
3.	Adjective	37	27.2 %
4.	Adverb	12	8.8 %
5.	Pronoun	5	3.7 %
6.	Preposition	3	2.2 %
7.	Exclamation	5	3.7 %
Total		136	100%

The table above shows the total and percentage of transgender slang words based on part of speech. There were 7 parts of speech that divided to noun with total of 40 (29.4%) data, 34 (25%) data that indicated as verb part of speech, 37 (27.2%) data indicated as adjective part of speech, 12 (8.8%) data indicated as adverb, 5 (3.7%) data indicated pronoun, 3 (2.2 %) data indicated preposition and lastly with total of 5 (3.7%) data indicated as exclamation. Thus, the table above shows that noun was the part of speech that most formed by transgender community in Padang.

2. Classification of slang words used by transgender in their community in Padang

Based on the analysis the researcher found that all ten characteristics of slang based on Matiello (2008).

Table 4.3 Characteristics of slang found in transgender slang words in the community of transgender in Padang

No.	Characteristics of Slang	Frequency of appearance
1.	Group and Subject Restriction	83
2.	Secrecy and Privacy	136
3.	Informality and Debasing	54
4.	Vulgarity and Obscenity	15
5.	Time-restriction, Ephemerality, and Localism	59
6.	Playfulness and Humour	13
7.	Freshness and Novelty	80
8.	Desire to impress and Faddishness	15
9.	Colour and Musicality	9
10.	Impertinence, Offensiveness and aggressiveness	25

The table above shows the findings of transgender slang words which classified based on characteristics of slang. It found that there were 10 characteristics of slang that also can be classified in transgender slang. Here, the researcher could not write down the percentage of the characteristics because one characteristic of slang may appear in several transgender slang words. Thus, one transgender slang word may have more than one characteristic of slang. Hence, the researcher could only write down the frequency of appearance of the characteristics which consists of group and subject restriction (83), secrecy and privacy (136), informality and debasing (54), vulgarity and obscenity (15), time-restriction, ephemerality and localism (59), playfulness and humor (19), freshness and novelty (80), desire to impress and faddishness (15), colour and musicality (9), impertinence, offensiveness and aggressiveness (25). As shown in the table above, secrecy and privacy is the most frequent characteristic that appear in all of the data.

3. Types of word formation on transgender slang words used in their community in Padang

From 136 data of transgender slang words, the researcher only found 3 types of word formation which are borrowing with only 1 (0.7%) datum, 1(0.7%) datum of blending, and 2 (1.4%) data of clipping. Whereas, the rest of the data (132) could not be classified to other 8 types of word formation. Hence, the researcher tried to find other patterns that used to form transgender slang words. Those patterns and its percentages can be seen in the table below:

Table 4.4 The patterns that formed TG slang words in community of transgender in Padang

No	Pattern of forming TG Slang words	Total	Percentage
1.	changing first vowel to 'e' and adding suffix '-ong'	16	11.7 %

2.	changing second vowel to 'e' and adding suffix '-ong'	7	5.2 %
3.	adding suffix '-na' at the end of the word	5	3.6 %
4.	deleting last two letters of the word and adding suffix '-rina'	3	2.2 %
5.	multiple formation	6	4.4 %
6.	taking first three letters of the word and adding suffix '-ang'	2	1.4 %
7.	changing sound /au/ into /aw/ and adding suffix '-ar'	2	1.4 %
8.	changing the function of brand name of products into transgender slang words	4	2.9 %
9.	deleting last letter 'a' and adding suffix '-ose'	3	2.2 %
10.	deleting one or two last letters of the word and adding suffix '-ra'	2	1.4 %
11.	unstructured formation	32	23.5 %
12.	changing the function of people's name as transgender slang words	7	5.2 %
13.	changing the function of existing word related to similarity of letters to tg slang	20	14.7 %
14.	changing function of place's name into tg slang	8	5.8 %
15.	taking the first three letter of the word and adding suffix '-lang'	2	1.4 %
16.	adding suffix '-e' into the word	1	0.7 %
17.	miscellaneous pattern	12	8.8 %
Total		132	97.2 %

The table above shows the patterns that used to form transgender slang words that used by the community of transgender in Padang. The researcher found 17 patterns that transgender people used to form their own slang words. The rest 132 data of transgender slang words that cannot be classified to the types of word formation based on word formation theory are classified to these patterns. Here, the most frequent pattern is 'unstructured formation', which indicates 32 (23.5 %) data of transgender slang. While, the lowest percentage 0.7 % with one transgender slang word is 'adding suffix '-e' into the word'. However, there is one suffix that frequently used in order to form transgender slang words which is suffix '-ong'.

Concerning to the findings of the research, there are some issues that need to be discussed further. First, why most main of the source of transgender slang words was *Bahasa Indonesia* while this community stays in Padang which basically most of the society used *Minangkabau* language. *Bahasa Indonesia* is widely known as official language in Indonesia which is used as lingua franca among people who live in different region in Indonesia. As Fromkin (2011: 453) says many areas of the world that populated by people who speak diverse languages, use one language in communication with common agreement is called lingua franca. Although, transgender people have their own language in order to communicate among members but this rule also occurred. Hence, in order to decrease gap among the members who may come from other region and make the communication easier, this community of transgender also used *Bahasa Indonesia* as their main source of forming their transgender slang.

Based on the findings, in some cases it is also found that there are one origin word that is expressed by more than one transgender slang words. This is because one person of transgender people may have different form of the slang word. It means that one vocabulary of transgender slang that own by one person can be different from other transgender people. Humans are

creative, thus they can create their own language. According to Aitchison (1990: 152) humans are enormously clever at making up new words. This is also supported by Fromkin (2011: 9) that says our creative ability is reflected not only in what we say but also includes our understanding of new or novel sentences. This happened in transgender community, as they also creative they can create their own language; transgender slang.

The findings show that most of transgender slang words did not follow the rule of word formation. Transgender people seem to have their own way in order to form their slang words. This is because the main purpose of transgender slang is as secrecy and privacy tool in communication among the members of transgender community. This can be seen as the most frequent characteristic of transgender slang word that appeared was secrecy and privacy. As known, word formation is the common theory that used to form a new term of words. Aitchison (1990: 153) also says that the mechanisms behind word formation are fairly easy to identify. Hence, as transgender people need to keep the secret and private things among the members they cannot form their language based on word formation. Thus, they form their own language; transgender slang, by using their own patterns that no outsiders know it except themselves.

The patterns that are used to form the new term of words seem unknown and hard to understand. However, there is one suffix that frequently used in forming transgender slang words which is suffix '-ong'. According to Loir in Boellstorff (2007: 126) in Indonesia, transvestites (transgender people) are generally known to use words with suffix '-ong'. This suffix actually does not change the meaning of a slang word from its origin word. Only form of the origin word that is changed into transgender slang word with suffix '-ong'. Up until now, it is still not clear why transgender people use this suffix frequently. However, this may be used as the codification of their slang. Thus, only the member of transgender community who can understand and create their own words of transgender slang.

IV. CONCLUSION AND SUGGESTION

The purposes of this research are to find out transgender slang words, characteristics, and types of word formation in the community of transgender in Padang. Based on analysis and findings, there were 136 of transgender slang words that had been collected. Those slang words were originally formed from *Bahasa Indonesia* and *Minangkabau* language.

Bahasa Indonesia is the most source language that was used to form new term of transgender slang words. Then, from 136 data only 4 data that can be classified to the types of word formation. This is because in forming their slang words, transgender do not use and follow word formation rules. They tend to use their own patterns in forming new term of slang words. Here, it is found there are 17 patterns of forming transgender slang words. The use of new patterns of forming transgender slang words can be said as the purpose to form new term of words that only known by themselves. Thus, they can keep the secrecy and privacy among the members.

In short, there were a lot of transgender slang words found in transgender community; however not all of them could be classified into types of word formation. This is because in forming their own slang words it aims secrecy and privacy therefore they form their slang words in a way that only known by them.

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USE OF –LA IN SIMPLE SENTENCES: WITH REFERENCE TO TAMIL ETHNIC IN MALAYSIA

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ABSTRACT

Language is the ability of expressing ideas or thoughts of one's own. It varies according to the social structure of a local speech community. Moreover it expresses a group identity. The group can be a community, ethnicity, class or caste.

A group of people who live in Malaysia speak Tamil and they are called as Tamil ethnic group. They are along with the other two larger ethnic groups Malay and Chinese. They form 3% of the total population. This group use –la when they speak Tamil language.

According to Baron (1986) the minority language in a larger social group differs in pronunciation, usage, etc. Since Tamil ethnic group is living with Malay language speaking people, the usage of –la came to exit and is unavoidable.

–la is used in simple sentences in different contexts. The different contexts are identified such as usage of simple sentences between friends, students, husband and wife, parents and children and immigrants. For example: vaa-la naaam poovoom. 'come, we shall go' (used between friends) This article analyses the usage of –la linguistically in simple sentences.

Key Words: Language, speech community, Tamil, ethnic group

I. INTRODUCTION

Language is the ability of expressing ideas or thoughts of one's own. It can be also said as, the way of communicating with each other. Language can be defined as the reflection of a society. It varies according to the social structure of a speech community. Moreover, it expresses a group identity. The group can be community, ethnicity, class or caste.

A group of people who live in Malaysia speak Tamil language and they are called as Tamil ethnic group. They were migrants of India two generations back. They are along with the other two ethnic groups such as Malay and Chinese. They form 3% of the total population in Malaysia. But Tamil language and culture was spread during the reign of Chola Dynasty.

II. TAMIL LANGUAGE

Tamil is one of the major Dravidian languages, which has a very long written history of more than 2000 years. It is mainly spoken in Tamilnadu (in India), Sri Lanka, Malaysia and Singapore. Apart from these, countries like Indonesia, Indo-China, Fuji, South Africa and British Guinea have many Tamil speaking communities. It is also spoken in islands like Mauritius and Madagascar. It is an official language in Tamilnadu (in India), Sri Lanka, Malaysia and Singapore. Tamil is one of the two classical languages in India viz Sanskrit and Tamil.

Tolkappiam is the oldest text among all the grammars in Tamil, which belongs to 200 BC or around that period. This grammar is also considered to be one of the pioneer grammars known to the human history. Another significant and unique characteristic feature of Tamil is its diaglossic nature and also the prevalent maintenance of this distinction by the Tamil speaking community across the world to a great extent.

Tamil has its own scripts with 12 vowels, 18 consonants and 1 aaytam. ‘Tamil script is descended from the southern Indian Pallava script’ (Britannica Ready Reference, 2004; 203).

III. MALAYSIA TAMIL SPEAKERS

The Tamil speakers of Malaysia use Tamil language with a mixture of Malay and English languages in informal speeches. According to Baron (1986) the minority language in a larger social group differs in pronunciation, usage, etc. As mentioned earlier the Tamil speakers live along with Malay and Chinese language speakers. Of these Malay is the majority speaking language. The Tamil speakers learn Malay from their childhood i.e. standard-1 in schools. Though they speak good Malay, they miss the tone of the language as the native speaker does. Since Malay speaking situation is found in all places and it is the national language, the Tamil ethnic groups tend to speak Malay mixed words in everyday Tamil. Moreover they adopt the usage of *-la* ‘dear’ in their daily usages in majority of the simple sentences they utter.

IV. SIMPLE SENTENCES

A simple sentence consists of a single clause with a subject and a predicate in general. But there are situations in which a subject or a predicate can also be a simple sentence. For example in English:

In a conversation, ‘Oliver’ or ‘Came’ can be a subject and predicate respectively.

In Tamil also the same can be used. The structure of the simple sentence in Tamil language is:

Subject (S) + Object (O) + Verb (V)

Though it is the standard simple sentence pattern, words can, to some extent, move freely in a sentence and hence it is said to be a free word ordered language (Thambi Jose, 2015). The following structures are possible:

Subject (S) + Verb (V) + Object (O)

Object (O) + Verb (V) + Subject (S)

Object (O) + Subject (S) + Verb (V)

Verb (V) + Subject (S) + Object (O)

Verb (V) + Object (O) + Subject (S)

Consider the following examples in Tamil:

1. *naaan paadam paditeen* (SOV) ‘I studied the lesson.’
2. *naaan paditeen paadam* (SVO) ‘I studied the lesson.’
3. *paadam paditeen naaan* (OVS) ‘I studied the lesson.’
4. *paadam naaan paditeen* (OSV) ‘I studied the lesson.’
5. *paditeen naaan paadam* (SVO) ‘I studied the lesson.’
6. *paditeen paadam naaan* (VOS) ‘I studied the lesson.’

V. USE OF *-LA* ‘DEAR’ IN SIMPLE SENTENCES

In daily activities, many simple sentences are used when compared to other type of sentences in almost all the languages. It is a common phenomenon that Malaysians when they speak Malay use *-la* ‘dear’ at least 7 simple sentences out of 10 simple sentences they use.

The Tamil speakers follow Malay speakers and use *-la* ‘dear’ in both English and Tamil. They use this in three different meanings.

➤ Emphasis

-la ‘dear’ is used in simple sentences to emphasis certain things.

For instance, *cikkanaa-la?* ‘Is it chicken, dear?’

➤ Love and affection

To show one's closeness i.e. love and affection, he/she uses *-la* 'dear' in simple sentences.

For instance, *naam pooma-la* 'Shall we go, dear?'

➤ Quick reaction

To express a quick reaction about something heard, *-la* 'dear' is used in simple sentences.

For instance, *enna-la?* 'what, dear?'

Due to these kinds of meanings in the usage of *-la* 'dear' in simple sentences, the study of the context plays an important role. To know the context in which it is used, it is significant to know about the occurrences. It is occurred in-between friends, students, husband & wife and parents & in-between children.

5.1 Friends

When friends talk each other, they use *-la* 'dear' to show their affection and sometimes emphasis too. Most of friends replied they use *-la* 'dear' as a fashion, when the researcher asked them. The use *-la* 'dear' is given below in simple sentences:

- | | |
|---|--|
| 1. <i>enakku onnum puriyale-la</i> | 'Dear, I didn't understand anything.' |
| 2. <i>naaLaikku viiTTukku poReen-la</i> | 'Dear, tomorrow I am leaving to home.' |
| 3. <i>vaa-la koyilukku pooovoom</i> | 'Come dear, we can go to temple.' |
| 4. <i>-la konjam utavi pannu</i> | 'Help me dear.' |
| 5. <i>enakku tuukkam varutu-la</i> | 'I am feeling sleepy, dear.' |

5.2 Students

In Malaysian context, Tamil students start studying Malay and Tamil languages from their childhood. Most of the Tamil speaking students have close relationship with Malay students. They speak to the Malay students in Malay language. In Malay schools the medium of instruction is Malay. So the conversation in classroom between the teacher and students will be in Malay language. This situation prevails from schools to colleges/universities. The Tamil students when they talk among themselves they use Tamil. In their Tamil, they use *-la* 'dear' in simple sentences. In colleges/universities the Tamil students studying in English departments use English and in their English they use *-la* 'dear'. Consider the following examples:

In Tamil:

- | | |
|--------------------------------------|------------------------------------|
| 1. <i>nii padicciyaa-la?</i> | 'Did you study, dear?' |
| 2. <i>peena kodu-la</i> | 'Give your pen, dear' |
| 3. <i>tiiccar enna-la connaanga?</i> | 'What did the teacher tell, dear?' |

In English:

- | | |
|--|--------------------------------|
| 1. Please- <i>la</i> help me. | 'Please dear, help me.' |
| 2. Wait- <i>la</i> , I am also coming. | 'Wait dear, I am also coming.' |
| 3. thank you- <i>la</i> | 'Thank you dear.' |

5.3 Husband & Wife

In Tamil culture, wife should give more respect to her husband than anyone else. Even today in some Tamil families the wife never uses her husband's name to tell others. To build good family relationship between husband and wife they show their love and affection by using *-la* 'dear' in their daily conversations. Some examples are given below:

- | | |
|-----------------------------------|-------------------------------|
| 1. <i>caappitiyaa-la?</i> | 'Did you eat, dear.' |
| 2. <i>raani ethavathu pesu-la</i> | 'Rani, talk something, dear.' |
| 3. <i>inka paru-la</i> | 'See here, dear.' |

Here the use of *-la* 'dear' is clearly seen that to show the affection between husband and wife. But they use this even for emphasis. Consider the following examples:

1. *kaalaiyile anju manikku ezuppu-la* 'Call me at 5'o clock (dear).'
2. *tii kodu-la* 'Give me tea (dear).'

5. 4 Parents & In-between Children

Family relationship can be divided into two parts. One is relationship between parents and children and another one between children, i.e. elder sister and younger sister, brother and sister and so on. Here also the usage of *-la* 'dear' prevails because of love and affection.

In between children the usage of *-la* 'dear' is more when compared with parents and children relationship. For instance;

In-between children:

1. *akkaa inka vaa-la* 'sister come here, dear.'
2. *maalaa caappittiyaa-la* 'Mala did you eat, dear.'
3. *enekku teriyale-la* 'I don't know, dear.'

In-between parents and children:

1. *kadaikku poyirru vaa-laa* 'Go to market dear.'
2. *nallaa padikkanum-la* 'You should study well, dear.'
3. *een paecaama irukkira-la* 'Why are not talking, dear.'

VI. CONCLUSION

The use of *-la* 'dear' can be seen in simple sentences. That doesn't mean, it is found only in simple sentences, may be in other type of sentences too. Basically Tamil speaking people in Malaysia are multilinguist. They speak Malay, English, Tamil and a few can understand Chinese. Since they start learning Malay from early childhood from schools and neighbours, the use of *-la* 'dear' start from their childhood. By using *-la* 'dear' they assume that they maintain their relationships. But sometime it fails. For instance, a student who has good relation with his/her teacher cannot use *-la* 'dear'. In this context it cannot be used because of respect towards the teacher. The use of *-la* 'dear' is increasing day by day because of the prestige in the society. By using this, the peculiar sounds such as *La* & *za* of Tamil are getting lost. Another notable is, the usage of this is more in simple sentences.

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BIOACOUSTICS ANALYSES WITH SPEECH ANALYZER SPECTOGRAM AS A TESTING METHOD FOR SPEECH ABILITY IMPROVEMENT: Case Study of Dysarthria Patients in Dr. Cipto Mangunkusumo and Dr. M. Djamil Hospitals

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ABSTRACT

This study was a sequel of previous research in applied neurolinguistic field. A speech therapy model, which was created and applied, hereafter was measured through bioacoustics analyses of speech analyzer spectrogram to assess the improvement of speech ability of dysarthric patients. This paper is aimed at discussing the speech ability of dysarthric patients after bioacoustics testing with speech analyzer. A testing method of speech analyzer praat (Bakker, 2001) was used for analyzing data supported by linguistic research method (Sudaryanto, 2014). Therefore, this result can be applied in medical field in improving the patient's ability to communicate, especially dysarthric patients.

From the temporary data, by applying a behaviour therapy model and then conducting speech analyzer bioacoustics test, it is found that there was improvement of patient's speech ability. About 50% of knowledge and information lingual index was improved, as well as 30% of semantic and 20% of feeling lingual index. These findings were significant as an effort of linguistic therapy for dysarthric patient. The understanding of lexical concept and accuracy of pronunciation have been improved during therapy which became more accurate than before. Besides to improve the speech ability, the bioacoustics stimuli can be applied to increase the patient's expressive communication. The highest percentage stimulus was sound impersonation (85%), while the lowest was prefix setting in sentences (29%). These applications showed the improvement of lingual indexes. Hence, the verbal behaviour became better than before the therapy. Through various applied bioacoustics stimuli, it can be proved that there were increasing lingual speech accuracies in dysarthric patients based on phonology, lexical, and semantic aspects. These results were based on the speech analyzer image which was featured after bioacoustics stimuli.

Keywords: bioacoustics, speech analyzer, dysarthria, lingual index, verbal behavior

I. INTRODUCTION

Communication disorder can be classified into language disorder, speech disorder, and thinking disorder. It is not only suffered by language and speech disorder, problem with voice and swallowing are also categorized as speech disorder. This paper focuses on speech disorder, or medically known as *dysarthria*, with the abnormality symptom in using articulator in part and point of articulation causing communication disorder.

Studying of neurolinguistics aspect has been conducted toward patients with language and speech disorder. There have been various aspects of phonological and lexical disorders studied, they are: aphasia, dysarthria, dysphasia, cerebral palsy, dyslexia, speech delay, autism, mental retardation, myasthenia, stuttering, etc. Speech therapy model has also been created for

some disorders and experimented towards sufferer. To test the improvement of sufferers' communication skill, the further research is needed through bioacoustics analysis, a study about the mechanical transformation through sound wave. One method can be applied to measure the ability improvement by spectrogram test of speech analyzer praat, linguistic software that has been applied in Europe and US, which the application is very rare in Indonesia.

From all related research using the spectrogram test in Indonesia, one of them is a research conducted by Sastra (2013) towards stroke patient, and then by students of Linguistics Department, under writer's supervising, Dewi (2013), Putri (2014), and Johan (2014) conducting research about "Students receptive disorder in listening learning process." This speech analyzer spectrogram has also been used by Pramujiono (2014) in examining the imperative politeness from sociopragmatics aspect. This research is a sequel research after applying speech therapy model towards patients of language and speech disorder.

Researcher has conducted some researches in neurolinguistic field continuously and consistently. "Early symptom of language disorder of Aphasia sufferer with left hemisphere dysfunction" in 2001 was his first research, and then continued with dissertation research about "verbal expression of stroke patient seen from neurolinguistics analysis" in 2002 to 2005 in Putra Malaysia University. Moreover, researcher has consistently conducted some researches in neurolinguistics field related to language disorder and speech disorder, especially with neurologist, psychologist, some fellows, and supervised students of undergraduate and graduate, and also research about thinking disorder and pragmatic disorder caused by right hemisphere disorder or neuropragmatic study. The latest research in this field is competency grant research about speech therapy model for various language and speech disorders.

Research of neurolinguistic scientific knowledge has still been conducted yet till now, either individually or by group. Each study has given contribution towards linguistic study especially neurolinguistics, either theoretically or practically for society. Speech therapy model, which has been created, has been experimented in several medical rehabilitation units which prove that linguist can cooperate with medical field. Then, through this bioacoustics research hopefully can measure the communication level of patients suffering various speech disorders.

Thus, this research aims at analyzing the bioacoustics of patient speech ability with various speech disorders, in this case is dysarthric patient, by using speech analyzed praat method. The result of this research will be able to find out whether there is improvement in communication skill of dysarthric patient and how far the improvement is. Practically, it will be a guide and comparator for therapist, neurologist, linguist, and ordinary people who have family member with speech disorder. In addition, it can also be used as a fundamental for other studies, such as, technology of information in creating speech therapy software as have been applied in some developed nations, like in Europe and United State.

II. METHOD

To reach the goal of research, directive work procedure or method is needed. Researcher applied Sudaryanto method (1993) that is divided into three steps:

1. Method and Technique in Allocating Data

For allocating data, observation and conversation methods were applied. Both methods were applied with basic and advance techniques. Basic technique applied in observation method was tapping technique, and for conversation technique was enticement technique. Practically, tapping technique was applied by tapping all utterances of subject of the research or research sample. Researcher tapped all utterances needed. Then it was continued with advance technique. Technique applied was Involved Conversation Observation Technique (ICOT) – directly involved – and Free Involved Conversation Observation Technique (FICOT) – indirectly involved but through the family member. Beside that, noting and recording technique were also applied.

2. Method and Technique in Analyzing Data

This phase is fundamental thing in solving research problem. Therefore, the success of a research is decided by the precision in applying research method and technique in analyzing data (Sudaryanto, 1993:97), which are referential and distributional methods. Referential method, the determining factor is out of language itself, while distributional method is in the language itself. Referential method applied was translational referential method because the research object is sort of utterances of dysarthric patient, so another language is needed as the referent. In this research, list of vocabularies and pictures are research instruments, and also some sentences which are needed to obtain data based on applying the behavior therapy method for dysarthric patient.

Referential method consists of basic and advance technique. Basic technique applied was deciding technique, while advance technique was comparing technique. The function of this technique is to see various differences of verbal and nonverbal, either in phonological aspect or lexical to analyze the bioacoustic occurred. Analyzed data then was processed into speech analyzer praat spectrogram which was created by Bakker (2001) and Sastra et al. (2014).

3. Method and Technique in Presenting Data Analyses

The result of data analyses is presented by using two methods, formal and informal methods. Formal method is used to form the result analyses by using mark and symbol, while technique used is like table, graphic, and picture. Informal method is used to present result by using words and sentences.

Population of this research is verbal utterances of dysarthric patient in M. Djamil Hospital, Padang, and Ciptomangunkusumo Hospital, Jakarta. The research samples were verbal utterances from 4 patients who had been observed for 2 months in different day, while the next 2 months was the verification of therapy application in recovery period. The reason of why 4 patients chosen were because from some patients with speech disorder in these two hospitals, those 4 patients showed symptoms of dysarthria, moreover, this case is also part of kind of speech disorder which was researching by researcher. From these four patients, two of them were inpatient and two others were outpatient. Severity scale of their communication disorder is between 2-4 of BDDE (Boston Diagnostic Dysarthria Examination) scale.

Two of these four research subjects initially suffered aphasia broca with severity scale was 4 BDAE (Boston Diagnostic Aphasia Examination), after two years suffering stroke then dysarthria with scale 3. One patient suffered dysarthria because of problem in central nerves which controls articulators for last five years, while the other one has suffered dysarthria since getting accident and having abnormality in his articulator organ with scale 2 BDDE.

Patient utterance was obtained with standard technique, which is assessment towards patient utterance by doing: debriefing, object naming, picture storytelling, and retelling. Topic questioned was daily activities and medical record. Object naming used standard test of Dharmaperwira (1996), while picture storytelling used Cookie Theft software (Goodglass and Kaplan, 1982) through natural observation. Data were transcribed and analyzed based on the recording result.

Theory

One of many speech disorders caused by language disorder is dysarthria. Travis (1971) defined that dysarthria is a problem in uttering caused by damage of central nerves system directly controls muscles activity in their role to produce articulation and utterance process. The losing of muscles control probably can be such weakness, retardation, or non-coordination. This speech disorder shows problem in the implementation of speech motoric patterns which lead to disability, weakness, or default in organizing speech muscles.

Dysarthria patients do not have difficulty in comprehending an utterance, reading, and writing. They only have problem in uttering an utterance. Beside that, the incapability in speaking may be caused by the abnormality or congenital disorder in tongue which is hard to move. Problem in tongue movement causes problem in spoken language. Dysarthria occurs because of coordination disorder among respiratory muscle, larynx, pharynx, palate, tongue, and mouth (Evans, 1999). Dysarthria is a language disorder which is how instruction and coordination of various sorts of motoric to produce an utterance is disturbed. The symptom usually occurs when someone is interacting orally (Sastra, 2010).

Processing model of language information in brain according to Prins (2004) is used to count various lingual disorders of dysarthria patients. This theoretical model is chosen beside of its latest, also very relevant to reach the goal of the research. According to Prins, beside the result analysis of patient lingual data neurolinguistically, needed a processing model of information occurred in brain. Prins explained that information coming in through hearing, vision, and touch firstly will be processed in brain. Process of stimuli coming in to the brain affects each other. Therefore, various aspects such as caring, memory, emotion, and feeling are determinants in developing linguistic therapy for language disorder sufferer.

The information processing model was created by Prins through some phases; those are hearing phase, vision, touch and posterior brain. Through limbic system, information is considered emotionally with personal relevancy, and then selective attention is directed to information through patient's relevancy. That information then reaches consciousness. Afterwards, right hemisphere manages strategy control from attention and left hemisphere manages attention to certain stimulus and consecutive.

In prefrontal area, all information is considered and conducted several choices based on feeling that appears, if decided through an action, so that will occur planning for that action. Thus there will occur repetition which can manage action of communication based on the planning. Conversely on Aphasia and Dysphasia, actions occurred are out of planning because various phoneme options are not processed in the prefrontal area. When processing in the brain, selective attention keeps directed on its job. Attention and memory in whole process take important role and the capacity should be suitable with the task instructed by brain.

Sastra et al. (2012) developed it by analyzing patient lingual data then created speech therapy model to improve patient communication skill through phonology, lexical, syntactical, and semantic proficiencies. That model is a mirror of mind framework of patient lingual result analysis. Based on the theoretical approach, developed a diagram and structural correlation with patient lingual skill obtained from result analyses. Creating of directed speech therapy based on the lingual skill is arranged in scheme and text form.

The steps of theoretical model applied is based on the speech therapy model created by Sastra, et al. (2013), while bioacoustics mechanism is conducted based on the vowel and consonant changes (Praat, 2010, and Bakker, 2001). Both move to central understanding through process of airwave formation which has certain intensity and frequency become significant sound (conceptual). Sound consists of segmental and supra-segmental. Segmental sound can be segmented from sentence to phoneme, while supra-segmental sound cannot. Segmental sound can be assessed or known from sound nature, way, and point of articulation, while supra-segmental is assessed based on the meaning and feeling and also the importance of speaking. Vowel is sound produced from airflow modification in Glottis area (has certain intensity and frequency) directly without bioacoustics obstruction that arise.

The difference of vowel occurred because of form change, resonator size, and effect of tongue position which are based on three vowel groups, those are:

1. high, front, not round: /i/, /e/, /e/
2. low vowel, back, neck: /a/, /a/
3. high vowel, back, round: u/, /o/, /o/

Consonant is sound produces with or without phonation, in which the airflow in glottis area is modified through obstacle, articulation muscles in oropharynx area. Muscles constriction of articulators will change, decelerate, stop, or blast air flowing from glottis area. The changes

of vowel and consonant towards dysarthria patients from speech analyzer description that will arise, become fundamental in counting communication improvement of dysarthria patients with their listeners. Data which have been analyzed then was processed into praat speech analyzer spectrogram created by Bakker (2001) through bioacoustics wave software of patients' utterances.

III. RESULT AND ANALYSIS

Lingual Skill

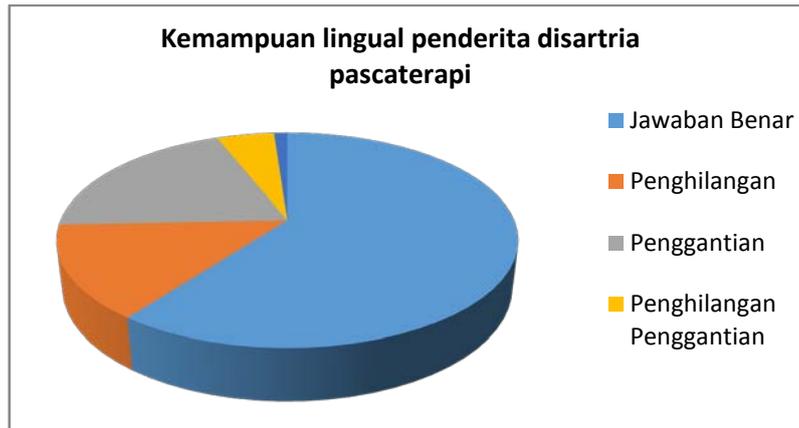
Based on the previous research result about applying of speech therapy model to improve communication skill of dysarthria patient, obtained 5 lingual forms of patients' verbal mistake, those are substitution, ellipsis, addition, inconsecutive, and shortness. The percentage ratio is 33:42:2:6:4. The numbers of ellipsis and substitution showed that patient suffers disorder in producing phoneme, so that he/she tends to eliminate sound to reach phonetic aspect of an utterance.

According to the lingual skill dissimilarity, it proves that dysarthria patient often eliminate sounds and make first segment as strategy to access lexical element by minimizing additional sound. Substituting sound is not rare things found in patient utterance. He/she often substitutes the sound because of lexical hop, so that patient easily convolutes the position of phoneme and syllable. Lexical shortness is sometime occurred for speed purpose, because patient tends to be bored in exercising articulators, moreover, if questions are given repeatedly. The utterances below showed lingual forms phonologically, data were obtained before therapy was applied towards subject of the research.

- (7) R : Ini gambar apa pak?
SR : mba....ni...ni...kkkur.....ya...da...kurra...
ni....pi....sa....sap...
ini...ya....safi....
'ini kura-kura, ini sapi'
- (11) R : Yang ini apa pak?
SR : ngan.....mRok...kok....., eh....bubu...kan, tapi korok
di....setop....ya larang me....tokok.
'jangan merokok, eh bukan, tapi dilarang merokok'
- (17) R : Bapak tinggal di mana?
SR : mmm caw...ca..cawan...kat...(berusaha mengangkat tangan)
'Cawang' dekat.
(R = Research SR = Subject of Research)

Based on the data, we can see that dysarthria patient is able to find out the lexical element needed, but because of nerves and muscle functioned to produce sequence phoneme and there still has problem in lexical which means it goes through sound alteration and accuracy if it occurs continually to set the appropriate phoneme. Therefore, dysarthria patients need therapy repeatedly so that nerves commanding the muscles which move articulators can function well.

After doing speech therapy in 2 months, there is percentage of numbers of accuracy response. The good responses of patient towards therapist's questions proved that speech therapy model applied is quite significant in effort to improve patients' communication skill neurolinguistically. This is conducted in medical rehabilitation ward of Ciptomangunkusumo hospital. The percentage numbers of irregular and missing lexical are very low.



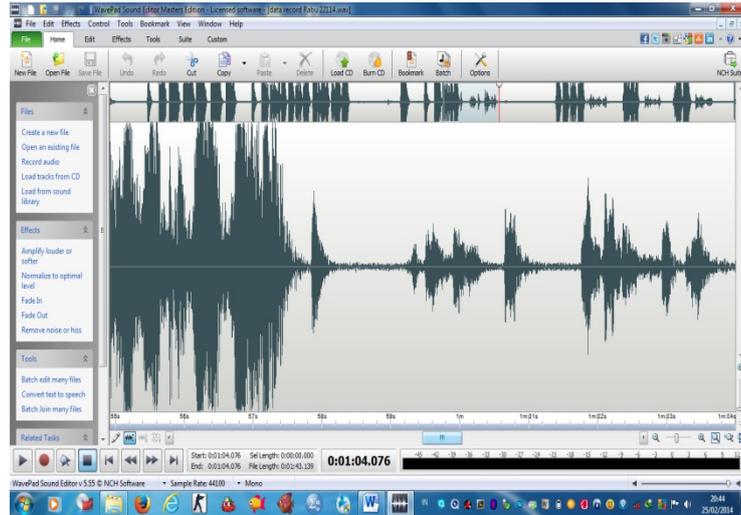
Dysarthria patients with left hemisphere disorder or lesion causes they get lexico-semantic difficulty. They get difficulty in finding words, but if the words are often used, so that will be easily known as a whole that has semantic meaning. To improve their speech skill, improving their expressive through bioacoustics stimulus can also be applied. The highest stimulus percentage is by imitating sound (85 percents), while the lowest is by giving prefix (29 percents).

Furthermore, there are various kind of characteristics found in dysarthria patients. Some characteristics cause sound bioacoustics appearance on patients' verbal utterances, some of them are: the inaccuracy of articulation, chaos talk, chaos phoneme, short vowel duration, extending in phoneme, slow talking, fast or startled, the inaccuracy pause, not understandable, unclear articulation, inaccuracy word arrangement, articulation is less in speech context than word, less controlled articulators, one tone, unclear and uncontrollable tone and loudness, gravelly, rude/gruff, and hyper-nasality.

These various characteristics are adopted by speech therapy model test so that bioacoustics analyses are needed in effort to improve communication with dysarthria patient.

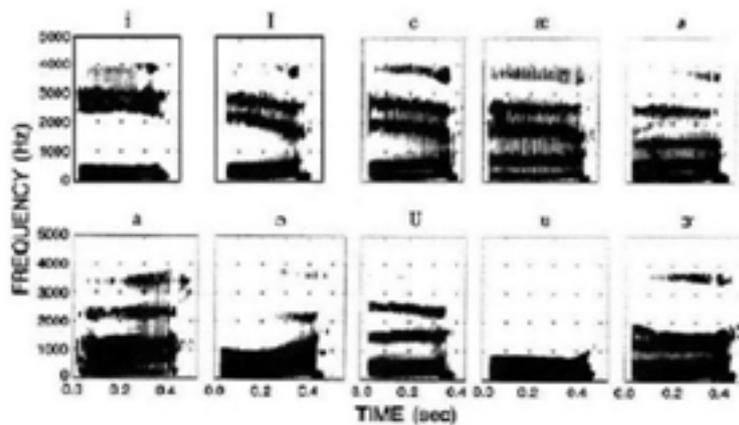
Bioacoustics Attainment

The smallest sound unit that can be distinguished by human is called phoneme. An utterance of word or sentence in principle can be seen as phoneme sequence. Set of phoneme in a language is different. Each phoneme is symbolized with a unique symbol. Signal of vowel utterance has periodic form of bioacoustics attainment of dysarthria patients. It is read from speech analyzer records of patient utterance. Lexical pronouncing which is trained towards sufferer, recorded through speech analyzer on monitor with sound wave vibration can be seen below:

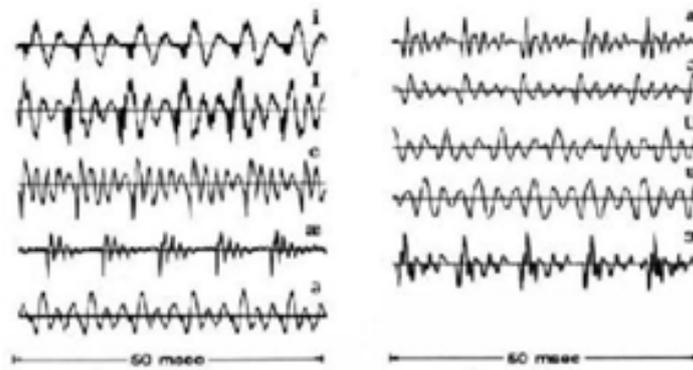


Some utterances used as means of verification data analysis, found that regular vibration seen on the upper line. In below line seem clearly the differences between vowel and consonant phoneme. Vowel phoneme is shown by the height and sharpness of vibration wave in each lexical element, while consonant phoneme is the lowness and flexibility of vibration wave because it has various accuracy processes by motoric nerves in patients' articulators. Frequency of supra-segmental sound produced by patients, has characteristic difference in each vowel and consonant phoneme. It occurs because patients are still in therapy process until it is used properly.

Each vowel has certain frequency component differentiating character of a vowel phoneme with another, as seen in spectrogram. Vowel phoneme of patient's utterance which is produced varies with phoneme /h/ and /kh/, those are phonemes /i/, /ih/, /e/, /eh/, /ae/, /aa/, /ekh/, /ah/, /akh/, /ao/, /uu/, /uh/, and /ow/, while Indonesian language is quite able to use, even though there are some sound which is difficult to utter, such as sound of [q], [r], [v], [x], and [z]. The appearance of bioacoustics signal of vowel and consonant utterances towards dysarthria patients can be seen in picture below:

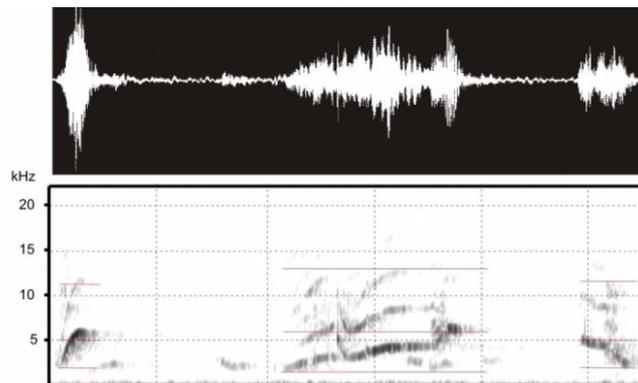


Bioacoustics Spectrogram of Vowel Signal



Bioacoustics Spectrogram of Consonant Signal

Based on the appearance of vowel and consonant sound bioacoustics, it can be seen that there is supra-segmental alteration in each vowel and consonant recorded from the speech analyzer spectrogram. If both alterations are listened carefully, it will be quite significant. Therefore, applying of speech therapy model (Sastra et al., 2013) to improve communication of speech disorder's sufferer needs to be applied comprehensively and continuity until clarity and accuracy of sound uttered are found. The sound accuracy is suitable with longitudinal wave appeared and synchronous with maximal height of sound which is under 15 KHz.



Dysarthria Bioacoustics Reflection after Therapy

Reflection of sound bioacoustics which is displayed shows regular longitudinal wave of vowel and consonant on the range of uttering sentence more accurate and understandable by listeners. Furthermore, time needed to test the therapy model when result of speech analyzer recorded from vowel and consonant bioacoustics are less than 2 months. It is quite short in treating therapy for dysarthria patients with quite severe verbal disorder before.

Regarding to that result, so that speech therapy model of dysarthria patients which is tested through this bioacoustics, can be as a measure at improving communication skill towards speech disorder sufferer, because almost every day changes for sound accuracy are clearer. Speech analyzer alteration on the monitor showed the regular longitudinal wave signal on vowel and consonant day to day. Things applied in typifying vowel and consonant sounds accurately and using appropriate speech therapy instrument for articulators are applied repeatedly and accurately for various speech and language disorders.

IV. CONCLUSION

Based on the bioacoustics analyses by using speech analyzer which has been conducted towards the dysarthric patients, so that can be inferred several things below:

1. Speech therapy model created and experimented then can be measured through bioacoustics analysis from speech analyzer spectrogram in order to see the improvement in linguistic ability of speech disorder sufferer.
2. To improve the speech ability of dysarthric patient, can be undertaken by improving the expressive of patient through various bioacoustics stimuli. The highest percentage of stimuli is by imitating sound (85 percents), while the lowest is by giving prefix (29 percents).
3. Found various characteristics in dysarthric patient who became the research subject. Some characteristics caused the fluctuation of bioacoustics sound towards verbal utterance of sufferer.
4. Based on the appearance of bioacoustics of vowel and consonant utterance on speech analyzer monitor, there were suprasegmental changes for each vowel and consonant. The changes between vowel and consonant if listened carefully and accurately are quite significant to the clearer one.
5. There was the improvement of lingual skill accuracy of dysarthric patient towards phonological aspect, lexical, and semantic aspect which was understood by listener. That cannot be seen in speech analyzer which was displayed after bioacoustics stimuli were conducted.

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THE LANGUAGE OF SOCIAL ENGINEERING: FROM PERSUASION TO DECEPTION

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ABSTRACT

Security is one of the most important aspect in information technology era. Many service providers have put their effort in developing secure system for information technology service. Yet, in many cases the vulnerabilities are not in the system but in human side as a user. Psychological aspect of human is the most vulnerable in security since it can be manipulated, decived, and influenced. Social engineering is one of the most prominent technique in infulencing and manipulating human psychology and thought which is delivered through language. This research is amed at analysing the advertisement, pop-up, and fake email that used as medium for social engineering. The data are taken from internet which indicate fake information. The analysis is focuses on the linguistic features and sign used in the data. The data are analysed by using pragmatic identity method and referential identity method. The result of analysis shows that the deciever violates maxim quality in delivering the massage. Beside, the result also shows that the deciver develop mental space by employing several main issues for attracting target attention, they are sexual interest, financial interest, religious interest, and gaming interest.

Key Words: social engineering, persuasion, deception, mental space

I. INTRODUCTION

Social engineering is widely used by everybody in everyday live. It happens in any level of human life, it happens in government or small business marketing, or in daily activities. As a technique in communication, social engineering can be used in good or evil way. *Cambridge Dictionary* defines social engineering as the artificial controlling or changing of the groups within society. In further and practical definition, social engineering is the act of manipulating or deceiving a person to take an action that may or may not be in the “target’s” best interest. This may include obtaining information, gaining access, or getting the target to take certain action. It is used in the way teachers interact with their students, in the way doctors communicate to the patient, lawyers convince the judge, or psychologists obtain information from their clients. It even used by man to convince their partner in love. In short, social engineering is a social and psychological phenomenon that involves human interaction from babies to politicians and everyone in between.

As a technique in interpersonal interaction, social engineering is not just single and spontaneous action but it covers collection of the action which includes planing, frameworking, and executing the action. Many people bealive that social engineering is more than action but it is art in manipulating.

II. METHOD

The data are taken from internet that contain information for persuding people such as pop-up, banner-ad, and email. The data are colected by using observational method by employing note taking technique. Then the data are analysed by using pragmatic identity method and referencial identity method. The reasearch is aimed at figuring out the language strategy used by the deciever to gather information from the target.

Studying and analyzing social engineering is not as simple as it looks. Since it deals with human, who are complex and complicated, social engineering involves several studies including linguistics, semiotics, communication, and psychology. In this reseach, the analysis is focused on linguistic and semiotic aspect of social engineering. However, in understanding the meaning of the data, some communication an psychological concepta are also used to figure out the relationship between language and deception.

Persuasion and Deception in Perspective of Linguistics.

The main goal of social engineering is to get someone to do something. There fore, it begins with persuasion and ends up with deception. According to The Cambridge English Dictionary, “persuasion” is the action of persuade, where persuade is defined as *to make someone do or believe something by giving them a good reason to do it or by talking to them and making them believe it.* While “deception” is come from “deceive” which is defined as *to persuade someone that something false is the truth; to keep the truth hidden from someone for your own advantage; to trick.* In short, persuasion and deception deal with truth, fact, and lying.

In relation to these concept, Wierzbicka (2006), places central importance on the evolution of the semantics of “truth,” “fact” and “lying” within Anglo culture. She notes that “truth” and “fact” were often seen as synonymous, but the general acceptance of cultural and societal “white lies” has led to her conclusion that:

this is not to say that lying is no longer regarded in Anglo culture as something bad, but the meaning of lying appears to have changed – roughly from saying, intentionally, something untrue to saying, intentionally, something untrue and presenting it as information about facts (p. 45).

By the definition above, deception is act involving linguistic manipulation including semantic, pragmatic, discourse. Wierzbicka constructs a semantic explication for “lying” which is closely related to the notion of “deceiving.” Thus,

When X said it X was lying. =

- a. X said something like this: “I want you to know that Z” to someone
- b. X knew that Z was not true
- c. X wanted this someone to think that Z was true.

(Wierzbicka 2006:45)

Wierzbicka’s semantic explication relies on truth conditions, which dealing with the nature of truth in human language production. The truth value of a sentence is whether or not the sentence is true in the actual world.

In term of pragmatic, deception can be seen from Grice concept of conversational implicature which focusing on cooperative principle “Make your a conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged” (Grice, 1975). Furthermore, Grice elaborates the principle by providing four maxims: quality (truthfulness), quantity (informativeness), relation (relevance) and manner (clarity). Grice concludes that in order to gain truthfulness, people need to maintain the maxim. In other words, it can be assumed that verbal and textual relationships with others need to maintain acceptable standards of truthfulness. In fact, real communication is frequently violate the maxim for various reason, including politeness and for manipulation. In many cases, deception is based on the violating the maxim. The foundation of deception deals with the potential victim’s assumption of truth. Having established this foundation by simply opening the conversation, the deceptor then manipulate the quality maxim as well as the remaining maxims to their advantage. Moreover, the speech act theory (Austin, 1962) and politeness strategy are also important to be analyzed. Since the language is consider as an action, then the the uttererance itself are consist of three types of action, they are locutionary (lingusitic feature), illocutionary (meaning or intention),

and perlocutionary (effect of utterance). In manipulating people, the speaker has to frame the target through series of “truth” that lead the target to believe in the primary intention.

Furthermore, the concept of mental spaces that proposed Fauconnier will help to understand the relation on language and deception. Fauconnier defines mental spaces as “constructs distinct from linguistic structures but built up in any discourse according to guidelines provided by the linguistic expressions” (Fauconnier, 1994:16). Deception deals with mental aspect of the targets which deliver through discourse concerning to the certain issue, such as the detail information, problem, and virtue of the target. In other word, the deceiver develops mental space which may influence target.

III. DISCUSSION

As mention earlier that many people believe that persuasion is an art which includes organized actions from information gathering to execution. Information gathering is the first step that should be done carefully in order to get as much data as possible concerning to the target. The deciver should know about detail information such as personal information, ability, interest, job, etc. Beside, the deciver also need to provide information from third party that can be used to decive the target. For example, when deciever want to ababout someone, he or she may find information about third party, such as a company or institution, then gather information concerning to what the company do, the product or service of the company, location of the company, job openings, contact number, executive board, mailing adress convention, and other information that can be used to persuade or convince the target. All of these informations are important which may help other to conduct further action to exploit the target. In the active attack in which the deceiver has to lead the target into certain action, the deceiver has to make the action as real as it is. Below are several example of medium that the social engineer uses to gather information about the target.

The following ads is one of the data that shows how deciever gather information about the target:

CONGRATULATIONS!
YOU WON! YOU WON! YOU WON!

Claim Your Prize Award Now Up To \$2,087.56. You are a Guaranteed Winner of:
\$2,087.56 Cash, \$50 SkyAuction Savings Certificate or \$10.00 Cash.

Where do You Want Us to Send Any Prizes You Win?

FIRST NAME: LAST NAME:
ADDRESS: ADDRESS:
COUNTRY: POSTAL CODE:
CITY: REGION:

YOUR EMAIL ADDRESS WILL NOT BE SHARED WITH ANYONE

Your prize notification and FreeLotto entry confirmations, daily results and sponsored advertising messages will be sent by e-mail only from FreeLotto:

EMAIL: CONFIRM EMAIL:

Official Rules and FreeLotto Privacy Policy.

Terms of Use Agreement: FreeLotto is an advertising sponsored free lottery-style sweepstakes game. Chances of winning are substantially better for the player than in any similar online game. When you click the button below to release your prize winnings, you are also joining FreeLotto where you can win over \$11 Million in daily prizes, in return for which you are only asked to view advertising on our website and by email. All email messages you will receive will be sent only by FreeLotto. IF YOU DON'T WANT TO RECEIVE AND CONSIDER SPONSORED ADVERTISING MESSAGES FROM FREELOTTO, PLEASE DO NOT JOIN FREELOTTO OR ANY OTHER SITE OWNED AND OPERATED BY US. CHANCES ARE THAT YOU WILL WIN. PLEASE READ THE OFFICIAL RULES AND TERMS OF USE AGREEMENT AND AGREE TO BE BOUND BY THEM.

CLICK TO RELEASE YOUR WINNINGS

After you process your claim you will have joined FreeLotto where you'll get a free chance at winning over \$11 million in daily prizes. We've already awarded over \$90 million in prizes, and you can become our next millionaire!

S. Roman APPROVED

REV.201108CERTGRI

Figure 1.

The picture above is a pop-up which appears when someone visit certain website or click a certain botton in a web page. The picture is claiming that the visitor is winning amount of money. To analyze the advertisement above, it can be divided into 3 parts:

Structure	Comment
<p><u>Claim</u> Congratulation! You Won! You Won! You Won!</p> <p>Claim Your Prize Award Now Up To \$2.087.56. You are a Guaranteed Winner of: \$2.087.56 cash, \$50 SkyAuction Saving Certificate or \$10.00 Cash</p>	<p>The part is an oppening message which disigned with big and bold font. The utterance is tell the visitor that he/she has won amount of money. The sentence is designed with simple and atractive structure. The deciver uses imperative sentences that directly pointed to the target.</p> <p>The second line is highlighted with yellow color and provides detail further information about amount of money and the source of the prize.</p>
<p><u>Profiling</u> Where do You Want Us to Send Any Prizes You Win?</p> <p>Your prize notifications and FreeLotto entry confirmation, daily results and sponsor advertising messages will be sent will be sent only by FreeLotto.</p> <p>YOUR EMAIL ADDRESS WILL NOT BE SHARED WITH ANYONE</p>	<p>The second part is profiling section which direct the target to fill up the form. This part is the main part and can be considered as the intention of the deciver in order to gather information about target personal information. Here the deciver use politeness strategy by not directly asking the target about his/her personal information. The deciver uses interrogative sentence by offering benefit for the target. The utterance “Where do you want us to send any prize you want?” can be infered that the speaker want to know about the detail information of the target.</p> <p>The next line consist of information that will ensure the target has special concern of company service. This utterance is used for further folow up or deliver further action that target need to do to claim their prize. By doing so, the deciver ensure that they have target trust and make sure that all information they send in the target email is true.</p> <p>The last line of second part is statement that the speaker or deciver will not share the personal information of the target to other. This is important statement in order to make sure that the target believe about their security and privacy. However, the utterance has implication that the speaker is intended to say that their company is trustworthy.</p>
<p><u>Approval</u></p> <p>Official Rules and FreeLotto Privacy Policy By clicking on “click to release your winning” below, I acknowledge that I have read Sweepstake Rules & FreeLotto Term of</p>	<p>The last part of the ads is the approval part that provide information about term and condition for the privacy and policy. This information is mention in long sentence. Generely, people in internet are rarely read the privacy policy. It delivers in long sentence in order to make target confuse and neglect the policy. By doing so the deciever make</p>

<p>Use Agreement and agree to be bound by it.</p> <p>After you process your claim you will have joined FreeLotto where you'll get a free chance to winning over \$11 million in daily prizes. We,ve already awarded over \$93 million in prizes, and you can become our next millionaire!</p> <p>Approval stamp</p>	<p>sure that the target ignore the information and conduct the following action.</p> <p>The next line is confirmation that the offer from the speaker that they will awarded the target with amount of money by clicking the button. Here the speaker enforce the target to push the button. In fact the button is directed the target to further information gathering process and many cases the button is linked for downloading malware, visus, and trojan which may be used for further exploitation.</p> <p>The last line is convincing part which provide the target with official and approval stamp. This is due to give mental image for the target that the notification is legal and true.</p>
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Table 1.

The analysis above shows that the deciver uses persuasive language by applying three layes. First is claim part which aim at catching target attention with imperative sentence and big bold font. The deciever uses imperative sentence as a direct statement that will lead the target to exciting feeling. The deciver also apply repetition technique in order to enforce the meaning. By applying Fauconnier's theory, it can be seen that repetition will create mental space to the target mind. The actual truth conditions exist within the mental space constructed by the language used in ads. The deciever's communicative skill aim to construct the mental space through discourse in such a way that can be accepted by the target as the actual world or convincing truth. In order to convince the target, the deciver provides details including policy, the prize that has been awarded to the winner, and official signiture and stamp.

By analyzing the ads carefully, it can be infered that the main intention of the deciver is not to exploit the target yet. The fist part of the ads is the attention catcher which create mental attention in the target's mind. The next part is profiling which will gather target personal information. This information will be used for the next attack either by using fake email or using the information for password cracking, hacking social media account, or sending pornographic link.

Furthermore, button also has important role in directing target to further attack. The site that the button jumps will drive the target to has the malicious code, virus, malware, or trojan. These dangerous codes will be injected to the computer of the target or embeded to browser. By doing so, the diceiver makes sure that they have full access to the target or victim. It can be seen in the ads that button is designed with simple directive sentence "Click to Release Your Winning". By using pragmatic analysis, the meaning and the intention of the deciever can be discovered.

- Locutionary act : "Click to Release Your Winning"
- Illocutionary act : Give us your personal information and password
- Perlocutionary : The target give their personal information and password

Here, the deciever violates maxim quality which can be indicated from the truth condition. The button is not for claiming the prize but for lead the target to register or sign up for a site. If the target clicks the button and provide their personal information, the deciver will harvest the information concerning to email, password, phone number, address, and other important information. The target realize that the offer is limited, so they would click on it soon

as they get pop-up ads, which more than likely is at work. The following email is one of the further social engineering method that the deciver uses to manipulate the target. Analyze that email. First, it contains an offer that would attract the present

My Dear Friend,

I am obliged to inform you that I have succeeded in receiving the funds with the help of a new partner from Paraguay Mr Mohamed Abdoul Mssouf, Everything was perfectly done because we strike a deal with one of the Lady Accountant who works with the Federal Ministry of Finance (F.M.F) and she rendered a tremendous us help to us My new partner initiated this idea and everything worked out successfully In appreciation of your earlier assistance to me in receiving the funds I have decided to compensate you with the sum of(\$1.2M Dollars).in ATM. This is from my own share I did this simply to show appreciation to you for your kind support and assistance even though we could not succeed due to some unforeseen circumstances and reason.

My partner Meanwhile I didn't forget your past efforts and attempts to assist me in transferring this funds despite the fact that we could not succeed I will be sending you e-mail from time to time to know if you have received your share or not. In the light of the above you are therefore to contact my Secretary Mr Mohamed Abdoul Mssouf, and do send him your contact address where you want the ATM to be sent to you, His e-mail address is: mrmohamedabdoulmssouf@yahoo.com

(1) Full Name: ____
(2) Address: _____
(3) Phone and Fax Number: _____
(4) Date of Birth: _____
(5) Occupation: _____
(6) Identification either, Passport photo page, Driver License or National ID. (IF AVAILABLE)

However, kindly contact the below person who is in position to release your ATM payment card.

Director, ATM Payment Department
Email: mrmohamedabdoulmssouf@yahoo.com

Thanks for your co-operation.
Regards
Mr Abdel.Kazim.

Figure 2.

These email is recived by the target when they register or signed up for the website. This email is used to direct the target providing detail information and make sure that the the target has been convincing by the ads. Here, the deciver makes series of action and persuasion to gather information of the target or victim.

After analysing the data, it can be found there are main issues used to pesuade and decieving the targets, among other issues are related to:

1. Sexual interest
2. Financial interest
3. Religious interest
4. Gaming interest

These are four main issues used by the deciever to gather information and to exploit the victim source and security.

IV. CONCLUSION

Language is powerful tool to influence people. It can be used for good way or evil way. The research shows that language can be used as a tool to exploit people and taking advantage of the victim vurbarabilities. Social engineering is language skill to find or discover people weakness and then use it to taking advantage from the victim. The deciver violates the truth condition ot maxim in order to develop mental space in target mind and make them accept the truth that the deciver send. There are several issues that used by the diciver to exploit victim, they are sexual interest, financial interest, religious interest, and gaming interest.

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IMPROVING STUDENTS' WRITING SKILL BY USING GRAPHIC ORGANIZER

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ABSTRACT

The problem of the research is students' writing skill. The purposes of the classroom action research are to identify whether graphic organizer can improve the students' writing skill and to explain the factors influencing the improvement of the students' writing skill. This research was conducted at English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru. The method of the research was Classroom Action Research (CAR). The participants of the research were the second year students of class A at English Education Department Faculty of Education and Teachers Training Lancang Kuning University Pekanbaru consisting of twenty five students. This research was carried out in two cycles, which each cycle had five meetings. The researcher and the collaborator gathered the data in each cycle from the observation, field notes, interview, and writing tasks and tests. After analyzing and calculating the data, it was found that graphic organizer could improve the students' writing skill in terms of content, organization, vocabulary, grammar, and mechanics. It could be seen on the increasing of the students' average scores from 61.76 in preliminary test, 73.6 after cycle 1, and 79.04 after cycle 2. The factors influence the improvement of the students' writing skill were material, media, classroom activities, classroom management, teacher's strategy, and teacher's approach. Based on findings of the research, it can be concluded that graphic organizer can be used to improve the students' writing skill and graphic organizer can build up the students' confidence and participation in the class.

Key Words: Writing Skill, Graphic Organizer

I. INTRODUCTION

Writing is one of four skills should be mastered by students, as Bryne (1991) states that "writing is one of the language skills, which is use for medium of communication, especially in direct communication". Likewise, Richard (2003) defines that "writing is written communication that work much on ability to generate expression in particular purpose". Those experts above put down the perception of writing based on the real activity which prefers conveying the ideas, information, thought, and even argument through the written language.

Based on the researcher's teaching experience, particularly in teaching writing, it is found that the great number of the second year students of class A of English Education Department Faculty of Education and Teachers Training of Lancang Kuning University had problems in English writing. First, the students had low ability in generating, organizing, and elaborating ideas, for they did not understand how to specify this. Second, the students were confused in using correct grammar. Third, the students had limited vocabulary (diction). The last, the students were poor in using mechanical convention in their composition. As the result, they were not able to construct the writing well.

All above, one of the important factors causing students' poor writing skill is the technique used by the teacher where the teacher uses inappropriate writing teaching techniques or strategies, teaching media, and teaching materials. The writing teaching techniques or strategies in the classroom normally employed by the teacher may not work very well or be monotonous and not interesting for the students. As a result, the students have difficulty developing themselves in teaching and learning process. Hence, the role of the teacher extremely demanded as a motivator, facilitator, and educator, is most important thing to use the

effective way of teaching so that the students will be well trained or well experienced, especially in writing class.

Extracting from the facts above, one of possible solutions to overcome the problem is by making use of graphic organizer technique. Ellis (2004) states “the spatial arrangement of graphic organizers allows the students to identify the missing information or absent connections in one’s strategic thinking”. It is one way of arranging concepts to organize the prior knowledge and generate a lot of ideas in which one word as a topic links to the other related word. Also, Perles (2012) asserts that “the ways in using graphic organizer technique: brainstorming, structuring, and restructuring”. Firstly, brainstorming is one of the steps of the writing process such as the students’ minds, sitting, and thinking of the topic. Then, the teacher asks the students to brainstorm the topic to get information and ideas referring to the topic. Secondly, structuring means the teacher chooses a topic and gathers ideas or information about the topic to help the students use a different graphic organizer to structure their thoughts. Lastly, restructuring means encourages the students to use an organizer after they finish their first draft in order to make sure that the information is well structured.

In addition, there are some suggestions coming from some researchers who used graphic organizer technique to solve the problems in writing. As Sharrock (2008) and Emerson (2010) found that graphic organizer is the effective writing strategy. And the series of studies, principally by Clark in Zaini et. al. (2010), examined that graphic organizer not only enables students to record and categorize information, but also help students to understand difficult concepts, generate thoughts, and identify connections between ideas. It means that graphic organizer can help students to write in English especially in writing text. Sharrock (2008) and Emerson (2010) argue that graphic organizer can help students to make a good topic sentence, supporting idea, supporting details, and concluding sentence so that students can write well and readers can understand the idea.

Related to the explanation above, it is necessary to apply graphic organizer technique in order to overcome the problem of the students’ writing because it enables the students to have a lot of ideas by making concepts of topic being discussed before writing. As they make the more concepts, it can result in the more ideas that can be expressed through writing. Hopefully, by implementing graphic organizer technique in teaching writing, it will bring better progress for the students’ writing.

II. METHOD

This study was a classroom action research which consisted of four steps namely plan, action, observation, and reflection. According to Burns (1999), the application of fact finding in the classroom action research is the practical problem solving in social situation with a view to improve the quality of action within it that involves the collaboration and cooperation of researching, practitioner and laymen. It was conducted at the second year students of English Education Department of Faculty of Education and Teachers Training of Lancang Kuning University Pekanbaru. There were twenty-five students. There were two types instruments used in this research: quantitative instruments and qualitative instruments. Quantitative instruments were the instruments used to take the students’ scores. The instruments were tasks and tests. Qualitative instruments used in this research were observation and interview.

III. DISCUSSION

A. Findings

This classroom action research was conducted at the second year students of class A of English Education Department of Faculty of Education and Teachers Training Lancang Kuning University in Academic Year 2013/2014. The number of the students was 25. The class chosen was due to the writing difficulties experienced by the students. This research was done in two cycles by using graphic organizer to improve the students’ writing skill. Each cycle of this research consisted of five meetings. This research was done on September 9th up to November

18th2013. The research dialed with the discussion of the research findings based on the research questions. The questions were answered based on the data from writing tests, observation checklist, field notes, and interview of the students' activities during the teaching learning process in order to get information of the students' opinion in teaching and learning activities by using graphic organizer at the second year students of English Education Department Faculty of Education and Teachers Training of Lancang Kuning University.

Before carrying the research, the teacher taught the students as usual, such as explaining, outlining, error correction feedback that related to the topic and then he asked the students to write the topic into paragraph or essay. The students did not have spirit to study especially in writing. The teacher was hard to take the students' attention. So, the learning activities did not run well as hoped. Furthermore, the classroom atmosphere was also not exciting for the students and for the teacher because many students did not show participation in learning activities. In this case, the researcher gave preliminary test to the students in order to identify their prior ability in writing before the researcher applied graphic organizer.

Table 1: The Students' Average Score of Preliminary Test

No	Indicators	Average Score	Percentage
1.	Content	3.28	65.6%
2.	Organization	3.08	61.6 %
3.	Vocabulary	3.28	65.6 %
4.	Grammar	2.96	59.2 %
5.	Mechanic	2.84	58.8 %
Total		15.44	61.76 %

In relation to the data above, the researcher found that the average score of the students' writing skill on the preliminary test for each indicator; the average score of the students' content was 3.28 or 65.6 % of the students who were able in term of content in writing, the average score of the students' organization was 3.08 or 61.6 % of the students who were able in term of organization in writing, the average score of the students' vocabulary was 3.28 or 65.6 % of the students who were able in term of vocabulary in writing, the average score of the students' grammar was 2.96 or 59.2 % of the students who were able in term of grammar in writing, and the average score of the students' mechanic was 2.84 or 58.8 % of the students who were able in term of mechanic in writing. This result was supported by the diagram of the average score of each items of writing components as follow:

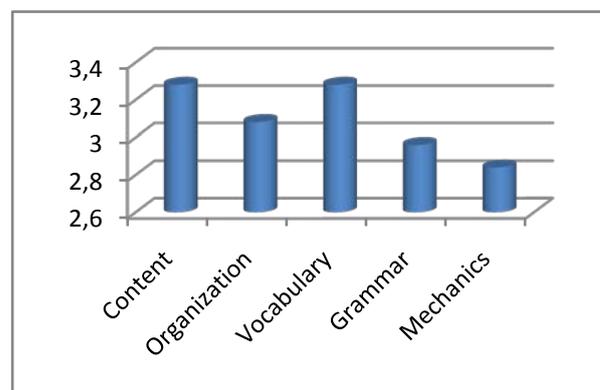


Figure 1: The Students' Average Score of Preliminary Test

Based on the data of the base score above, it could be concluded that most of the students at the second year students of English Education Department Faculty Education and

Teachers Training Lancang Kuning University got difficulties in writing, especially in terms of content, organization, vocabulary, grammar, and mechanic.

1. The Extent to which Graphic Organizer Improve the Students' Writing Skill

a. Cycle 1

After completing all of the meetings in this cycle, the researcher gave writing test to the students in order to identify how far the students' writing achievement by using graphic organizer. The researcher instructed to write an essay about 500 words by using graphic organizer with the topic "punishment for corruptor". The test was started on Monday, October 14th 2013. It was conducted for 100 minutes. The researcher gave the final test for the students in the fifth meeting. The students' writing was scored considering five indicators of writing namely: content, organization, vocabulary, grammar, and mechanics.

In relation to writing test that was given by the teacher at the end of meeting of the first cycle, the result of the students' writing skill by using graphic organizer at cycle 1 was described as in the following table:

Table 2: The Students' Average Score of Writing after Cycle 1

No	Indicators	Average	Percentage
1.	Content	4	80 %
2.	Organization	3.67	75.2 %
3.	Vocabulary	3.84	76.8 %
4.	Grammar	3.56	71.2 %
5.	Mechanic	3.24	64.8 %
Total		18.40	73.6%

In addition, the data showed the improvement of four indicators of students' writing skill by using graphic organizer. In detail, the improvement of the components of writing could be seen by comparing the students' score in the preliminary test and the cycle 1. The table above showed that the mean score of the students' writing skill for content was 4 or 80 %, it increased 0.72 point or 14.4% comparing with the students' scorer in the preliminary test (3.28 or 65.6%). From the data above, it was clear that there was an improvement for the students' writing in content. The mean score of the students' writing skill for the organization was 3.76 or 75.2%. It meant that it increased 0.68 point or 13.6% comparing with the students' score in term of organization in preliminary test. Then, for vocabulary, the students' score was 3.84 or 76.8%. It increased 0.56 point or 11.2%. Also, for grammar, the students' score was 3.56 or 71.2%. It increased 0.6 point or 12%. The last, for mechanic, the students' score was 3.24 or 64.8%. It increased 0.4 point or 8%. From the students' mean score above, it found that there was improvement in term of content, organization, vocabulary, grammar, and mechanics. It was clear that there was improvement of the students' writing skill by using graphic organizer from preliminary test to cycle 1. For further more description, the researcher also included the average score of writing skill at cycle 1 as in the following diagram:

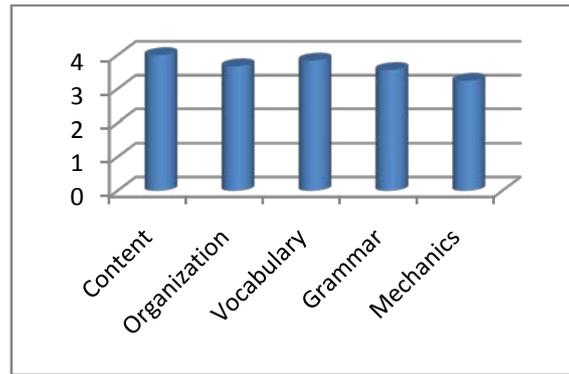


Figure 2: The Average Score of the Students after Cycle 1

Based on the data above, it could be concluded some students still had difficulties in writing by using graphic organizer especially in term of grammar and mechanic, but there was an improvement of the students' score comparing with the preliminary test. To see the improvement of the students in cycle 1, it could be seen on the diagram below:

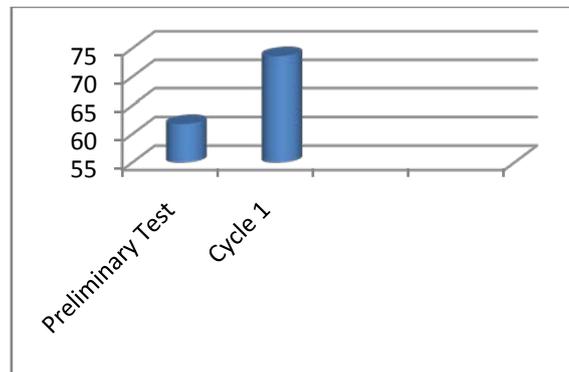


Figure 3: The Comparison of Preliminary Test and after Cycle 1

After analyzing the data which was taken from the task and the test on the first cycle, it could be concluded that the students' writing skill by using graphic organizer got improvement if it compared to the base score, even though the students' writing skill could be improved, the result of the test was not satisfied because it did not achieve the target of this research. A great number of the students still had problems in generating content, organization, vocabulary, grammar, and mechanic. In this case, the most problems that faced by the students in writing skill of the first cycle was organization, grammar, and mechanic. For the organization, the student ability in organizing the idea in their writing was still low. Also, the students got difficulty in grammatical of their writing where the students did not able to differentiate the linguistic features such as identifying tenses, verb, noun and the linking verb of the text. Furthermore, the students got difficulty in mechanic where the students forgot in using capital letter, punctuation, and spelling.

It was proved by the observation and field notes written by the collaborator in each meeting, the problems were caused by several factors such as the material and the teaching strategy that was applied by the researcher in the teaching learning process. The material was difficult for the students, the difficult material made the students got problem in writing, such as the students had difficulties to elaborate and organize the idea in their writing. Then, the teaching strategy, the students were interesting for the students because this strategy could help them in generating and organizing their idea in writing. Although, there were some students confuse in understanding the steps of graphic organizer such as brainstorming. It caused that the

students did not have background knowledge about the topic so that they had difficulties to develop their writing. For instance, graphic organizer could help the students to improve their writing skill.

b. Cycle 2

After completing all of the meetings of the second cycle, the researcher gave writing test to the students in order to identify how far the students' writing skill by using graphic organizer. The researcher instructed to write an essay about 500 words by using graphic organizer with the topic "Wire Tapping". The test was started on Monday, November 18th 2013. It was conducted for 100 minutes. The researcher gave the final test for the students in the fifth meeting. The students' writing had been scored considering five indicators of writing skill namely: content, organization, vocabulary, grammar, and mechanics.

In conjunction with the writing test that was given by the teacher at the end of meeting of the second cycle, the result of the students' writing skill by using graphic organizer at cycle 2 was described as in the following table:

Table 3: The Students' Average of Writing after Cycle 2

No	Indicators	Average Score	Percentage
1.	Content	4.2	84 %
2.	Organization	4	80 %
3.	Vocabulary	4.04	80.8 %
4.	Grammar	3.72	74.4 %
5.	Mechanics	3.8	76 %
Total		19.76	79.04%

In conjunction with the data above, there was improvement of the students' writing skill by using graphic organizer. In detail, the improvement of writing indicators could be seen by comparing the students' score in the cycle 1 and the cycle 2. The table above showed that the mean score of the students' writing skill in term of content was 4.2 or 84 %, it increased 0.2 point or 4% comparing with the students' score in the cycle 1. It indicated that there was an improvement of the students' writing in term of content. The mean score of the students' writing skill in term of organization was 4 or 80 %. It meant that it increased 0.24 point or 4.8 % comparing with the students' score in term of organization in cycle 1. Then, the students' score in term of vocabulary was 4.04 or 80.8%. It increased 0.2 point or 4 % comparing with the students' score in term of vocabulary in cycle 1. Also, the students' score in term of grammar was 3.72 or 74.4 %. It increased 0.16 point or 3.2 % comparing with the students' score in term of grammar in cycle 1. The last, the students' score in term of mechanic was 3.8 or 76 %. It increased 0.56 point or 11.2 % comparing with the students' score in term of mechanics in cycle 1.

From the students' mean score above, it found that there was improvement in term of content, organization, vocabulary, grammar, and mechanics. It was clear that there was improvement of the students' writing skill by using graphic organizer from preliminary test to cycle 1. For further more description, the researcher also included the average score of writing skill at cycle 2 could be illustrated as in the following diagram:

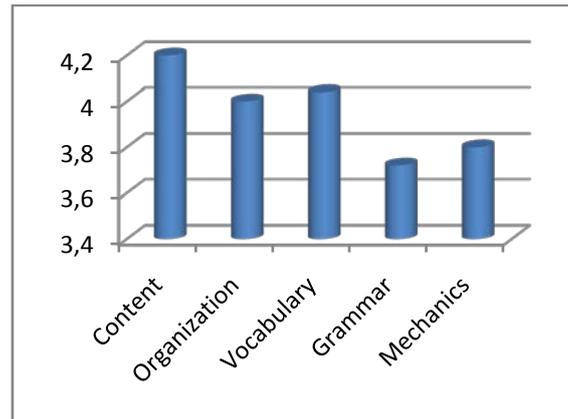


Figure 4: The Average Score of the Students after Cycle 2

Based on the data above, it could be concluded that there was significance improvement of the students' writing skill by using graphic organizer in cycle 2 comparing with the preliminary test, and cycle 1. To see the improvement of the students in cycle 1, it could be seen as in the following diagram:

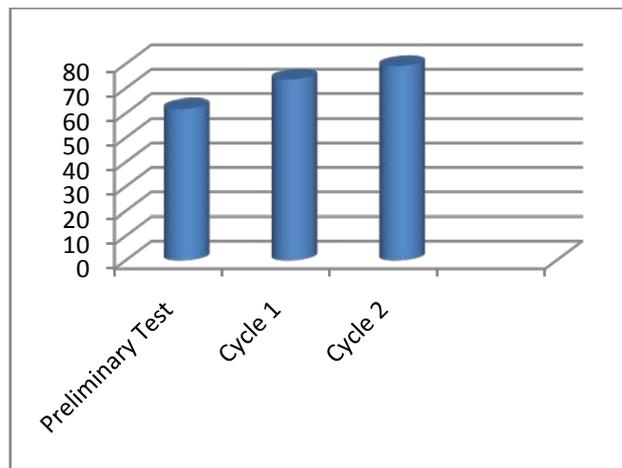


Figure 5: The Comparison of Preliminary Test, after Cycle 1, and after Cycle 2

After comparing the data which was taken from the task and test in each cycle, the researcher concluded that the students' writing skill by using graphic organizer at the second year students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University got significant improvement if compared the result of the students score on the preliminary test, cycle 1, and cycle 2. The result of the test had passed the target of the research. It was proved by the observation, field notes, and interview that were taken by the collaborator and the researcher in every meeting. It showed that there were several factors that influence the students' writing skill such as material, media, classroom activities, classroom management, teacher's strategy and teacher approach. Those factors above had contributed toward the students' writing skill significantly.

In relation to the data above, it could be concluded that the writing skill of the second year students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University by using graphic organizer was effective to improve the students' writing skill. It was proven by the result of the students' score in the preliminary test, cycle 1, and cycle 2 had improved significantly.

2. The Factors that Influences the Improvement of the Students' Writing Skill by Using Graphic Organizer

After implementing graphic organizer to improve the students' writing skill in the classroom during the cycles, the researcher found some factors that influenced the students' writing skill. In this case, those factors contributed the students' writing skill significantly. They were material, media, classroom activities, classroom management, teacher's strategy and teacher's approach.

The first factor was material. From the result of observation, field notes and interview some students, it was found that the material influenced the changes of students' writing skill. The students were interesting with the material given because the material was current issues in Indonesia. The material was near with the students' background knowledge. So, it made the students was easier in elaborating, generating, and organizing the ideas in their writing project.

The second factor that influenced the students' writing skill was the media used by the teacher in teaching writing. Based on the observation checklist, field notes and interview, it was found that the media was valuable of both students and teacher. For the students, they were interesting with the media. The media could support teaching and learning process. The media also helped the students to comprehend the material easier because the students did not only listen what the teacher said but also they had some activities that have to be done such as seeing, doing, and demonstration. Meanwhile, the media also helped the teacher when he taught in the classroom. The media also guided the teacher achieved the goal of teaching and learning process in the classroom. In short, by using a good media, the teacher could handle the material well and the media helped the teacher in explaining the material while teaching and learning process.

The third factor was the classroom activities. Pertaining to the result of observation checklist, field notes, and interview, it found that the classroom activities handled by the researcher were running well. In this case, most of the students participated in writing activities by using graphic organizer. The students could apply the procedures of graphic organizer such as brainstorming, structuring, and restructuring. The students were easy to elaborate, organize, and generate ideas in writing. It caused that the students were guided by the procedures of graphic organizer in every meeting so that the students could write well.

The fourth factor that influenced the students' writing skill in the teaching and learning process was classroom management. Based on the observation both of teacher and students, field notes, and interview some students, it could be clarified that the researcher played a major role in managing the classroom while teaching and learning process. The researcher created good atmosphere in order to improve the students' writing skill. The researcher encouraged and motivated the students in writing activities without spending much time and giving them an effective strategy. So, the students enjoyed and interested in writing activities by using graphic organizer.

The fifth factor that influenced the students' writing skill was the strategy used by the teacher in teaching learning process. Based on the observation, field notes and interview, it could be identified that the researcher applied graphic organizer in the teaching writing. The strategy was used by the researcher was effective for the students, because the students could comprehend the material quickly so that they could generate and organize the ideas in their writing. Also, the students could determine the procedures of graphic organizer. The students could brainstorm the material before writing, they could structure the first draft of their writing, and then they could restructure their first draft into writing. All these activities could make the students to be active and independent in writing task.

The last factor was the teacher' approach that used by the researcher while teaching and learning process in the classroom. Based on the observation, field notes, and interview, it could be concluded that the teacher's approach was good in order to improve the students' writing skill. The researcher helped and guided the students in writing activities. The researcher created

good classroom atmosphere, so that the students enjoyed and interested in following writing activities. Also, the students did not bored and afraid in making mistake because they believed that the teacher would guide and help them if they had problems in writing activities by using graphic organizer.

After having completed analyzing the data obtained from the test, observation, field notes, and interview, the findings of this classroom action research could be seen as follows:

1. Teaching writing through graphic organizer could improve the students' writing skill at the second year students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University. It could be identified that there was significant improvement of the students' writing skill from preliminary test, cycle 1, and cycle 2. Graphic organizer gave positives contribution and better outcomes to improve the students' writing skill.
2. Teaching writing through graphic organizer was influenced by several factors as in the following:
 - a. The material given could make the students interesting and challenging them in writing activities. The material was suitable with the students' prior knowledge and relevant and match to the students' real life.
 - b. The media that were used by the teacher to support teaching and learning process could make the students interesting and enjoying while teaching and learning process. Also, the media could guide the teacher to achieve the purpose of classroom and the media could help the teacher to handle the material during teaching and learning process.
 - c. The variation of the classroom activities could improve the students' writing skill in order to get more practice in the classroom. The classroom activities could influence toward the students' writing skill. The researcher applied all of procedure of graphic organizer like brainstorming, structuring, and restructuring. All the procedures of graphic organizer could influence in writing skill because these procedures attracted the students to be active and creative in writing activities.
 - d. The classroom management during teaching writing of using graphic organizer could influence the students' writing skill. The classroom management was good and the teacher could help and guide the students while teaching learning process.
 - e. The teacher's strategy in teaching learning process also could influence the students' writing skill. The teacher's strategy helped the students comprehend about the material more active and independently.
 - f. The last factor that could influence the change of students' writing skill was the teacher approach in classroom activities. The teacher's approach could motivate, stimulate, and guide the students during teaching and learning process.

B. Discussion

With reference to the findings of this research, which was taken from the activities of two cycles of this action research, it could be concluded that graphic organizer had brought a lot of improvement toward the students' writing skill at second year students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University. The improvement was in terms of content, organization, vocabulary, grammar, and mechanics. The improvement of the students' writing skill was supported by the ways of using graphic organizer like brainstorming, structuring, and restructuring activities. Perles (2012) identifies that "the ways in using graphic organizer technique namely brainstorming, structuring, and restructuring". First, brainstorming helped the students in exploring their minds, sitting, and thinking of the topic given. Second, structuring helped the students in to gathers ideas or information about the topic so that the students were easy in choosing a different graphic organizer. The last, restructuring helped the students in organizing and elaborating the ideas after they finished their first draft in their writing. Also, the improvement was influenced by several factors such as material, media, classroom activities, classroom management, and

teacher's strategy and teacher' approach. In addition, graphic organizer could build up the students' confidence and improve the students' participation in teaching and learning activities.

The process of teaching and learning by using graphic organizer in improving the students' writing skill was successful. It was shown by improving of the students' average score in every cycle. The finding above was supported by Ellis (2001) found that graphic organizers made content easier to understand and learn, and decreased the necessary semantic information processing skills required to learn the material. Also, Zaini at al. (2010) found that graphic organizers had effect on the improvement of students' comprehension, performance, and motivation in learning. In conclusion, graphic organizer could make content easier to understand and learn the material and also graphic organizer could improve the students' comprehension, performance, and motivation.

In conjunction with the observation, field notes and interview, the researcher found that there were several factors that influenced the improvement of students' writing skill by using graphic organizer. The factors were the material, media, classroom activities, classroom management, teacher's approach and teacher strategy.

The first factor that influenced the changes of students' writing skill was material during this research. The material given by the teacher could influence the students' interest and challenge them in writing activities. Also, the material had to suitable with the students' prior knowledge and relevant and match to the students' real life such as current issues in their environment. By using those materials, the students were easy in elaborating and organizing the ideas in their writing because they have known the topic given from television, newspaper, and magazine. It was supported by Clarke in Kitao (1997) states that "the material considered many aspects in order to fulfill its role in learning process". The material should be authenticity, realism, context, and focus on the learner. Hence, material could influence the students' writing skill.

The second factor was the media used during teaching and learning process in the classroom. It indicated that the teacher did not only use the books, maker, and whiteboard as the media, but also the teacher used LDC projector, laptop, and handout to support teaching and learning process especially in teaching writing. It was supported by Sanaky (2005) states that media is a tool of communication in teaching and learning process which can be used by the teacher in transferring information to the. It meant that the media was changing or communicating which refers to anything that carries information between sources and receivers. Based on the data gotten from observation checklist, field notes, and interview showed that by using the LCD projector, laptop, and handout made the students enjoyed and interested in learning writing. It also helped the teacher in teaching and learning process because media guided the teacher to achieve the purpose of the classroom. In short, media could help the teacher to handle the material and help the students to increase their motivation while teaching and learning process.

The third factor was classroom activities. The variation of the classroom activities could improve the students' writing skill in order to get more practice in the classroom. It meant that the classroom activities could influence toward the students' writing skill. Richard (2001) explains that the classroom activities should be parallel to the real world as closely as possible. Since language as a tool of communication, methods, and materials should concentrate on the message that would be delivered to the others. In these activities, the researcher applied all of the procedures of graphic organizer such as brainstorming, structuring, and restructuring. In conclusion, all of the procedures of graphic organizer could influence the students' writing skill, because the procedures of this strategy attracted the students to be active and creative in writing activities.

The fourth factor was classroom management. The classroom management was done by the teacher to create a good situation where the students learned and studied comfortably. It was supported by Jones (1997), an effective classroom management includes several areas in teaching and learning process such as it should be based on good understanding of the current research and theory, it had to build strong relationship among the teacher and students, it has to

involve instructional methods that facilitate the optimal learning, it involves the students in developing and committing behavior standard to create safe in the classroom, should involve the ability to use a wide range of counseling and behavioral method. Referring to the classroom management that was created by the teacher, it could be clarified that classroom management was good and the teacher could help and guide the students while teaching learning process. For instance, classroom management could influence the students' writing skill.

The fifth factor was the teacher's strategy in teaching learning process. Based on the observation checklist, field notes, and interview, it found that the teacher's strategy was good to improve the students' writing skill. It was supported by Richard (2001), the teacher's strategy is a way of engaging all of activities and materials into a classroom. In this case, the teacher used graphic organizer to solve the students' problems in writing skill. The procedures of graphic organizer like brainstorming, structuring, and restructuring could guide the students in writing activities.

The last factor that influenced the change of the students' writing skill was the teacher's approach in the classroom activities. It was stated by Brown (2001), the teacher's approach is important roles in managing the class. There were several characteristics in teaching and learning process such as controller, director, manager, facilitator, and resources. Based on the data gotten from observation checklist, field notes, and interview, it found that the teacher's approach was good. It indicated that the teacher helped and guided the students' in writing activities by using graphic organizer. Also, the teacher gave clearly explanation of using graphic organizer so that the students could write well. In conclusion, the teacher's approach could influence in writing skill.

IV. CONCLUSIONS

This research has purpose to overcome the students' problems in writing skill by using graphic organizer and to explain the factors that influences the improvement of students' writing skill by using graphic organizer at the second year students of English Education Department Faculty of Education and Teachers Training Lancang Kuning University. Based on the findings, it can be concluded that graphic organizer can improve the students' writing skill in terms of content, organization, vocabulary, grammar, and mechanics. Graphic organizer can be implemented effectively in teaching writing by using these procedures: (1) brainstorming; (2) structuring; (3) restructuring. Also, graphic organizer can improve the students' interest, self-confidence, self-motivation, and optimism which are categorized into personal competence. Factors influencing the students' writing skill are material, media, classroom activities, classroom management, teacher's strategy and teacher's approach.

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PRAGMATIC FORCE BEHIND THE PROPER NAME OF *BATU AKIK* IN PADANG

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ABSTRACT

Batu akik is quite phenomenal in Indonesia, including in Padang. This Batu Akik is named variously. Behind the proper name of Batu Akik contains pragmatic force. This writing is aimed at describing the pragmatic force containing behind the proper name of Batu Akik. The research is conducted in Padang. The data are any proper name of Batu Akik in Padang. The data are collected by observational method and interview technique. The analysis is applied by using referential identity method. The result of analysis is descriptively and naratively done. Having related to the concept proposed by Bach and Harnish (1979), it is found that there are seven pragmatic forces behind the proper name of Batu Akik. They are (1) Personal appearance, (2) Health, (3) Mystic, (4) Welfare, (5) Power, (6) Soul, and (7) Protection.

Keywords: pragmatic force, Batu Akik

I. INTRODUCTION

As a part of society, human being can live isolatedly from others. They must be part of their society. One of the examples is in interaction.

In their life, human beings interact with others to express their feeling, to ask for something, or to inform certain information. All this will be done via language. Revita (2013) says the language is media can not be separated from human.

Oktavianus (2006) says that without language, human being will be in trouble in spending their lives. This is in line with the concept of language it self as a means of communication (Bloomfield, 1933).

Currently, the use of language is followed by the creativity in heterogeneous society. One of the booming phenomena is related to the process of naming *batu akik*.

Batu akik, etimologically, is composed by two words namely *batu* + *akik*. *Batu* or stone is solid mineral matter which are not metallic. *Akik* relates to eye ring. Thus, *batu akik* is a kind of colorfully natural stone used for eye ring (Gove, 1986). Furthermore, *batu akik* is a product of natural work with no electronic equipment or appliance factory that uses the process of engine in its making.

Internationally, people name *batu akik* as agate. Agate is a kind of crystal and non-crystal, like cryptocrystalline or chalcedony. Previously, people only know stone. Formerly, it is society that is familiar with the term stone. In the stone age, the stone is used as a means of seeking or preparing food as well as being self-defense against the enemies that are used by humans.

As the time runs, the development of technology, of the use comes up but with different function. Even, *batu akik* has distinctively and specifically lexical name. There are some considerations of naming it. For instance is due to the color or the place found. *Batu akik* becomes the reflection of human's creativity. Almost all people

in every part in Indonesia, even the world, like this *batu akik*. They wear *batu akik* as the part of social interaction, class social, and hobby. Many *batu akik* sellers are found on the road even in store.

In Padang, Sumatera Barat, the ephoria of *batu akik* does not only touch the mature, but also kids. Male and female are insane of this *batu akik*. The naming of *batu akik* is variously done. For example, *Batu Akik Lumuik Suliki, Lumuik Sungai Dareh, Tapak Jala, Cimpago, Giok, Bacan, Kinyang, Jasper, Pacawarna, American Star, Kacubuang, Biduri, dan Sulaiman*. This naming has unique and specific function pragmatically.

This research then describes the phenomena of *batu akik* in Padang, Sumatera Barat. The object of this research is to identify the pragmatic force behind the name of *batu akik* in Padang city. The research is conducted in Padang. Data are any *batu akik* sold the area around Padang. Data are collected by observational method and interview as well as note-taking technique. The data are analysed by referential identity method related to the concept proposed by Bach and Harnish (1979). The result of analysis is presented naratively and descriptively.

II. THEORETICAL FRAMEWORK

The term pragmatics derives from *pragmatika* proposed by Moris (1938) when he created the system of Pierce concept of Semiotics. *Pragmatika* is the study of pragmatic namely the relationship between the sign and its usage. Through pragmatics, the phenomena related to language used in communication can be analysed (Djajasudarma, 2012: 60).

Speech act is a kind of product which becomes the smallest unit in linguistic communication. According to Austin (1962), all utterances are performatif. This implies that an utterance does not only say something but also does an action. In general, Austin in his book *How to do things with word* says that the dimensions of speech act are (1) locutionary, the act of saying something; (2) illocutionary, the act of doing something; and perlocutionary, the effect or the reaction of the hearer.

Bach and Harnish (1979 : 41) states that illocutionary act can be divided into four general dichotomies. They are (1) constantive; (2) directive; (3) comissive; and (4) acknowledgment.

- a) Constantive is truth expression folowed by intetional expression. The hearer, then, beleives similarly as what the speaker says. Constantive has several parts. They are asertive , b) predictive, c) retroactive, d) descriptive, e) ascriptive, f) informative, g) confirmative, h) consessive, i) retractive, j) assentive, k) discentive, l) disputative, m) responsive, n) suggestive, o) supposive.

- b) Directive

Direktive expresses the attitude of the speaker toward the action done to the herarer. Directive can be divided into six namely a) requestive, b) question, c) requirement, d) prohibitives, e)promisive, f) advisory.

- c) Comissive

Comissive is a kind of action in which the speaker make or refuse to make someone compulsory to do something specified in his proposition. Comissive has eight divisions. They are a) promises, b) contract, c) bet, d) swear, e) surrender, f) invite, g) offer, h) volunteer.

d) Acknowledgment

Acknowledgment expresses certain feeling toward the hearer, either regularly or incidentally. Acknowledgment can be divided into seven namely a) apologize, b) condole, c) bid, d) greet, e) accept, f) reject, g) congratulate.

III. ANALYSIS

a. Health and Personal Appearance

Health and personal appearance means that the *batu akik* can give influence toward the health and the appearance of the ones who wear it. The *batu akik* which has this pragmatical force can be seen in datum (1) and (2) below.

(1) ***Batu Akik Lumuik Suliki***

Batu akik Lumuik Suliki derives from Suliki. Suliki is a name of a place in 50 Kota Regency. This *batu akik* is named *lumuik suliki* since it is only found in Suliki in the mossy area. The color of this *batu akik* is green like the color of moss but a little bit blackness. The one who wears this *batu akik Lumuik Suliki* believe that they will have inner enchant and health. Even, this *Lumuik Suliki* is regarded having power to stabilize the emotion and recover any disease.

(2) ***Batu Akik Kinyang***

Batu Akik Kinyang derives from natural stone called *Chalcedony*. It looks like sedimentary rock highly containing water and uneasily broken. This *batu* is named *Batu Akik Kinyang* because of its performance that is alike *kinyang* (tuff). This *batu akik* is believed by the society that can create the calm and the cool. Those who wear this *akik* can reflect the cool and the calm in their performance.

b. Welfare dan Soul

Welfare and soul is another pragmatic force behind the name of *batu akik*. The wearing of this *batu akik* is believed that can give certain effect toward the soul and the nature. This pragmatic force is found in *Batu Akik Lumuik Sungai Dareh*.

(3) ***Batu Akik Lumuik Sungai Dareh***

Batu Akik Lumuik Sungai Dareh is also available in mossy area. Since it is only found in Sungai Dareh located in Damasraya Regency, this *batu akik* is named *Batu Akik Lumuik Sungai Dareh*.

The process of naming this *batu akik* is similar with datum (1). The consideration is the color and the place it is found. The one who wears this *batu akik* has faith that it will bring about the stability of emotion and the harmony of the nature.

c. Power and Personal Appearance

(4) ***Batu Akik Tapak Jala***

Batu Akik Tapak Jala is a kind of *batu* that derives from natural stone. The color is regarded unique with its positively additional motives. This *batu akik* is named *Tapak Jala* because of its similarity with the sole of foot of *Jalak* (mya). *Jalak* is a kind of bird. Pragmatically, people believe that this *Batu Akik Tapak Jala* can bring the power and charismatic appearance.

The pragmatic force of power and personal appearance is also seen in another *batu akik* called *Pacawarna*.

(5) ***Batu Akik Pacawarna***

Batu Akik Pacawarna is a kind of natural stone in which there various colors inside. These colors become the motive of this *batu*. This *batu akik* is named *Pacawarna* because of the colors seen variously. The *Batu Akik Pacawarna* has pragmatic force when someone wears it. It can help the owner to be successful in their career. Even, it is believed that can make the *Adapun fungsi dari penamaan batu akik* owner looks wise.

d. Protection and Mystic

(6) ***Batu Akik Jasper***

Batu Akik Jasper has the color like honey. This natural stone once was regarded having ability to bring and call the rain in 4 BC. Furthermore, this stone contains mineral with volcanic sedimentary lava. Thus, it is named *Batu Akik Jasper* because of the color and the place where it is found. Pragmatically, this *Batu Akik Jasper* by is believed having the power of recovering many illnesses. Besides, it also can be used to push any evils away.

(7) ***Batu Akik Bacan***

Batu Akik Bacan is categorized unique. Its color may change whenever it is touched by human being's skin. This *batu akik* has the name as *bacan* because of the color. The pragmatic force behind the name of this *batu akik* is that mystic. *Bacan* may protect the owner from any mystic.

e. Health

Batu akik is sometimes regarded bringing the health effect to the owner. One of them is *Batu Akik Giok*. This *batu akik giok* is often quite often found that the *giok* is put on the painful part of body. When someone gets stomachache, the stone is put on the stomach.

(8) ***Batu Akik Giok***

Batu Akik Giok is a kind of stone containing mineral and having high transparency and lively as well as bright color. *Giok* means cool and heat-

resistant. *Batu Akik Giok* pragmatically functions to stimulate blood circulation and decrease the toxic in human's body.

f. Power and Welfare

(9) ***Batu Akik Cimpago***

Batu Akik Cimpago is a kind of natural *chalcedony* that has closely related to *cempaka*. *Cempaka* is one of tropical magnolia with nice fragrance. In Minangkabau language, *cempaka* is called *cimpago*. Because the color and the performance is like *bungo cimpago*, the stone is called *Batu Akik Cimpago*.

Batu Akik Cimpago is adored by many people. The owner of this stone is believed that can have welfare and inner power. Besides, another stone that has similar pragmatic force is *Batu Akik American Star*.

g. Power

(10) ***Batu Akik American Star***

Batu Akik American Star is a kind of *batu* that has the motive like American flag. The color is similar with American flag. Because of its similarity, the stone is named The *Batu Akik American Star* is believed functioning to enhance one's luck. The inner power of the owner will come up and may bring about the luck.

h. Power and Protection

(11) ***Batu Akik Kacubuang***

Physically, *Batu Akik Kacubuang* looks like the stone underwater and *bunga kecubung* (the jimson). *Kecubung* is a kind poisonous plant with large trumpet-shaped flowers. The *Batu Akik Kacubuang* may function pragmatically as the luck-bearing tool. So, those who own and wear this stone can be lucky in their life.

i. Soul and Personal Appearance

(12) ***Batu Akik Biduri***

Batu Akik Biduri is a kind of natural stone which looks like the moon. The color is quite similar with the light of full moon. Thus, this stone is named *Batu Akik Biduri* because of its likeness in appearance and color of the full moon. The owner of this *Batu Akik Biduri* believes that it can enhance the patience, sincerity, and personal appearance.

j. Protection, Welfare, and Personal Appearance

(13) ***Batu Akik Sulaiman***

Batu Akik Sulaiman is mythically, considered alike with the stone that had ever worn by Prophet Sulaiman AS. The Prophet Sulaiman is the richest and the most welfare person in his era. Thus, those who wear this *Batu Akik Sulaiman* believe that they can be as rich as the Prophet Sulaiman. Besides, the owner of this stone can be protected and there is inner positive energy reflected from his appearance.

IV. CONCLUSION

Batu akik is well known by many people. No social class, cultural background, nor educational level. Almost all people like to collect this *batu akik*. Even, *batu akik* becomes the center and trending topic currently. Not only Indonesian people, but foreigners have great interest toward this distinctive stone.

Every place have their own way of naming *batu akik*. In Padang, West Sumatera, the process of naming *batu akik* is based on several considerations. These considerations are (1) the place where the *batu akik* found; (2) the color; and (3) the appearance.

These names have specific intentions and functions pragmatically. They are (1) Personal appearance, (2) Health, (3) Mystic, (4) Welfare, (5) Power, (6) Soul, and (7) Protection.

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LANGUAGE USE IN CLASS DISCUSSION: STUDY CASE OF POSTGRADUATE STUDENTS ON LINGUISTICS

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ABSTRACT

This writing is aimed at describing the use of language by postgraduate students on Linguistics Andalas University. The objectives of the writing are to identify the language used and the motivations of choosing certain language in class interaction. Data are any utterances uttered by the postgraduate students on Linguistics in class interaction. The data are analyzed by referential, and translational identity method related to the concept of language use by Wardaugh (1986) and Crystal (1994 as well as context by Leech (1983) and Revita (2013). The result of analysis is presented descriptively and naratively. Having analyzed the data, it is found that there are some languages used by postgraduate students on Linguistics. They are (1) Indonesian; (2) Local language such as Minangkabau and Palembang; and (3) Foreign language like English, Japanese, and Arabic. The choices of language are motivated by several factors namely (1) habit; (2) expressive intention; (3) clarification; and (4) limited competence.

Keywords: language use, utterances, bilingual

I. INTRODUCTION

Multicultural community has possibility to be bilingual or multilingual. This is due to the fact that each culture has their own way of speaking. One of the ways is the use and the choice of language.

Language which is also sometimes called as code mainly functions to communicate. In communication, people commonly choose the code based on the context. This is in line with Poedjosoedarmo's statement (2001) that human beings will chose any code they like, depending on their convenient. This convenience must be considering several aspects like the situation, participants involved, or the topic being discussed. This is what is called as context.

Revita (2013) defines context as every aspect being the foundation to the production of language for communication. Whatever the background bringing about the utterance occurred is categorized as context. It can be in form of linguistic or non linguistic features. Since context deals with anything, context is also called as everything.

One phenomena reflecting the importance of context in communcation is in the use of language. People will consider and notice several aspects to choose certain language-- also sometimes called code. Thus, this brings about the presence of code-switching and code mixing. For example is as being seen in the following utterance (1) – (2).

- (1) **Thankyou. Terimakasih. Saya ingin menanggapi...**
Thank you. Thank you. I want to give comment...
- (2) **...Yang saya pahami berbeda dengan yang saudara jelaskan. Maksudnya begini. Bahaso Minang se lah ndak, Buk?**
...What I know is different from what you explained. I mean is like this. May I speak in Minangkabau language, Mam!

These two utterances (1) – (2) are uttered by two students from postgraduate study of Linguistics Andalas University. The situation is in the class where there is a discussion. The presenter wants to response the question from his friend. He, then, says *Thank you* to gratitude that question. However, he switches into Indonesian language *Terimakasih* for similar expression. This happens due to in Postgraduate Study of Linguistics, most students are multilingual and some others are bilingual. This makes them possible to choose any code they like. Even, for speaker in utterance (1), switching code is commonly done since he had ever lived in America for about 9 years. So, English and Indonesian is quite often used at the same event.

This is however little bit different from utterance (2) where the student switched into Minangkabau language. He even asked permission to the lecturer to use this Minangkabau. The preference of using Minangkabau language instead of Indonesian is due to the expressive reason. According to this student, he is much more convenient saying something in Minangkabau than other languages. For him, delivering anything in this local language--speaker's mother tongue--is more expressive.

This situation is often found while the interaction in the class among postgraduate students of Linguistics Andalas University. Based on the above phenomena, this writing is aimed at describing the use of language in class interaction involving postgraduate students of Linguistics Andalas University. The objectives of the writing is to identify the language used and the motivations of choosing certain language in interaction.

The research is conducted in 2013 and 2014 at postgraduate class. The data are any utterances uttered by Postgraduate Students of Linguistics in class interaction during the process of learning and teaching Sociopragmatics. The data are collected by observational method with note-taking, recording, and interviewing technique (Sudaryanto, . The analysis is done by applying referential and translational method related to the concept proposed by Wardaugh (1986), Leech (1983), and Revita (2013). The result of analysis is descriptively and narratively presented.

II. METHOD

1. Language Use and (Multi)Bilingual

As a social creature, human beings can not live apart from language. Language is a means to express their thought. Language is used for communicating things in their mind. In other words, we can say that people will learn various languages in order they can interact with many people from different background of culture or society.

These people will choose different language in different context. For example, when they interact with their villagemate, they will use their own mother tongue. When they meet the foreigners, English as the international language becomes the choice. When they give advice and have to quote Quran, Arabic is the preference. Such phenomena is called as the language use.

Language use is defined as the use of language for communicative meaning (Hornby, 1986). This implies that the use of language is closely related to the communicative purpose. yiconsidered. The use of language here may also refer to the term commonly called as code.

Code refers to any kind of system that two or more people employ for communication (Wardaugh, 1988). This is in line with what Hoffman (1996) says that code is a system of communication in form spoken and written.

The use or the choice of language or this code can be clearly seen in the society in which the members of this society are able to communicate or use two or more languages (codes). Such member of society is named as (multi)bilingual. The phenomena of using two languages or more in communicatin is called (multi) bilingualism.

The (multi)bilingual speaker may alternate the languages for various reasons. Crystal (1994) explains that there are three reasons (I, however, prefer using motivation since it relates to inner intention of the speakers) of people alternate the use of certain language in communication. They are (1) making easier communication; (2) showing solidarity; and (3) expressing emotional attitude of the speaker.

These three reasons become the consideration of the people in choosing the appropriate language. Even, it is not impossible that there still other aspects influencing people in using the language in communication.

2. About Postgraduate Study of Linguistics Andalas University

Linguistics is one of many Postgraduate studies at Andalas University. This postgraduate study belongs to Faculty of Humanities. It was founded in 2008.

The students of this postgraduate study comes from various institutions in Indonesia with various educational background. Thus, many students speak different language as well as dialect there. This brings about the interaction is naturally done in Indonesian language.

The (multi) bilingualism in this study does not lead to the inharmony. Even, the differences make each student learns many things, especially related to linguistics. The (multi) bilingual students are of great possibility to choose any language or code they want, depending on the situation. This causes the occurrence of various languages in interaction, like Indonesian, local, even foreign language.

III. Analysis

A. Language Used by Postgraduate Students on Linguistics

Postgraduate students are mostly multilingual. The multilingualism may bring about the occurrence of various language in interaction. In the teaching and learning process, generally, there are three languages that the students use. They are (1) Indonesian; (2) Local Language like Minangkabau; and (3) Foreign Language, like English and Arabic. The detailed explanation can be seen in the following description.

1. Indonesian Language

As national language, ideally, Indonesian is mastered by all Indonesian people, including postgraduate students. Even, the use of this Indonesian is already ruled by the government in which this lingua franca is used in formal situation. Consequently, Indonesian is applied in teaching and learning process in class. This can be illustrated in datum (1) – (2).

(1) **...Bagaimana saudara bisa mengatakan hal demikian?**

‘...How can you say such a thing?’

(2) **Maaf jika saya memotong! Saya rasa saya kurang sependapat dengan anda.**

‘Excuse me! I disagree with your statement.’

These two utterances are uttered by two different students. The first speaker comes from Bengkulu and the second one is from Jambi. Both of these speakers speak their local language--Serawai and Kerinci. Furthermore, they also know and understand Minangkabau. However, they use Indonesian since they know that the situation is formal. That is why they prefer Indonesian to other languages.

2. Local Language

Since the mastery of local language is better than Indonesian, it is of great possibility that some students use their mother tongue. For example is as being demonstrated in datum (3) – (4)

(3) **...Ini adalah sebuah fakta yang kontradiktif dengan apa yang saudara katakan. Acah jo bahaso Minang se lah. Bia sampai.**

‘...This is a contradictory fact related to what you said. Let me speak in Minangkabau language. It can be more understandable.’

- (4) **...Kito ni apolah. Cak mano yo?...**
'I am nothing to loose. How can I say to you.'

The datum (3) is uttered by a student originally from Minangkabau. He also graduated from Minangkabau Department for his undergraduate. He chooses Minangkabau language after he delivers his idea in Indonesian. For him, what he wants to say can be fully expressed through Minangkabau language. This can be seen from his statement **Bia sampai**. Meanwhile, the datum (4) is uttered by a student from Palembang. This student uses her local language, Palembang, to express her feeling. At that time, some of students make joke. This joke is then delivered to her. Feeling annoyance, she then swiches into Palembang language after using Indonesian.

3. Foreign Language

English and Arabic are foreign language that are commonly used by pstgraduate students on Linguistics. This is caused by this study allows students to write their thesis or paper in English. Even, they are encouraged to present their paper in English though that paper is written in Indonesian. For example is as being seen in datum (5) – (6).

- (5) **Ok, friend. Let me introduce the member of the group!...**

- (6) **...Apa yang saya jelaskan ini sesuai dengan apa yang dikatakan dalam Alquran. Quu anfusyikum waahlikum naara...**
'...This is in accordance with what Quran says that Keep eyes on your body and your family from the fire of the hell...'

The speakers in datum (5) – (6) use English and Arabic in their interaction. In datum (5), the utterance is the beginning of the interaction. Meanwhile, in datum (6), the speaker quotes certain information from Quran. These two speakers choose these two languages because they think that they need to do so. Besides, there is specific intention implied in this choice of language.

B. Motivations of Using Certain Language

There are some motivations of the students being their consideration in choosing the language in class interaction. They are (1) habit; (2) expressive intention; (3) clarification; and (4) limited competence.

1. Habit

Habit is a kind of custom of someone in communcation. Having related to the choice of language, there are certain people who like to use certain language in certain situation. For example is as being seen in datum (5) and (6). The speakers always use English as the opening of his conversation. He does not only do this in presenting the paper but also when giving question. Eventhough his English is very limited but he is very confident to begin any statement with English. This is also found in datum (6) where the speaker uses Arabic. The speakers' undergraduate background from Arabic Department and his job as the lecturer of Arabic course make his Arabic is very good. Besides, whenever delivering something, he always uses Arabic to higlight his statement quoted from Quran and Hadits.

2. Expressive Intention

Sometimes people feel that using certain language is more expressive than others. This is due to the sense of the language itself. This is found in datum (3) where the student even explicitly says that it will be more understandable using Minangkabau

language than Indonesian. For him, he can be fully expressive when his idea is delivered in Minangkabau.

3. Clarification

To make information clearer, it is possible that someone quotes other information. This is often found in class interaction while teaching and learning process at Postgraduate Study on Linguistics. For example as being illustrated in datum (6). This student quotes Quran to assure the hearers that what he is saying is true. This is a kind of clarification and highlight that he is telling the truth.

4. Limited Competence

Motivation of getting better can be a kind of stimulation to be success. This is in line with what the students from Postgraduate Study on Linguistics do. Their willingness not to get the knowledge about Linguistics but also the competence of English motivate them to practice in class interaction. Eventhough they have limited competence in English, the spirit of speaking English keeps being in their mind. However, the limitation of vocabulary forces them to switch into Indonesian. This can be seen in datum (7) below.

(7) **I try to answer question from Ibu Ayu. I am agree with you, Bu. But...I....I....I think....Ibu saya sarankan membaca buku...**

'I try to answer question from Ibu Ayu. I agree with you. But I think ...I suggest that you read the book...'

In this datum (7), the speaker does not know how to say in English anymore. Then, he switches into Indonesian language. He even needs time to think what to say in English. Indonesia, therefore, becomes the choice.

IV. CONCLUSION

Mastering more than one language, nowadays, is very common. Many people become bilingual and multilingual. The need of interaction and communication motivate people to learn other languages than their mother tongue. This phenomena brings about the (multi)bilingualism.

The (multi)bilingual people are free to choose any language that they use in interaction. However, context still becomes the main consideration.

As (multi) bilingual, Postgraduate Students on Linguistics often use different language in class interaction. The languages they commonly use are (1) Indonesian; (2) Local language like Minangkabau and Palembang; and (3) Foreign language like English and Arabic. The use of this language is motivated by several aspects. They are (1) habit; (2) expressive intention; (3) clarification; and (4) limited competence.

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THE VERSES OF LANGUAGE: EXPLORING HUMAN LANGUAGE ISSUES IN THE VERSES OF GLORIOUS QUR'AN

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ABSTRACT

As a permanent miracle which was revealed by God to the prophet Muhammad (peace and blessings of God upon him) during the twenty-two years of Muhammad messengership, the Holy Qur'an profoundly speaks about human linguistic communication. Language is the most important single characteristic that distinguishes human beings from other animal species. Human language appears to be a unique phenomenon in which by the age of four years, a child learns the basic of humans' language. After all, five year old children are almost as proficient at speaking and understanding as their parents are. Nevertheless, the ability to carry out the simplest conversation requires profound knowledge of which speakers are unaware. Moreover, the ability of human to communicate with one another in intelligent, symbolic, often abstract speech and writing is considered as a complete mystery to evolutionists. Even, they are unable to elucidate how language originated. There is also insufficient theory which explains not only how human speech came about, but also why there are many different languages which have been developed in the world. The linguists, then, propose the theory of divine source which recognizes the role of God in the origins of language. This paper attempts to apply the theory of divine source to explore how Qur'an explains the origin of human language, the relation between language and brain, and ethics of communication. The evidence conclusively implies that God creates humans with the unique ability in oral and written communication.

Key word: the origin of language, language and brain, ethics of speech

I. INTRODUCTION

*Then, Adam received from his Lord words...
(Noble Qur'an, al Baqarah-The Cow-2: 37)*

Muslims believe that Qur'an is an everlasting miracle for the Prophet of Muhammad (peace and blessings of God upon him). Qur'an has many miraculous attributes proving that it is a revelation from God. One of these attributes is the fact that a number of scientific truths that people have only been able to uncover by the technology of the 20th century were stated in the Qur'an 1,400 years ago. Of course, Qur'an is not a book of science. However, many scientific facts that are expressed in an extremely concise and profound manner in its verses have only been discovered with the technology of the 20th century. These facts could not have been known at the time of the Qur'an's revelation, and this is still more proof that the Qur'an is the word of God.

One of the scientific truths that can be explored from Qur'an is about human language issues. It is believed that one of the most distinctive behaviours which differentiate humans from other creatures is their ability to communicate using language. Language stands at the center of human affairs, from the most prosaic to the most profound. This paper explores some verses in Noble Qur'an that have a strong correlation to the issues of human language. It focuses on the origin of language in the view of Qur'an, the miracle of Qur'an on brain and language, and the ethics of speech.

II. DISCUSSION

1. The Origin of Language in the View of Qur'an

One of the theories that discusses about the origin of language is the divine source theory. This theory resulted from an interest in human origins and human nature. Since language appeared so uniquely human, it is believed that if humans know how, when, and where language arose, it leads them to know how, when, and where the human species arose. Thus, this theory recognizes the role of God in creating language and providing humans with language.

The belief in the divine origin of language has continued through the ages. Moreover, this theory is closely tied to the debate among the linguists. Some linguists provide a detailed defense of this theory, and others persevere to refuse it. Their refusal on the theory appears since the information on the origin of language is just based on myths, customs, and superstitions that have no scientific dimension. This refusal becomes a challenge for the proponents of this theory to explain the rationality of all statements in the scripts that contain information on the origin of language.

In Islamic teaching, Qur'an contains scientific indication in explaining the origin of human language. The term of scientific indication means that the statements of Qur'an contain the principle of noncontradiction. In this case, the verses of Qur'an emphasize the interconnectedness of the empirical and the transcendental. This principle becomes one of the requisites to categorize all statements or information as revealed in Qur'an as rational knowledge (Safi, 1996:174-179). Moreover, Qur'an makes the revelation (*wahyu*) abundantly clear that it consists of verses (*ayat*) whose understanding is integrated with the process of thinking, contemplating, and reasoning as stated in the following verses:

Verily, in these things are signs for those who consider (Noble Qur'an, ar-Ra'd, 13:3); We detail our signs for people who know (Noble Qur'an, al-An'am, 6:97).

In the view of Qur'an, since language is one of the most important things for humans, it becomes the first thing which is taught by God to Adam as the first human. Qur'an states that the origin of spoken language is the instruction from God as said: (31). *And He taught Adam all the names (of everything), then He showed them to the angels and said, "Tell Me the names of these if you are truthful."* (32). *They (angels) said: "Glory is to You, we have no knowledge except what you have taught us. Verily, You are the Knower, the Wise."* (33). *He said: "O Adam! Inform them of their names," and when he had informed them of their names, He said: "Did I not tell you that I know the Ghayb (unseen) in the heavens and the earth, and I know what you reveal and what you have been concealing?"* (Noble Qur'an, al-Baqarah, 2:31-33). According to Ibnu Abbas that God taught Adam all the names that people use, such as human, animal, sky, earth, land, sea, horse, donkey, and so forth, including the names of the other species.

Language on its capacity as the formulation of concept provide the possibility for humans to learn all conceptions of their thought through the method of symbolism. In philosophy, the term of name is used sometimes to describe any word or phrase that can refer and sometimes in the more restricted sense of a word that uniquely identifies an individual (Chapman and Christopher, 2009:142). Moreover, learning the names of all things refer to learning the sentences that describe conceptions or meanings as whole. When humans use a name of "horse" for a group of certain animals, they indeed use a symbol of language which indicates a concept or a whole meaning which are appropriate with others horse. Thus, the verse which states that God taught Adam the names of all things can be understood that He taught him a language which is used to name all things. Briefly, He taught Adam all names which describe the existing concept.

Furthermore, learning a name of thing will describe certain concepts that contain knowledge about distinctive attribute and characteristic that are found in all entities of such concepts. When humans learn about how to use the word of horse for indicating all kinds of horse, it means that they have known all kinds of horses with their certain characteristic. For this reason, in teaching

Adam about the name of all things, God also taught their characteristics, distinctive attributes, and behavior (Al Maraghi, 139:1992).

The learning process which is experienced by Adam as a father of all humans, also experienced by all humans. Since their childhood, humans have identified that some objects are similar to certain characteristics, and different to others. It is impossible for humans to comprehend all things and respond to them as an independent entity. On the contrary, humans need to simplify their process of understanding towards various objects through grouping certain objects which have same characteristics, and creating a certain concept for them. Simply, the concept of an object is the mental representation of a given object. That is, the concept is what the mind can comprehend about the object. The comprehension of an object, or its conceptualization, means that one has been able to identify the constituting components encompassing intrinsic and extrinsic components (Safi, 1996:76).

After creating a concept which describes certain objects or things, humans need to create names which illustrate the concepts appropriately. Humans' ability in learning language plays to create quickly the concepts and their use in the process of thinking and learning new information and facts. By using certain concepts in the process of thinking and using sentences for such concepts, humans can learn all objects and a thing in their mind through the method of symbolism.

In relation to language production, it is without doubt that speech requires a complex activity. This activity needs the manipulation of the tongue, lips, vocal cords, lungs, velum, and all parts that are called the vocal tract (Crane, 1999:14-15). Physiologically, it requires such complex integration of nerves and muscles. When humans are speaking, the tongue is in constant motions, and its position in relation to other elements of the vocal tract is essential to the production of appropriate sounds. In producing speech, the brain conceives the notion to say something and sets in motion a series of electrical impulses to all the muscles of the vocal tract. These muscles, in turn, set up a complex sound wave, and the result is that something which is spoken language.

Formally, it is believed that a language consisted of a series of habits, skills and aptitudes, and is acquired by exercises, repetitions, generalizations and associations. Nevertheless, humans do the activity of language production unconsciously and they do not know how it can occur. In this case, Qur'an states that God taught humans to speak as stated in the following verse: *The most Merciful (God) has taught this Qur'an. He it is Who created man and taught him speech (Noble Qur'an, ar-Rahman, 55:1-4)*. This verse states that God taught humans to be able to communicate by means of spoken language (Taslaman, 2006:186). It means that God bestows the potential for humans to be able to think and express meanings through sounds and written form. Scientifically, the verse signifies that God creates humans with the potential biologically to acquire a language.

According to Chomsky, humans have capacity to acquire language since they are born with minds that contain innate knowledge concerning a number of different areas. One such area or faculty of the mind concerns language (Steinberg, 2001:291-308). Chomsky states that such faculties of the mind are relatively independent of one another. Thus, language acquisition is independent of intelligence and logic. He refers to the set of innate language ideas that comprise the language faculty as the Universal Grammar (or the UG). This Universal Grammar underlies the specific grammars of all languages. Human being is born with UG which is used to acquire any particular grammar in the world. Thus, the UG is not a grammar of any certain language, but it contains the essentials with any particular grammar can be acquired. In short, language acquisition is determined by humans' abstract cognitive ability since God equips them with special abilities how to discover the regularities of language.

Furthermore, it is assumed that humans have used language since about 45,000 years B.C. The total of language in the world is approximately about 6000 languages (Budiman, et al. 2007:184). In Indonesia, there are about 370 languages and almost all of them have their own language. In the view of Qur'an, the diversity of human language becomes one of the signs of God's power as stated in the following verse: *And among the signs of His power is the creation of the heavens and the earth and diverse language and skin color. Surely, in that situation*

actually there are signs for people who know (Noble Qur'an, ar-Rum, 30:22). This verse indicates that the language that is used by humans in the world is a creation of God. Thus, the diversity of language is the characteristic of the earth.

The humans' activity in the process of oral communication continues to writing skill. Writing allows the preservation of communication over space and through time, and its great importance in human history and in complex societies would be hard to overestimate. Through writing humans can transfer knowledge from generation to generation. Since writing is important for human civilization, God did take an Oath by a Pen as stated in the following verse: *Nuun. By the Pen and what they (humans) inscribe (Noble Qur'an, al Qolam, 68:1)*. The contemporary *tafsir* (the interpretation of Qur'an) states that the term of pen as mentioned in this verse may refer to the pen that people use. This God's oath indicates is extremely powerful because it writes down idea, history, theory, identity, plan for human civilization. It also writes down what people think, feel, experience and much more. For this reason, if the pen of humans is meant, then '*wa maa yas turuun*' – *and what they inscribe*- means that **human history which men write out**.

Humans could hardly have survived, if their ability to produce speech is deprived from the beginning of their days. The Quran's statement that the first human being was taught to speak is very important in this context. God equip humans with the mental capacity, with an ear ready to receive what he hears, and a mouth and tongue to express their intentions. Coincidences cannot account for the perfect and complex creation of our ear, mouth and tongue. It is eminently reasonable to conclude that God's gift of language to humans could be accepted in faith and praise to Him.

2. Qur'an, Brain, and Language

Qur'an contains amazing statements on the brain mostly about the area of frontal lobe. The frontal lobe is the part of the brain that controls important cognitive skills in humans, such as emotional expression, problem solving, memory, language, judgment, and sexual behavior. It is, in essence, the control panel of humans' personality and ability to communicate. As its name indicates, the frontal lobe is at the front of the brain. The right hemisphere of the frontal lobe controls the left part of the body, and vice versa. The frontal lobe is also the most common place for brain injury to occur. Damage to the frontal lobe can create changes in personality, limited facial expressions, and difficulty in interpreting one's environment, such as not being able to adequately assess risk and danger.

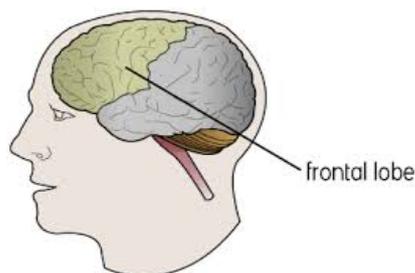


Figure 1: The position of frontal lobe. Source:

www.healthline.com/human/fronta-lobe/male

According to El Naggar (2010:235), Qur'an has described the relationship between the frontal lobes of the brain, and the ethical behavior of human beings, as in the following verse: *"Do you see who forbids a servant of Ours (God) when he (turns) to pray? Do you see if he who prays follows the guidance and enjoins righteousness? Do you see if he who obstructs rejects (Truth) and turns away? Does he not know that God sees? Let him beware! If he desists not, We (God) will punish him upon his forehead - a lying, sinful forehead! (Noble Quran, al 'Alaq, 96:9-16)*. The Almighty also says: *There is no living creature that moves on the earth, but he (God) holds its forehead completely (Noble Quran, Hud, 11:56)*.

The word used in the last two verses above is *an-Nasiyah*, which means "the forehead". The forehead in this statement obviously refers to the frontal lobes of the brain which lie behind of posterior to the frontal bone in the forehead. In the context of language use, this area is responsible for telling lies and the truth.

The speech of lying is initiated by the mental activities which occur in the frontal lobes. The instruction of the frontal lobes are then carried out by the speech organs during the act of lying. Similarly, sins are planned in the frontal lobes before they are carried out by the eyes, hands, sexual organs, etc.

Perhaps for the above mentioned reasons, God orders us to perform *sujood*, (place our foreheads on the ground), as stated in the continuation of the Qur'anic verses above: *Then let him call his associates. We will call on the angels of punishment. Then follow not him, but prostrate yourself and draw nearer to Us (God). (Noble Quran, al 'Alaq, 96: 17-19).* This order to perform *sujood* means that people should place the center of the will and decision making upon the ground to show the absolute submission to God.

Qur'an has described the role of the forehead, or more specifically the function of the frontal lobes of the brain, in making decisions, and in the control and direction of human behavior, including how humans to speak pragmatically. Moreover, the function of the forehead has been recognized by modern comparative anatomy.

3. Ethics of Speech in the View of Qur'an

Ethics is about people and how they relate to each other. Ethics is often equated with decision of high moral magnitude and associated with weighty concepts of right and wrong (Body, 2009:5-6). In this context, humans need to know and apply the ethics of speech as a set of moral principles that determine how to communicate appropriately.

Qur'an gives a deep attention on the ethics of speech. There are six ethics in communication as explained in Qur'an. These ethics as follows:

1. *Qaulan Syadida* (truth speech). God says: *Let those (disposing of an estate) have the same fear in their minds as They would have for their own if They had left a helpless family behind: let them fear Allah, and speak words of appropriate. (Noble Qur'an, An-Nisa, 4: 9).* *Qaulan Syadida* means the truth speech, honest, right, no lie, and no circumvent. *Qaulan Syadida* in the context of the verse implies that advice for children must be expressed in the words of gentleness.
2. *Qaulan Ma'rufa* (accepted speech). This kind of speech is stated in Quran as follows: *To those weak of understanding make not over your property, which Allah hath made a means of support for you, but feed and clothe them therewith, and speak to them words of kindness and justice (Noble Qur'an, An-Nisa, 4: 5).* The meaning of *ma'rufa* refers to kind, well, and received by values prevailing in society. A good speech is speech that is accepted as something good in view of the speakers. In other words, *qaulan ma'rufa* implies a respectful in accordance with rules, laws and logic.
3. *Qaulan Baligha* (Eloquent) Speech). Qur'an states: *those men, -(Allah) knows what is In their hearts; so keep Clear of them, but admonish them, and speak to them a word to reach their very souls (Noble Qur'an, An-Nisa, 4: 63).* *Qaulan baligha* interpreted as an eloquent speech or the right speech which has a bright meaning. It reveals exactly a speaker's intention and can be interpreted as an effective speech.
4. *Qaulan Maysura* (simple or easy speech). God says: *And Even if Thou hast to turn away from them In pursuit of the Mercy from Thy Lord which Thou dost expect, yet speak to them a word of easy kindness (Noble Qur'an, al-Isra, 17: 28).* *Qaulan maysura* means an easy word. It can also refer to understandable words and provides a sense of optimism for people to talk to.
5. *Qaulan Layyina* (gentle speech). God says: *But speak to Him mildly; Perchance He may take warning or fear before God (Noble Qur'an, Thaha, 20: 44)* According to al-Maraghi, *Qaulan layyina* means gently speech which touch the heart and pull to receive religious proselytizing. With gentleness, that there will be a communication that will impact the contents

absorbed by people saying they're talking to so that it will happen not only information but nevertheless arrival will change the views, attitudes and behaviors of people who talk to.

6. *Qaulan Karima (Noble Speech)*. A noble word is a word which gives respect and honor to the person who we talk to. In this case, God states: *Thy Lord hath decreed that ye worship none but him, and that ye be kind to parents. Whether one or both of them attain old age In Thy life, say not to them a word of contempt, nor repel them, but address them In terms of honor (Noble Qur'an, Al-Isra, 17: 23)*. In this case, Islam prohibits Muslims to say "ah" to their parents, and even to say the words or treated them more harshly than that.

All verses indicate that Qur'an contains the principles of ethics in human communication. Briefly, these principles also become the miracle of Qur'an, especially on human language.

III. CONCLUSION

Qur'an is hollybook that all the news related in it has proved to be true. Every piece of information it contains reveals the miracle of this divine book more and more each day. Facts about human language in Qur'an, for instance, can be explained scientifically. These facts provide clear evidence that the Qur'an is not the word of man. Thus, Qur'an is the word of the Almighty God, the Creator of human, the Originator of everything and the One Who encompasses everything with His knowledge.

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LANGUAGES AND CIVILIZATIONS: MALAY AND SOUTHEAST ASIA'S MARITIME CIVILIZATION

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I. INTRODUCTION

The renowned French historian, Fernand Braudel, wrote extensively about the notion of civilization and civilizations. Indeed, almost sixty years ago, he distinguished the scope and meanings of the two terms, both singular and plural, and discussed the evolution of the terms since they first appeared in the eighteenth century; he also reviewed different philosophical, anthropological and economic interpretations of "civilization". (See Braudell 1980 and 1994.) More recently, in his controversial book, *The clash of civilizations and the remaking of the world order*, Huntington (1996) took up the concept of civilization in order to set forth a hypothetical scenario of global political conflict. Now, twenty years later, his dramatic merger of diverse civilizations seems to have been proven simplistic in the context of contemporary politics and conflict.

From the point of view of many scholars who have studied the history of languages, the role of languages in building and symbolizing the world's diverse civilizations has been trivialized in most essays and books about "civilizations". For example, Braudel (1980:202) discussed civilizations as a "locus" or "cultural area";

Within the locus, which may be more or less extensive but is never too confined, you must imagine a great variety of "goods", of cultural characteristics, ranging from the form of its houses, the materials of which they are built, to skills like feathering arrows, to a dialect or group of dialects, to tastes in cooking, to a particular technology, a structure of beliefs, a way of making love, and even to the compass, paper and the printing press.

Here we see that in this perspective, language ("a dialect or group of dialects") of numerous, recurring cultural characteristics that indicate, by the frequency and ubiquity the "signs of cultural coherence". Similarly, Huntington (1996:43) wrote about civilization, "defined by common objective elements such as languages, history, religion, customs, institutions..." Again, language is merely one of many elements of characteristics of civilization.

However, if we look at some of the civilizations that have been infused by Islam, we note that language has played and continues to play a significant role, perhaps a predominant role, in shaping, maintaining and mirroring a civilization. Indeed, in a population of one billion Muslims, Islamic communities across Asia speak countless languages in numerous language families. Underpinning this remarkable language diversity is Arabic, certainly historically pre-eminent but also the sole language appropriate for Quranic recitation and the prayer rituals of Islam. So, Arabic, the sacred and canonic language of Islam, is studied and known from one end of the Islamic world to the other, and provides a solid framework for theological education, shared discourse and common identity. Hourani (2013:48-54) wrote an eloquent synopsis of the use of Arabic and the development of Arabic literature in western Asia, as well as the use of other, vernacular languages in certain areas and for special purposes. However, beyond western Asia, Arabic has not become the language of day-to-day communication within Asia's Islamic communities nor among Islamic communities in regional settings. Indeed, Hourani (2013:48) wrote about the language "frontier in Iran". Beyond that "frontier", Muslim communities, by

and large, rely on other languages, some local and used only in small communities, others with broad regional authority, as their language of daily communication.

If we focus on language use and language choice, a picture emerges that is different from Huntington's merger of all the diverse civilizations that profess Islam into one civilizational "block" labeled Islamic—as he wrote, "Islam, a different civilization..." (Huntington 1996:217). History as well as contemporary events suggest that the role of Islam in Asian societies is more nuanced than the image of one front, one civilization. Beyond westernmost Asia, perhaps a different image emerges. If we look briefly at two examples of civilizations of Asia whose characteristics rest on regional and vehicular languages of Islam, we, first of all note their long histories. Both the Persian and Urdu languages are closely linked to Islam and both have sustained distinct civilizations; moreover, they stand out as languages used beyond nation state borders to disseminate knowledge about Islam. Many features distinguish these two languages from each other both linguistically and sociologically, but they also share the characteristic of playing a principle role in the development of two civilizations that have survived into today's global setting.

Persian. Within two decades after the death of the prophet Muhammad, Arabic armies had subdued the territories of Persia. Though there was a period of bilingual transition, by the mid-eighth century the administrative languages of Persia, that is Pahlavi and Sogdian, had been completely replaced by Arabic (Ostler 2005:1998). In just one hundred years Persians had embraced both Islam and the role of Arabic in education, literature and government. But the record of Arabic monumental inscriptions tells us that the situation was more complex. As early as 955, "vernacular Persian began to creep in" to these Arabic monumental inscriptions (Blair 1992:10). Through the renaissance of the Persian language in the northeastern peripheries of the Muslim territories, by the tenth century, a new framing of Islamic culture arose, a "culture grounded in the Persian language and traditions" (Yarshater 1998:75).

In sharp contrast to the Asian territories to the west of the Iranian world, the other side of Hourani's (2013) language "frontier", such as Syria, and also compared to the northern coast of Africa, for example Egypt, where Arabic replaced most of the indigenous languages, not only as the language of religion and administration but also as the home language of most of the population, within two centuries after its conquest by Arab armies and the conversion of Persian society to Islam, Persia had reinvented itself as a bastion of Islam and Arabic learning that, nonetheless, used Persian as its vernacular language and its language of administration and literature. The establishment of the Safavid empire in 1501 and its strong commitment to Shi'a as the official state religion marked Persia as a distinctive entity in western Asia with a cultural impact as far away as Southeast Asia is well documented (Collins 1998). Today Persian is spoken not only in Iran but also in Afghanistan (known as Dari) and Tajikistan (as Tajiki). Moreover, through its long association with Turkic-speaking peoples (see Doerfer 1998), Persian remained a prestige language that has had significant cultural impact not only on the Turkish language but also on a wider Asian region to the southeast.

Urdu. When in the early sixteenth century the Mughal armies invaded the Indian subcontinent and, after some reversals, established the Mughal empire, they, like earlier Muslim Turkic invaders, brought Persian with them as the language of administration and literature. While Persian continued as the language of the Mughal government well into the nineteenth century, the local language of Delhi (known by many names) slowly emerged as the widespread language of interethnic communication. An Indian language ("evidently the continuation of the Prakrit spoken around Delhi" (Ostler 2005:223-224)) deeply influenced by Persian (and Arabic), this language came to be known as Urdu; see Faruqi (2001) for a version of that nomenclatural history. Moreover, "Urdu, in approximately its present form has been the language of ... literature in poetry since the early eighteenth century" (Russell 1999:35). In the nineteenth century as the British gained greater control of south Asia, Urdu emerged as a principle language of administration, particularly in the colonial army (Cohn 1996); indeed, it was widely used by evangelical Protestant missionaries (Dalrymple 2007:61). The end of the

tolerant Sunni Islam-based Mughal empire in 1858 did not diminish the importance of the Urdu language. See Dalrymple 2007).

Indeed, the renaming and reclaiming of Urdu in the twentieth century was a significant component of the anti-colonial and post-colonial history of south Asia. The establishment of Urdu in Pakistan and Hindi in India as part of the outgrowth of national independence aspirations has led to a context in which Urdu and Hindi (which are mutually intelligible) are now "felt to be two different languages" (Ostler 2005:223). Of course, they are distinguished by two different scripts (Urdu, with Arabic-Persian orthography and Hindi, with Devanagiri, an Indic syllabary), by two different favored sources for vocabulary development (Urdu choosing lexical items from Persian or Arabic, but Hindi from Sanskrit) and by two political statuses with Urdu as the state language of Pakistan but Hindi and Urdu as official languages of India. But the complexity of the relationships between Urdu and Hindi go far beyond the political dichotomy outlined above. Russell (1999:111) describes publications of Urdu literature in Devanagiri script he found in New Delhi bookshops in 1997, even of Urdu texts published in two columns Arabic script on one side and Devanagiri on the other. Lelyveld (2009) writes about the nuances of the use of Hindi in Indian radio broadcasts and films. Nonetheless, Urdu with its own identity has maintained a high degree of emblematic importance among many of India's Muslim minority.

These brief discussions of the development of two different civilizations, linked to Islam but resting on the strength of languages other than Arabic, perhaps demonstrate the nexus between civilization and language. In the following few pages, let us look briefly at the role of the Malay language as the driving force for the emergence of a distinctive maritime civilization in Southeast Asia. The case of Malay deserves attention, first, because while Persian and Urdu are members of the Indo-European language family (and so related to Russian, English and Armenian), Malay is not related at all to Indo-European; Malay is an Austronesian language, related to Fijian, Javanese and Malagasy, and, second, as we shall see here, because the Malay language has persisted as the emblem of maritime civilization both before and after the arrival of Islam in the region.

II. THE EMERGENCE OF MALAY AS A WRITTEN LANGUAGE OF LEARNING AND ADMINISTRATION.

More than two thousand years ago, the western archipelago of Southeast Asia was already connected to the complex network of world commerce and culture. Indeed, as early as 200 BC, Indian pottery had found its way to the archipelago (Bellwood 1995). That this date of 200 BC more or less overlaps with the migration of some Malay speakers from Borneo to elsewhere in Southeast Asia is no coincidence. The specialized skill set of riverine and swamp technologies developed by the Proto-Malay communities in western Borneo (Collins 2009) gave them an edge in the era when global communication and commerce intensified.

Although Indian civilisation was already tied to island Southeast Asia as indicated by those pottery fragments of 200 BC, the form and spirit of the global network linking this region with India and beyond was about to metamorphose with unprecedented vigour and unexpected consequences. Pollock (2006) observed that:

"...[A]round the beginning of the Common Era, ...Sanskrit, long a sacred language restricted to religious practice, was reinvigorated as a code for literary and political expression. ...Once Sanskrit emerged from the sacerdotal environment, to which it was originally confined, it spread with breathtaking rapidity across southern Asia."

This "southern Asia" stretched from Peshawar (now Pakistan) in the west to eastern Borneo in the east. Pollock described this vast region as the "Sanskrit cosmopolis", an ideological and cultural phenomenon that connected both sides of the Bay of Bengal and beyond "through a

continuous and complex set of networks or relations within and between the regions..." (Daud Ali 2011).

Very early on, Island Southeast Asia was part of that civilizational complex. The discovery in western Borneo of Indian carnelian beads side by side with Southeast Asian Dongson kettledrums dating to about the fourth century AD (McKinnon 1994) strongly demonstrates the very early linkage of this Sanskrit cosmopolis with the watery homeland of the Malays in western Borneo. Indeed, there exist solid philological data to connect Borneo with Sanskrit literacy. In 1880, the sultan of Kutai in eastern Borneo (now the Indonesian province of Kalimantan Timur) presented four, newly discovered inscribed stone pillars to the Batavian Society for Arts and Sciences (Vogel 1918:167). Facsimiles of these inscriptions (now displayed in Indonesia's National Museum, Jakarta) were sent to the leading Sanskrit scholar of the 19th century, Hendrik Kern, who immediately recognized that these inscriptions were "composed in pure Sanskrit" from the 4th century (Vogel 1918:167). See Illustration 1. These inscriptions from the middle reaches of the Mahakam River are among the oldest examples of Sanskrit texts in Southeast Asia (Collins 2009). Other examples of Sanskrit texts, however dating only from the fifth century have been found elsewhere in the archipelago, including in West Java, Indonesia, as well as in Kedah and adjacent Seberang Prai in Malaysia.

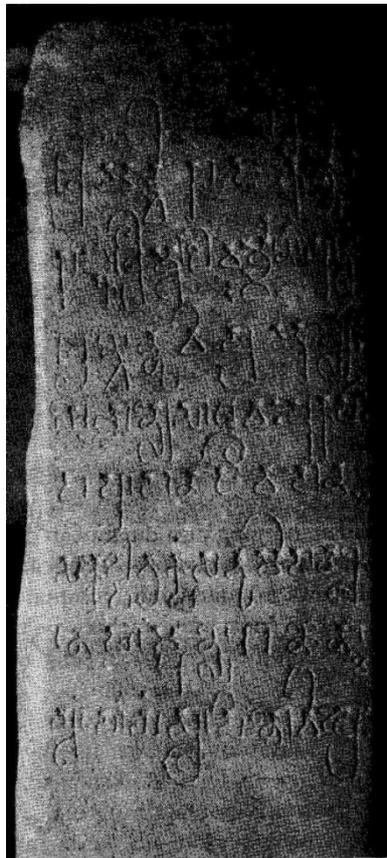


Illustration 1. One of the yupa with 4th century Sanskrit inscriptions found near the Mahakam river, East Kalimantan (Indonesia). The Collection of Museum Nasional, Jakarta. Photo courtesy of Lontar.

This dissemination of Sanskrit literacy in the Malay world, traced to its earliest appearance in the late fourth century, was soon followed by the transfer of this technology, **writing**, a transfer from a system for the writing of Sanskrit to a new literacy, the writing of Malay. As early as the seventh century, the same orthographic system (called by some Pallava

script, by others Southern Brahmi script) that was invented for Sanskrit texts was being used to write Malay. This technological transfer transformed the Malay world and all of Southeast Asia. Indeed, Malay stands out as one of the oldest written languages in the world.

If we compare the antiquity of Malay as a written language with that English as a written language, we find that these two unrelated languages thousands of kilometres apart from each other emerge as written languages about the same time. Indeed, in the eighth century when Bede wrote his commentary on Caedmon's Old English poem, the *Hymn to the Creator*, and when at about the same time the first texts of the epic poem *Beowulf* were written down in Old English (see Hogg 1992:5-6;14-15), the oldest texts of Malay (dated 682) had already been composed in Sumatra and carved in stone. Just as the Old English texts were written in a foreign script, namely the Latin alphabet, adapted to the language, the scribes of the Early Malay period adapted an Indian orthography (an Indic script once used for Sanskrit texts) to record their lithic texts. Each of these orthographic traditions – Latin and Sanskrit – were related to the monasteries and religious shrines from which were disseminated their respective religions: Christianity in England and Hinduism or Buddhism in Sumatra. Pollock (2006) also commented on the "[a]stonishingly close parallels ... both chronologically and structurally..." between the processes that yielded the Sanskrit cosmopolis and its eventual displacement by other languages with the role of Latin in the universalist Roman empire and its subsequent displacement by vernacular languages."

The intensity of theological and ideological scholarship in both island realms, England and Sumatra, had a significant impact in the surrounding areas. In western Europe in 716 the monk Wynfrith (Boniface) set forth from Winchester, England, to bring Christianity to the German-speaking nations of the European continent, eventually establishing bishoprics, monasteries and scriptoria from Hesse to Bavaria. In Asia, in 671 the Buddhist pilgrim, I-Ching, sailed from China to the sacred shrines of India; he spent six months in Fo-shih, the Sumatran capital of Srivijaya, to study Sanskrit and Buddhist philosophy and rituals. He wrote:

In the fortified city of Fo-shih there are more than a thousand Buddhist priests whose minds are bent on the study of all possible subjects exactly as in India; their rules and ceremonies are identical with those in India. If a Chinese priest wishes to go to the west to understand and read [Buddhist texts in India], he would be wise to spend a year or two in Fo-shih and practice the proper rules there; he might then go on to central India. (Coedés 1968: 81).

Moreover, in 775 (just 21 years after the death of Wynfrith in what is now the Netherlands province of Friesland), Srivijaya confirmed its leading role in the Buddhist world by constructing a Buddhist sanctuary in Ligor, Nakhon Sri Thammarat, now part of Thailand (see Hall 1985:108-109).

We conclude that, just as ecclesial Latin traditions had a strong influence on the establishment of vernacular literacy in England, the Sanskrit tradition associated with Sumatra had a parallel effect on the expansion of Malay throughout insular Southeast Asia. The Malay texts found in Sumatra were matched by lithic inscriptions and bronze plates written in Early Malay found beyond Sumatra: among many others, in Bangka (dated 686, Illustration 2), Java (832), even the northern Philippines (900). This ripple-like, chronologically layered expansion of Malay language texts demonstrates the centrifugal force of the tradition of Malay literacy, dynamically released by its association with the advanced philosophical traditions of major world religions; see Collins (2009).



Illustration 2. A portion of the Kota Kapur inscription, inscribed in Malay using an Indic script in February, 686 AD, discovered on the island of Bangka.

Nonetheless, during the seventh century when Malay literacy emerged as a powerful force on the stage of Southeast Asia, Malay was not the only language carved in stone in the archipelago. During that same century, Sanskrit still played a major role as a language of authority and literature (Collins 2009). As Pollock (2006) noted, Sanskrit was shared and developed as a joint enterprise in both South Asia and Southeast Asia within the Sanskrit cosmopolis, stretching from the Himalayas to islands of the Philippines at the edge of the Pacific Ocean. Sanskrit did not represent a single region or territory; Sanskrit and the literacy it imparted were widely disseminated and respected. For example, in western Borneo about 400 km from the coast and today's city of Pontianak, far up a minor tributary of the Kapuas River, the immense Sanskrit text (approximately 3 meters high), known as Batu Pahat, tentatively dated 600-700 AD stands in upriver Sekadau; see the discussion in Collins (2009:52), as well as Krom (1926:72) and Enthoven (1903:699). This striking witness to the vitality and persistence of this Sanskrit cosmopolis, then co-existing with the rising Malay language literacy reminds us of the complexity of the maritime civilization merging 1300 years ago. See Illustration 3.



Illustration 3 The Sanskrit inscription of Batu Pahat, upriver Sekadau, West Kalimantan (Indonesia). Photo courtesy of Dr. Timo Kaartinen.

The Early Malay inscriptions of 1300 years ago demonstrate the cosmopolitan, international setting of the language. The geographic distribution of the inscriptions and their Indian orthography are paralleled by the complex juxtaposition of Malay and Sanskrit words in the texts themselves. Moreover, beyond Sumatra, as noted above, in Luzon (the Philippines), the Malay text was further enriched with local toponyms and personal names as well as loan-words from Javanese (Postma 1992). Similarly, the Early Malay inscriptions found in Java suggest an expanded vowel system resembling that of modern Malay. On the other hand, the consistent use of Malay affixes – some now archaic – points to the existence of a well-defined grammatical system capable of incorporating foreign vocabulary and phonological expansion. The close links between this ancient, stylized Malay and other Austronesian languages in the region are indisputable. We must also bear in mind that these Malay inscriptions represent an elevated, literary, court style tied to, but, at the same time, different from the spoken variants of that same period.

The parallel between the functions of formal, Classical Latin and informal Vulgar Latin in medieval Europe offers a perspective on the relationship between the registers of written and spoken Malay in Southeast Asia. For that reason, it is not clear that Old Malay is the direct ancestor of any existing Malay dialect. Nonetheless, the 20th century survival of vernacular writing systems based on Indian orthography – sometimes carved into buffalo horns and bamboo tubes (Conklin 1949) or incised on palm leaves – precisely in areas where these inscriptions were found, that is Sumatra and the Philippines, can be taken as proof of a complex speech community of many variants and registers, characterised by literacy widespread in at least some of those registers (Collins 2009).

This stylized Malay continued to be used for inscriptions and gravestones well into the 14th century. For example, in the late 13th century, just six years before Marco Polo visited the north coast of Sumatra in 1292, the so-called Jambi inscription (1286), that is the Padang Roco inscription, written in Malay in an Indic script, was erected at the headwaters of the Batanghari

in present-day Kabupaten Dharmasraya (Sumatra Barat) to commemorate the arrival of a statue representing the Bodhisattva Avalokiteshvara. (See Krom 1916, as well as Andaya 2008:59).

In contrast, Marco Polo himself noted that, at the time of his visit, at least one north Sumatran principality, Perlak, had embraced Islam (see Coedès 1968:203). This shift to Islam is reflected in the text of a Muslim gravestone carved in 1380, almost one hundred years after Marco Polo's visit, found in nearby Minye Tujoh (in Aceh). While confirming the spread of Islam in the Malay-speaking world, the inscription consists mostly of a Malay language poem, perhaps in the Sanskrit *ujapati* meter (Stutterheim 1936) or another literary form (van der Molen 2007). Although it was written in Malay to commemorate the death of a Muslim woman, it was inscribed with the same script used 700 years earlier in Hindu-Buddhist south Sumatra; see Illustration 4. Furthermore, the language of this 14th century gravestone maintained the interleaved pattern of Malay and Sanskrit vocabulary with the additional, pivotal flourish of a few formulaic Arabic words and phrases. The absorption of Arabic lexical elements, slowly, gradually and only partially replacing Sanskrit loanwords, probably had begun much earlier but solid textual evidence seems to date only from the 14th century.

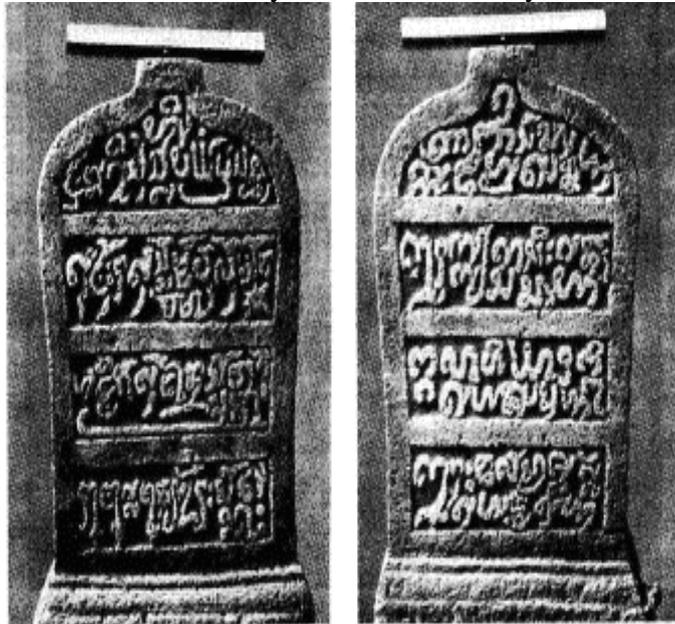


Illustration 4 The Muslim grave stones with a Malay inscription in Indic script, Minye Tujoh, Aceh (Indonesia), from Stutterheim (1936).

III. THE PERSISTENCE OF MALAY AS A WRITTEN LANGUAGE OF LEARNING AND ADMINISTRATION

The fourteenth century grave stone of Minye Tujoh mark a transitional period in the development and expansion of Southeast Asia's maritime civilization. In general, it was in the fourteenth century that Malay-speaking and Malay-writing communities of Southeast Asia began to convert to Islam, not through dramatic invasions, as was apparently the case in Persia and India, but through commercial and cultural linkages. While the texts from Minye Tujoh indicate a shift of religion, they do not display changes in literacy or literary style. However, the inscription from Ulu Terengganu (Malaysia), "*Batu Bersurat*", dated by some at 1303 (Muhammad Naquib 1970), indicates a significant emblematic shift. In Illustration 5 a new literacy demands our attention: Malay written in Arabic script.

This Malay-language, Arabic-script stele from more than 700 years ago declares Islam as the religion of the domain and announces the enforcement of Islamic law. Yet, although the tablet is a Malay text written in Arabic script and focused on the delineation of Islamic statutes,

what is most remarkable is the persistent use of Sanskrit terminology side-by-side with Malay and Arabic vocabulary; in this text Paterson (1924) counted twice as many Sanskrit loanwords as Arabic loanwords. Collins (1998:12) listed some of the 29 Sanskrit words that occur in the inscription; see Table 1.



Illustration 5 The Ulu Trengganu (Malaysia) inscription in Arabic script declaring Islam the religion of the region, dated 1303 (Muhammad Naquib 1970).

Modern Meaning	Malay
alms	derma
ceremony	acara
earth	bumi
family	keluarga
fine	denda
first	pertama
free/independent	merdeka
government official	menteri
highness/majesty	seri paduka
husband	suami
king	raja
legal case	bicara
or	atau
religion	agama
royal official	bendahara
wife	isteri

Table 1 Some Sanskrit loanwords, found in the 1303 Malay inscription, and still used in modern Malay.

As also noted in Collins (1998), not only is the presence of numerous Sanskrit words in a promulgation of Islamic law a rather striking feature of the text, but equally surprising is also the absence of some critical Arabic words. Most notably, in this text, the word for God is not Allah, as might be expected, but **Dewata Mulia Raya** “Great Exalted Divinity”. So, perhaps, while the visual image of the first known Arabic script inscription in Malay is dramatic, the contents of the text indicate a measured transition to a new religion and a new form of writing. One might even say that the text marks a cultural continuity.

Nonetheless, by the early sixteenth century, Islam and the Malay language were dominant components of the trade and transportation complex that linked India and China. As the historian, Anthony Reid (1988:7) wrote:

“The cosmopolitan trading cities came to be classified as Malay because they spoke that language and professed Islam, even when their forebears may have been Javanese, Mon, Indian, Chinese or Filipino.”

In the sixteenth century, there was a strong, but not exclusive, link between Islam and the Malay language. One can say that certainly in the fifteenth and sixteenth centuries, a shift in the social and cultural structure of maritime Southeast Asia was well underway. Some of the characteristics of that shift were:

- Islam,
- Malay written in the Arabic alphabet, and
- Laws and legal systems based on an Islamic mode,

Yet, it was at precisely this time that western traders and travelers began to appear in Southeast Asian seas and harbors, soon followed by armies and navies asserting military authority. Still, the intrusion of European colonial powers in maritime Southeast Asia seems to have accelerated the spread of Islam and, with it, the Malay language in the region.

Indeed, the oldest known letters written in Malay were not written in the Malay heartland of Sumatra or the Malay Peninsula. Instead, surprisingly, they were written 5000 kilometers away on the very edge of the Pacific Ocean. These valuable letters, records of the far-flung spread of Malay and Islam, were sent by the ruler of Ternate, Sultan Abu Hayat, to the king of Portugal, John III, in 1521 and 1522. As was noted (Collins 2013):

If we examine these Malay letters, they are not ornate or colorful. They are written in a good (but not decorative) hand-writing using Arabic script. Blagden (1930-1932) even pointed out that the Malay grammar of these letters is imperfect probably because the Sultan Abu Hayat’s scribes were not Malays, but perhaps Moluccans using Malay “as the appropriate channel for diplomatic correspondence” (Collins 1998:18).

الفج

راج سلطان البحایت سورة دانغ لکند مام راج فر توکل راج الدنیاعلم
 سمان تون باسر کران دهول راج فر توکل ماثوره فرغشکل سر دانغ در مولک
 بیناس در امین مکل راج م لوک سمان دغر فرغشکل اد بناس در امین مکل راج
 تدیری دان جیلان دسوره امین سمان برهیمفه ماو بونکه فد فرغشکل سر
 مکل راج تزانه دغر سوره سودار دوو مبادوه فر اوو توجه بوه دامیل فرغشکل سر
 مبادوه کترانه مکل ناگری تزانة سفره ناگری فر توکل مکل راج فر توکل سوره کول
 مبادوه سورة دانغ فد راج تزانة کر وال دان هرت دان لشکر اسر هلکن فد ناغون راج
 تزانة مکل جغ تزانة دان کر وال بلاد بولمک موسم کاسق دایم د بجهن مکل تدیری دان جیلان دسوره
 راج بجهن بونکه فد اوغ فرغشکل دایم د بجهن هرت دان لشکر سمان درامفسر مکل راج تزانة
 دغر مکل راج تزانة مات بکمان راج فر توکل جغ دان هرت دان لشکر اسر هلکن فد ناغون
 کیت ماکر جغ دان هرت دان لشکر کیت سوره کتیلک لکملک جکل تباد کتیلک راج
 فر توکل جغ دان هرت دان لشکر تباد کتیلک جغ راج له فد راج بجهن مکل راج بجهن فون
 هادس له سخته تدیری دان جیلان فون سر بجهن سمان لقلو له تدیری دان جیلان بجهن
 لکس و انق فرغشکل ایت انق راج بجهن دلم راج تزانة فرغشکل ایت ایت مکل دایم دایم دایم
 مکل و فعه راج تزانة دهول راج تدیری سوره جغت میناوه فرغشکل سر لکند مکل بیه مینم وقت
 ایت دیری راج مکل دانغ کر و مه امقت هانی سلک مات مرق هانی راج مات مکل
 ای وقت مات ایت راج البحایت اسر هلکن در قل مام راج فر توکل کر
 راج فر توکل کران تدیری دان جیلان دان بجهن مکل هرت راج فر توکل بقاغ فد
 مام کاسه لکس فرغشکل تزانة سورة این سفره کیت مبادوه باوق جا

Illustration 6 The earliest Malay letter known, 1521, written in Arabic script in Ternate (North Maluku, Indonesia), taken from Gallop (1994:123).

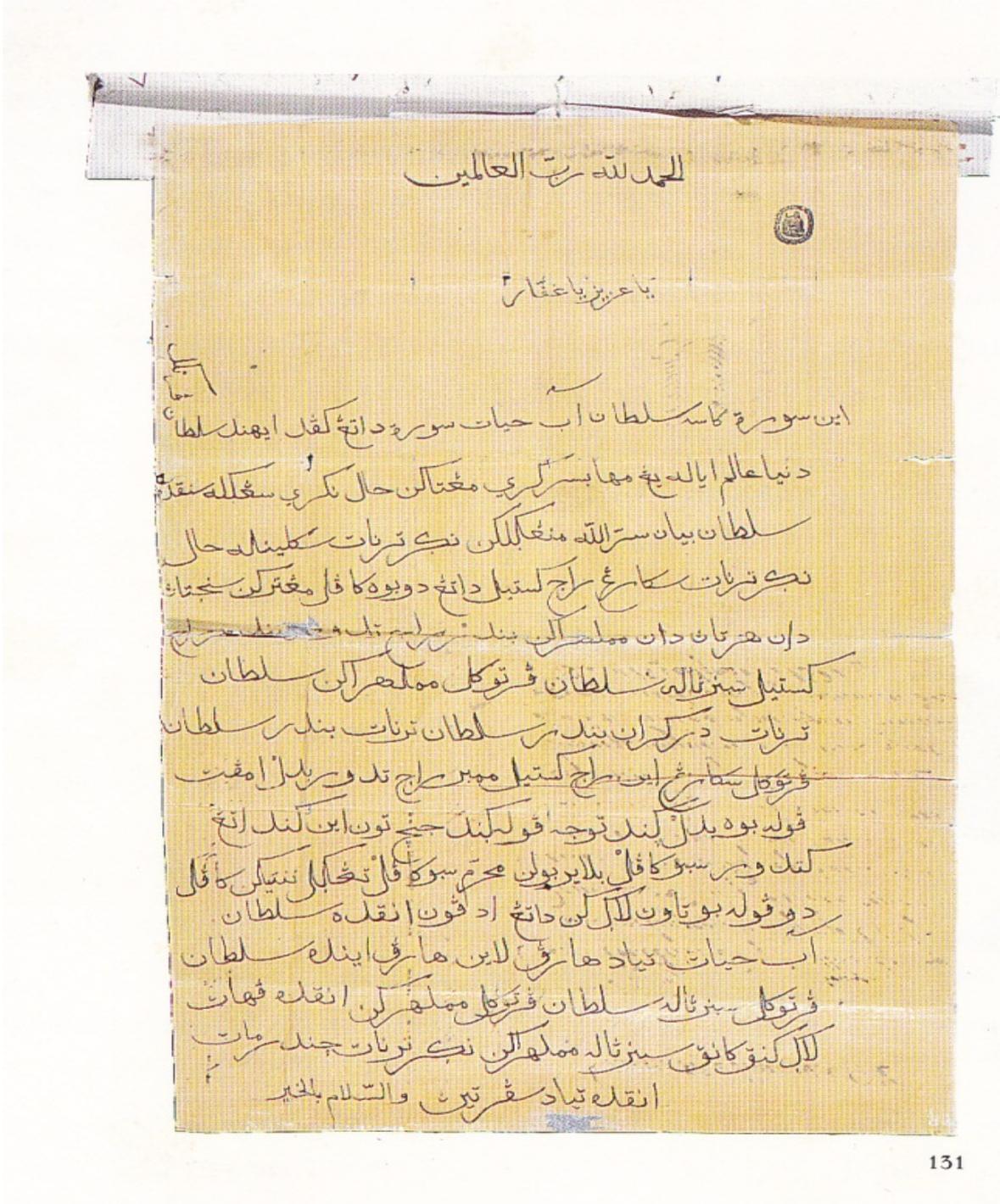


Illustration 7 The second earliest Malay letter known, 1522, written in Arabic script in Ternate (North Maluku, Indonesia), taken from Gallop (1994:123).

Elsewhere I have discussed some of these textual data from the sixteenth century, and all the more so from the seventeenth century (Collins 1998, 2013). In the context of this presentation, however, the question arises: Does this shift in religion, laws and orthography mark the start of a new civilization? Is there a continuity between the Southeast Asian maritime civilization that emerged in the 7th century AD and the civilization that sprang from it beginning in the 14th century?

We observe that Coedès (1968:204) wrote:

In 1992, with the help of R. Habiboe, I had the opportunity to read a seventeenth-century court document held at the National Archives of the Netherlands in Den Haag. Unlike many of the materials held in those archives, this document was not written by one of the Dutch elite who had studied at the University of Leiden or the University of Utrecht. This signed manuscript had been written by one of those very few indigenous Southeast Asians who had studied in the school system established by the Dutch in Ambon or Batavia in the seventeenth century. Indeed, perhaps he had studied from Ruyll's primer of 1611. See Collins (2006) for a discussion of the colonial educational system of the seventeenth century.

In Illustration 9, we can examine a document written in Malay by the remarkable Jan Pays, an Ambonese (born in Hatiwe, across the bay from the Dutch fort in Ambon city) who worked for the VOC as the court clerk in the early seventeenth century. Here we have a court record written in his own hand in 1632. This manuscript "is probably the oldest Malay document written in Latin script by a Southeast Asian. Only a few years later, this indigenous, Protestant, literate, educated VOC insider was accused of being a 'Muslim in his heart' and colluding with the Muslim rebellion led by the Ambonese of Hitu. Jan Pays was found guilty of joining the rebellion; he was disemboweled and then his body was cut into four pieces and hung on the walls of the fort where he had worked for the Dutch" colonial government, the VOC (Collins 2013).

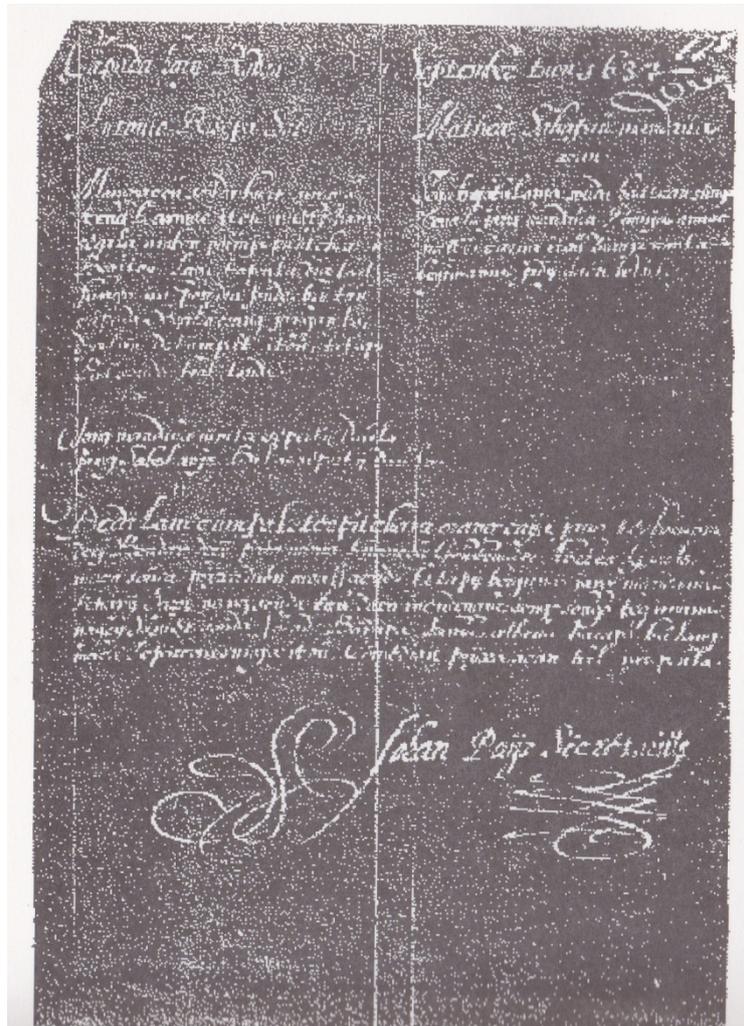


Illustration 9 A page from a colonial court document of 1632, signed by the court secretary, Jan Pajis, in Ambon. Source: Nationaal Archief of the Netherlands (Den Haag).

Using the few documents presented here in a very perfunctory manner indeed, it is possible to begin to understand the complexity of the maritime civilization of Southeast. We can see that Malay was used in diverse social settings. As Collins (2013) observed:

“Malay was, of course, the language of diplomacy used by sultans and courtiers. It was the language of law as the Jan Pays’s court records prove, and it was the language of commerce as the trade letters issued in the early seventeenth century indicate. Villagers used Malay to store knowledge about rituals and magic and to write love letters. It was the language of religion, whether in stories about the Prophet (*Hikayat Nur Muhammad*) or in Protestant catechisms. The Malay language was at the heart of sectarian contestation.”

If we continue to examine the documents and data of the Malay language over the following centuries, as it not merely survived but evolved, expanded and developed to become the language of independence, the language of science and electronic communication, the language of religions and philosophies, we cannot help but to acknowledge the significant role the Malay language has played in sustaining but also changing the maritime civilization of Southeast Asia.

IV. CONCLUSION

Like most languages spoken by Muslims today, Malay has been heavily influenced by Arabic, but also by Persian and Urdu because Malay appeared on the world stage as a language of Islam during the period of the Safavid empire in Persia and the Mughal empire in India, so it was linked ideologically and commercially to these cultures. But Malay maintained its Southeast Asian links. The resilience and the innovativeness of its speakers enabled Malay to become the language of choice among diverse cultural groups. So it is that today Malay is widely used, not only in Malaysia, Brunei, Singapore and Indonesia (where it is known as Indonesian, the country’s national language), but it is also spoken in Thailand by more than a million citizens, and as a second or third language among Muslims in Cambodia, Vietnam and the Philippines. In these last three countries, Malay often serves as an intermediate language of learning bridging the distance between local languages and Arabic, as it did 400 years ago; see Reid (1998).

Malay and the other two languages of Islam in Asia mentioned briefly here, are linked historically; Persian influenced Urdu, and both Urdu/Hindi and Persian influenced Malay (which in turn influenced other languages in the Southeast Asian region). Of course, all three have been heavily impacted by Arabic itself. Malay and Persian also share a sociological feature: They were both languages already widely used before the arrival of Islam and they were languages of literature and government. Nonetheless, they were transformed by the impact of Islam and the Arabic language. However, we reiterate: Arabic, while revered and studied, indispensable to the practice of Islam, did not replace Malay or Persian.

Arabic did, however, provide both an elaborate vocabulary of theology, philosophy, science and literature, and a new writing system. Persian, Urdu and Malay are all written in scripts ultimately derived from Arabic. While the use of Arabic based script for Malay has sharply declined, it remains a part of the school curriculum in Malaysia and Brunei. The semantic and conceptual impact of Arabic on Malay has been significant. Refurbished by its links to Islam and Arabic, Malay remains an important language of literature and government.

At this point, perhaps we should ask whether the Malay-speaking maritime civilization of Southeast Asia which entered the world stage in the seventh century is the same as the civilization witnessed in the fifteenth and sixteenth centuries. Indeed, we can also ask whether today’s Southeast Asian maritime civilization of many nations, many religions, many ethnicities--all speaking diverse Malay variants—is, in fact, the same civilization attested to by the inscribed stones of 1300 years ago.

Governments and political systems arise and are replaced, but the civilization from which they spring persists. Bozeman (1992: 43-44) wrote:

International history rightly documents the thesis that political systems are transient expedients on the surface of civilization, and that the destiny of each linguistically and

morally unified community depends ultimately upon the survival of certain primary structuring ideas around which successive generations have coalesced and which thus symbolize the society's continuity.

Language, morality and structured concepts of community are at the core of any civilization. Braudel (1994:18) once wrote that "civilization implies and embraces much longer time periods than any given social phenomenon. It changes far less rapidly than the societies it supports or involves." In Southeast Asia, for the last 1300 years, political systems, economies, religions have changed, but the Malay language has sustained that civilization through all these social drifts and currents. Malay in all its varieties and with all its names has not only symbolized the persistence of a civilization but it has strengthened it. In the case of island Southeast Asia, Malay has been the **tiang seri** of that changing, adapting, growing civilization all around us.

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IMPLICATURES IN *KOPISTARBUK* BOOK BY ARHAM KENDARI

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ABSTRACT

This research discusses implicatures in Kopistarbuk book written by Arham Kendari. Implicature is an unstated meaning and the aspect of meaning that a speaker conveys, implies, or suggests without directly expressing. To understand implicature, we need to uncover the implicit meaning conveyed behind the utterances. In this case, the researcher uses Context Theory from Cutting (2008) as the basic theory to analyze the implicature carried on the Kopistarbuk and answer the problems of the study 1) What are the implicatures conveyed in Kopistarbuk Book? 2) What are the ways to find out the meaning of implicature utterances in Kopistarbuk Book? To analyze implicature, the researcher uses descriptive qualitative approach in which the articles are written in Kopistarbuk. The researcher uses descriptive qualitative method because the researcher analyses the data with describing the utterances in Kopistarbuk using Context Theory and Flouting Maxims Theory from Cutting (2008) in order to get implied meaning appears in the data. From the analysis that has been done, the researcher concludes that the implicatures represented in Kopistarbuk can be understood by combining their situational context, background knowledge context both cultural and interpersonal context about the topic presented in the book. The writer suggests to the readers of Kopistarbuk to understand the situational context and background knowledge context in order to see the implicature behind the utterances in Kopistarbuk. The Kinds of flouting maxims in Kopistarbuk are; flouting quantity maxim, flouting quality maxim, flouting relation maxim, and flouting manner maxim. Mostly are flouting quality maxim.

Key words: Implicature, Flouting Cooperative Principle, Kopistarbuk, Arham Kendari

I. INTRODUCTION

Pragmatics is approach in studying relation between language and contextual background features. Parker in Nadar (2009) defines pragmatics as the study of how language is used for communication. Mey (1993:42) says that pragmatics is of conditions of human language uses as these are determined by the context of society. Meanwhile, based on Wijana (1996:2) pragmatics is a branch of linguistics that discuss meaning based on the context. It can be concluded that pragmatics analyses the meaning of words depend on the context.

Let us look at this following idiom: *'dahulu banyak anak rezeki, sekarang banyak anak banyak jahitan'*. The meanng implied in the idiom above can only be understood by referring to the context. In the previous era there was a presumption that when you have children you will get wealthier, but now in modern era, the context is children are identical with *'jahitan'* because in this era a woman delivers a baby usually through surgery that will leave many *'jahitan'* in woman's stomache.

Now, let us discuss about context. Pragmatics study the meaning of words in context, analysing the parts of meaning that can be explained by knowledge of the physical and social world, and the socio-psychological factors influencing communication, as well as the knowledge of the time and place in which the words are uttered and written (Cutting: 2008). Mey (1993:38) says that context is The surroundings, in the widest sense, that enable the

participants in the communication process to interact, and that make the linguistics expressions of their intelligible.

Another definition of context is from Leech (1983:13) that say context is background knowledge assumed to be shared by speaker and hearer and which contributes to hearer's interpretation of what speaker means by a given utterance. The speaker's meaning is dependent on assumptions of knowledge that are shared by both speaker and hearer, the speaker constructs the linguistic message and intends or implies a meaning, and the hearer interprets the message and infers the meaning (Brown and Yule 1983). Furthermore Cutting (2008) says that typically, there are three sorts of context: the **situational context**, what speakers know about what they can see around them; the **background knowledge** context, what they know about each other and the world; **the co-textual** context, what they have been saying.

Now let us focus on implicature. The concept of implicature firstly introduced by Grice (1975). Implicature comes from latin words *plicare* which means 'to fold'. Brown and Yule (1983) say that implicature denotes either the act of meaning or implying one thing by saying something else. Levinson (1983:97) calls implicature as one of the single most important ideas in pragmatics. In short it can be said that implicature is implied meaning behind utterances. Interpreting an utterance is ultimately a matter of guesswork, or to use a more dignified term hypothesis formation, Leech (1983:30-31). The more you know the context, the more you understand the implicature.

Kopistarbuk is one of three books written by Arham Kendari and published by Gramedia Pustaka Utama in 2014. It is a compilation of Arham Kendari facebook status from 2009 to 2014. Most of status are humor status. The humor status contain implicatures which are interesting to be discussed further. Let us take a look to this following utterance from *Kopistarbuk*: *gak ada lagi kedelai pasangan nasi setiap hari. Ini karena ulah keledai berdasi dan baju safari* (Kopistarbuk 2014). The situational context of that utterance is the difficulties of Indonesian people to find bean. It happened in 2012.

After gathering background knowledge about the utterance, it can be understood that the implicature of the utterance talks about the reason why Indonesian got difficulties in finding bean. Talking about background knowledge context which based on Cutting (2008) is divided into **cultural** (general knowledge that most people carry with them in their minds about areas of life) and **interpersonal** (specific and possibly private knowledge about the history of the speakers themselves). Referring to cultural context, some Indonesian food were made from bean such as *tahu* and *tempe*. They are often served together with rice as main menu. So, when tahu and tempe as bean product were missing from dinner table, it was such a big miss for Indonesian. Recently, most of bean in Indonesian Market are imported. The words '*keledai berdasi and baju safari*' refer to senator in Indonesian senate as a cause of the missing of the bean. They were not able to keep the bean existence in the market. The word '*keledai*' can refer to something stupid, because '*keledai*' or donkey is one of animal that has low intelligence. It can be seen from a proverb that only a '*keledai*' or donkey that falls at same hole.

II. METHOD

The data of this research were taken from utterances in *Kopistarbuk* book by Arham Kendari. To analyse implicature, the researcher uses descriptive qualitative approach in which the utterances is written in *Kopistarbuk*. The researcher uses descriptive qualitative method because the researcher analyses the data with describing the using Context Theory and Flouting Cooperative Principle from Cutting (2008) in order to get information and understanding based on the implicatures that appear in the data.

Implicature is understood by hearers and readers simply by selecting the relevant features of context and recognising whatever speakers say as relevant to the utterances. When hearers or readers make sense of a text, they interpret the connections between utterances as meaningful, making inferences by drawing on their own background knowledge of the world.

Since understanding context plays important role in understanding implicature, we must get clear what context is. In this research, the researcher uses Context Theory from Cutting (2008).

Cutting says that typically, there are three sorts of context: the **situational context**, what speakers know about what they can see around them; the **background knowledge** context, what they know about each other and the world; **the co-textual** context, what they have been saying.

Not only about the context, in this research, the researcher also want to observe the flouting of Cooperative Principle (Grice 1975). In Grice's Cooperative Principle, there are four maxims; quantity maxim, quality maxim, relation maxim, and manner maxim. Cutting (2008) says that when speakers appear not to follow the maxims but expect hearers to appreciate the meaning implied, we say that they are **flouting** the maxims. When flouting a maxim, the speaker assumes that the hearer knows that their words should not be taken as face value and that can infer the implicit meaning.

The speaker who flouts the maxim of **quantity** seems to give too little or too much information. If you ask your friend, 'well, how do I look?' and your friend replies 'your shoes are nice', you know that your friend is not impressed with the rest of what you are wearing.

The speaker flouting the maxim of **quality** may do it in several ways. Firstly, they may quite simply say something that obviously does not represent what they think. Secondly, the speakers may flout the maxim by exaggerating as in the **hyperbole** 'I could eat a horse' or 'I'm starving', which are well-established exaggerating expressions. Hearers would be expected to know what the speaker simply meant that they were very hungry. Hyperbole is often at the basis of humour.

Similarly, a speaker can flout the maxim of quality by using a **metaphor**, as in 'my house is a refrigerator in January' or 'Don't be such a wet blanket- we just want to have fun'. Here again, hearers would understand that the house was very cold indeed and the other person is trying to reduce other people's enjoyment. Conventional **euphemisms** can also be put into this category too. When people say 'I'm going to wash my hands' meaning 'I'm going to urinate'.

The last way of flouting the maxim of quality is **irony**. In the case of irony, the speaker expresses a positive sentiment and implies a negative one. If a student comes down to breakfast one morning and says, 'If only you knew how much I love being woken up at 4 a.m. by a fire alarm, he is being ironic and expecting her friends to know that she means the opposite.

If speakers flout the maxim of **relation**, they expect that the hearers will be able to imagine what the utterance did not say and make the connection between their utterance and the preceding one. Thus, if we hear 'The baby cried. The mommy picked it up, we assume that the 'mommy' was the mother of the crying baby and that she picked the baby because it was crying. Similarly, in the following example:

A: There's somebody at the door.

B: I'm in the bath.

B expects A to understand that his present location is relevant to her comment that there is someone at the door, that he cannot go and see because he is in the bath.

Those who flout the maxim of **manner**, appearing to be obscure, are often trying to exclude a third party. Thus if a husband says to a wife: 'I was thinking of going out to get some of that funny white stuff for somebody', he speaks in an ambiguous way, because he is avoiding saying 'ice-cream' and 'Michelle', so that his little daughter does not become excited and ask for the ice-cream before her meal. This research observes both, the implicature in *Kopistarbuk* and also kinds of flouting Cooperative Principle.

III. DISCUSSION

There are various topics in *Kopistarbuk*, such as job, Ramadhan and Ied, Television, gossip, politics, economy. The data will be analysed based on the Context Theory and flouting Cooperative Principle from Cutting (2008).

Data 1:

Nyadar gak sih, ini sebuah sistem ketidakadilan perbankan. Kita percayakan duit jutaan rupiah pada bank untuk mereka olah dan demi kelangsungan perusahaan mereka, sementara sebagai balasannya mereka justru gak percaya pada kita. Pulpen buluk saja diikat. Huffft..

The topic in data 1 is economy. In this utterance, Arham Kendari was trying to be hyperbolic by saying banking injustice '*ketidakadilan perbankan*' and trying to criticise the condition. The **situational** context in the utterance above is in a bank. From **background knowledge** context, specifically cultural context, we all know that in every single bank, the pen provided to the customer is always tied on the table whether customers have trusted to save their money within and even more ironic by saying old fashioned pen or '*pena buluk*'. Its implicature is the pen tied in the bank is not that worth. It can be implied that the bank is really stingy whether the bank customers are indulgent. From the view of flouting the maxims, the data 1 contains **flouting quality** maxim by exaggerating as in 'banking injustice' utterance.

Data 2:

Trauma bawa ponakan yang masih kecil-kecil ke mesjid terawehan. Pengalaman tahun-tahun lalu cuman bikin sebel orang semesjid, secara ini anak belum ngerti kalo jadi makmum itu mestinya lipsync aja.

As stated above, most of utterances in *Kopistarbuk* are humor utterances, Including the data 2. Started the analysis by paying attention to the situational context which is occurred in the mosque when solat taraweh. Based on the cultural knowledge of the researcher, that every makmum (the follower of solat) in sholat taraweh must follow the imam (the leader of solat) and must be voiceless. But the fact implied from the utterance above, the cousin of Arham Kendari did different thing, they followed the imam with voice and it annoyed the rest of the makmum. The choice of word 'lipsync' which is the register in musical terminology added the taste of humor in that utterance. Lipsync means to synchronise your lip with the song played without giving your real voice. For example when the imam is reciting Al-Fatihah Surah, the makmum should follow by lipsyncing the A-Fatihah not by reciting it too. Yet again, data 2 also contains **flouting quality maxim** as the used of euphemism of lipsync.

Data 3:

Mulai emosi pada bocah ababil di depan jalanan kompleks yang hobi ngebut dan kadang tiba-tiba ngagetin dari belakang pake motor yang knalpotnya sengaja dibuka saringannya. Kayaknya ini alay-alay otaknya juga gak pake saringan deh. Jadi bingung, knalpot dimodif kayak gini ini sebenarnya di mana letak kerennya? Kalo mau saing-saingan bunyi, tunggu aja.. Ntar gw beli sepeda dengan ban belakang yg disisipi gelas aqua. Dan kita lihat, siapa yang bunyinya lebih menyebalkan.

The implicature, especially the humor from data 3 can only be understood if the readers have experience in playing bicycle which its rear tire be equipped with a glass of mineral water. When the readers have ever played it, the utterance above will remind them about their childhood memory. The utterance '*Ntar gw beli sepeda dengan ban belakang yg disisipi gelas aqua*' will evoke how noisy the sound of bicycle which its rear tire be equipped with a glass of mineral water. In this case Arham Kendari wanted to criticise the hobby of making noisy muffler. He went a bit rude by saying *Kayaknya ini alay-alay otaknya juga gak pake saringan deh*. The word 'alay' here means juvenile or silly young child. In short, Arham Kendari wanted to take a revenge to the juvenile by comparing the noise of bicycle and motorcycle. Data 3 also kind flouting **quality maxim** because he was hyperbolic by trying comparing bicycle and motorcycle.

Data 4:

The most wanted after ied: larutan penyegar dan diapet

The context of the utterance is the habit of Indonesian people in Idul Fitri or Ied Mubarak day, the winning day after Ramadhan Fasting. They tend to consume various soft drink, margarine cookies, rendang, opor, and many more oily food that can trigger some diseases such as stomachache, sore throat and etc. The implicature can be gained if the readers know what *larutan penyegar and diapet* are for. Those are background knowledge context

which refer to cultural ones. In this case, Arham Kendari flouted the maxim of **quantity** because he gave too little information about the function of *larutan penyegar* and *diapet*.

Data 5:

Ponakan gw baru tamat TK. Ditanya mau lanjut ke sekolah mana, eeh katanya pengen ke "Tadika Mesra".Buset dah.. jangan-jangan guru sekolahnya pun selama ini dipanggil "Cikgu".MNCTV mesti bertanggung jawab atas lunturnya nasionalisme anak-anak.Ini harus dicegah sebelum besok-besok giliran gw dipanggil "atok"

The context in data 5 refers to serial of Upin Ipin which is broadcasted in MNC TV. Upin Ipin serial comes from Malaysia so that contain a Malay culture that can affect Indonesian culture. Arham Kendari Related the effect of watching Upin and Ipin to the lost of nationalism of Indonesian children. It was reflected when he asked his cousin about where she wanted to continue her study then she answered 'Tadika Mesra' which is the name of Upin Ipin School.

He increases the humor by guessing that the cousin calls her teacher 'cikgu' not 'pak guru' or 'bu guru'. Finally the climax happened when he said "besok-besok giliran gw dipanggil atok". The word 'atok' here refers to the old man in Upin Ipin Serial named Atok. Arham Kendari flouted the maxim of **manner**. He was trying to hide the serial title Upin Upin as the cause of nationalism lost. But it can also be into flouting quality maxim because he tried to be hyperbolic by saying that the cause of nationalism lost was serial Upin Ipin.

Data 6:

Selamat Hari Guru...

Tetaplah jadi simbol pencerdas generasi, gak bergeser orientasi jadi pengejar sertifikasi. Kalo gaji bikin miris, gak usah demo anarkis. Jangan takut diejek kalo mau nyambi ngojek.

Gak apa-apa jadi diktator...jualan diktat untuk nyicil motor. Asal jangan jadi provokator..nyambi proyek pake fasilitas kantor. Silakan ikut MLM dan jualan pulsa elektrik, asal hindari TTM dengan siswi yang cantik-cantik.

The situational context in data 6 is the teachers' day in Indonesia which is celebrated every November 25. Here, Arham Kendari tried to suggest the teachers in Indonesia to back to basic, back to be a role model to the students. Nowadays, some teachers in Indonesian are certification oriented, some of them are doing part time jobs. Various situation and condition were reflected in utterance.

The use of acronym such as *DIKTATOR* and *PROYEKTOR* can trigger the sense of humor for the readers especially for those whose occupation are teacher. It can also elicit the teachers to be a good model and remind them about their main job: teaching and inspiring the future generations. Talking about the flouting maxim, this data contains flouting **relation maxim**. Arham Kendari expected the reader to understand nowadays condition of teachers in Indonesia is relevant to his utterance that there are some teachers already forgot about their main job, and he tried to remind them about that in teachers' day. On top of that Arham Kendari suggested in good way because he made the utterance based on the reality in Indonesia in the present time.

IV. CONCLUSION

From the research findings, the researcher concludes that the implicatures represented in *Kopistarbuk* can be understood by combining their situational context, background knowledge context both cultural and interpersonal context about the topic presented in the book. The writer suggests to the readers of *Kopistarbuk* to understand the situational context and background knowledge context in order to see the implicature behind the utterances in *Kopistarbuk*. The function of implicatures in *Kopistarbuk* are; to criticise the phenomena in society, to satirize the hot issue, and to create a humourous discourse.

The kinds of flouting maxims in *Kopistarbuk* are; flouting quantity maxim, flouting quality maxim, flouting relation maxim, and flouting manner maxim. Mostly are flouting

quality maxims. Not all the implicatures in *Kopistarbuk* can be analysed in this research due to limited time and space. *Kopistarbuk* can be further investigated in the next research, not only in the scope of implicature and flouting maxims, but also can be observed in the scope of discourse, politeness principle and even sociopragmatics.

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EMPOWERING WEST SUMATRA RUBBER FARMERS BY STRENGTHENING LOCAL ENTREPRENEURSHIP MODEL AND REVITALIZATION OF LEXICALLY LOCAL WISDOMS

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ABSTRACT

Many rubber farmers in West Sumatera (WS) currently become powerless. This is due to the generating of insufficient income. The price of latex mostly depends on 'invisible hands' from cartel in this business. The farmers have no bargaining position at all. The situation is of great possibility leading to improperty. This study is aimed at describing the way of empowering West Sumatera rubber farmers by strengthening the model of local entrepreneurship and revitalization of lexically local wisdom. The research is conducted in four regencies in WS. The analysis is qualitatively done. The result of analysis is presented descriptively. After analyzing the data, it is found that only small number of rubber farmers are relatively successful at local settings while most of them are still poor and live in poverty. Some reflect their lack of effort in their business and creativity as if they enjoyed their 'comfort zone'. These rubber farmers are wisely suggested to empower them by providing models of successful rubber farmers as well as revitalizing their local wisdom of expressions in their life. The farmers of rubber agribusiness easily absorb and imitate business model from their own environments rather than imposed model of entrepreneurships from campus. Revitalization of using local expressions represents local tools, local ways activities in their business underlying their wisely philosophical assumption.

Key words: rubber farmers, West Sumatera, local successful entrepreneurs, local expressions

I. INTRODUCTION

The world needs of latex. US, for example, imports latex as many as 1.13 tons each year for fulfilling medical purpose needs (Science, Vol 274, Nov.8, 1996). This need was imported from Malaysia and Indonesia. Although Indonesia is the second largest exporter country in this commodity, it is a pity the most Indonesian rubber farmers and the workers in this sector cannot gain the benefit from this business. It is also realized that a lot of countries all over the world produce natural rubber. In southeast Asia, there are several countries produce rubber such as Malaysia, Thailand, Laos, Vietnam and Indonesia. While Pakistan, Sri Lanka, Bangladesh and India in South Asia also produce latex. India is noted as the fourth largest country in the world in production natural rubber (Sen and Nandi, 2012). China also produces natural rubber. Several African countries also are known as production countries like: Nigeria, Cameroon, and South Africa.

Thailand is one of Asean Countries that usually conducts research on rubbers, increasing production of rubber tree (Suchartgul, et.al., 2012), increasing economic and social life of farmers (Kroeksakul, et.al., 2011), rubber farmers' problem on malaria – associated rubber plantation (Bhumiratama, et.al., 2013), etc. In Laos, there are Manivong and Cramb (2008) scrutinizing economics of smallholder rubber expansion. Malaysia also actively study on agri-tourism development as opportunity for farmers with small and medium sized farm in order to stay (rubber) agroindustry to diversify the incomes (Tiraiesari and Hamzah, 2012). As a production country China also actively engaged in rubber related issues. Xianhai et.al. (2012), for example, study improving planting pattern for intercropping in rubber trees. Other Chinese

scholars, Huang, et.al. (2014) conduct research on development strategy of rubber farmer cooperatives.

In south Asia, there are India, Bangladesh, Pakistan and Sri Lanka that produce rubber. Researchers like Rodrigo, et.al. (2001) study intercropping of immature rubber in Sri Lanka. Wijesuriya, et.al. (2005) observe PRA on smallholder rubber. While Gunasekara, et.al. (2007) study the early commencement of tapping in rubber. Sen and Nandi (2012) investigate the intercropping between rubber and tea to increase the farmers' income generating. As the fourth largest producer of natural rubber, India intensely conduct research on rubber and its farmers. Varghese (2012) studies the challenges and opportunities of cooperative marketing for small rubber growers. Varkey and Kumar (2013) study the stabilization of rubber price and access to finance for rubber growers.

Pierre-Andre, et.al. (2010) study the importance of training for rubber farmers. They reveal the needs for training on production planting materials, tapping techniques, accurate preparation of stimulant and its application, and improve agricultural techniques.

Nigeria, another country from Africa, has many researchers on rubber or rubber-related problems. Iyayi, et.al. (2008) study rubber seed processing in order to increase latex production. While Ogwuche, et.al. (2012) reveal the intercropping natural rubber with arable crops to help poor rubber farmers to increase their incomes. Another researcher, Mesike (2012) examines the role of agriculture credit in natural rubber production in Edo and Delta States of Nigeria. The occurrence of technical inefficiency of rubber tapping was also analyzed at Rubber Research Institute of Nigeria, Benin City (Giroh and Adebayo, 2009). This should, of course, be improved in order to prosper the rubber farmers' life.

II. METHODOLOGY

This article is based upon multiyear studies carried out in 2012¹, 2013², 2015³ and next year (hopefully). The researchers visited villages, sub-districts in 4 regencies in West Sumatera. In-depth interviews were also conducted with key-informants including rubber farmers, workers, government officials of the sub-districts and the regencies, the village leaders and other stakeholders related with rubber plantation. Extensive household interviews were also executed with individual farmers to collect data on how families manage their incomes and develop their entrepreneurship skills in order to improve their family prosperity. The research is conducted in Dharmasraya, Agam, Solok and Limapuluh Kota regencies. The data are any local lexicons used by the rubber farmers related to their activities in the farm. These data are collected by observational method supported by survey and in-depth-interviews with key informants as well as conducting focus group on discussion.

¹ The research was conducted under the scheme of *Higher Education Excellent Research* entitled Model Pengembangan dan Pemberdayaan Karet, Petani dan Pekerja Karet di Sentra-sentra Komoditi Karet Sumatera Barat (*Model of Development and Empowerment of Rubber Farmers and Workers in Central of the Commodity in West Sumatera*) Year I [2012], Directorate General of Higher Education, Ministry Education and Culture Republic of Indonesia, contract no. 526/UN.16/LPPM/PU/1/2012.

² The research was conducted under the scheme of *Higher Education Excellent Research* entitled Model Pengembangan dan Pemberdayaan Karet, Petani dan Pekerja Karet di Sentra-sentra Komoditi Karet Sumatera Barat (*Model of Development and Empowerment of Rubber Farmers and Workers in Central of the Commodity in West Sumatera*) Year II [2013], Directorate General of Higher Education, Ministry Education and Culture Republic of Indonesia, contract no. 023.04.2.415061/2013.

³ The research was conducted under the scheme of *Higher Education Excellent Research* entitled Model Pengembangan dan Pemberdayaan Petani Karet di Sumatera Barat Melalui Peningkatan Kemampuan Kewirausahaan (*Model of Development and Empowerment of Rubber Farmers and Workers in West Sumatera by developing the ability of entrepreneurship skills*) Year I [2015], Directorate General of Higher Education, Ministry Education and Culture Republic of Indonesia, contract no. DIPA-023.04.1.673453/2015.

III. DISCUSSION

Current situation of rubber farmers in WS

The following case can reflect most rubber farmer in West Sumatera. Bachtiar, 60 years old, is smallholder of rubber in Sariek Ateh village, Kenagarian Sariek Alahan Tigo, Hiliran Gumanti sub-district, Solok regency. Bachtiar has one wife and 9 (nine) children, three of them have got married. Two of them still study at the college. At the beginning of his marriage, Bachtiar's profession is rice farmer. Because his income was not sufficient to support his family, he decided to be a worker in rubber plantation in Abai Siat (Dharmas Raya regency) and the plantations along the Batanghari river; Muara Labuh (South Solok Regency) even he used to work temporarily in Rantau Ikie dan Rimbo Bujang in Jambi province. In 1985, for the first time he planted rubber for his own in Sariek Alahan Tigo village. The rubber seeds, he took from Muara Labuh, South Solok regency. He is regarded as pioneer as rubber farmer in his area in Hiliran Gumanti sub-district. By using his experience working at rubber plantation in various places, Bachtiar starts his own agribusiness. At present, he has as many 3 ha his own rubber field. He taps his rubber every day in case of the weather is good. Every week he is able to collect rubber sap as many as 40 kg. Then he sells it to rubber trader who comes every week to his village. The trader buys his latex for Rp.6,000. per kg. Therefore, he able to earn money from his agribusiness 240,000 rupiahs every week. [Interview, July 15, 2015]

The condition similar to Bachtiar's case also occurs in other places in West Sumatera. Some rubber farmers in Dharmasraya, for example, still keep their own work tapping rubber trees every day. For them, no other choice than they work in the rubber plantation. They do not have skills other jobs in rubber fields. Some others probably have other reasons such as they cannot leave their kampongs, etc. However, a number of rubber farmers or workers in rubber plantation shift their professions. They have reason because of insufficient income from tapping rubber. According to Zulpendri, the condition of low price of latex has started since 2012. Not only in West Sumatera, in North Sumatera the rubber price was four thousand rupiahs per kilogram (Metro Siantar, August 13, 2013).

Only a very small number of rubber farmers are successful

Success in this article means achievement of the prosperity from what they have been trying to do in their agribusiness especially as rubber farmers in particular or other business activities in their life in general. Their achievement is only compared with those people who live on their location. In other words, rubber farmers are not compared with corporate owners. Furthermore, it also means that it is the condition in which the economic prosperity they achieved far much better than the conditions of average of rubber farmers in their district or sub-district. Therefore, only a very small number of rubber farmers are successful. The former struggles for life seeking part time jobs in any informal sector. Some try to find jobs in formal one such as working in crumb rubber plants or other agro-industrial plants. The latter are able to diversify their business. In other words, they combine the business as smallholder of rubber with other business.

Jon, 30 years old from Koto Padang in Kotobaru, for example, one of the small numbers that relatively successful as a smallholder of rubber farmer. He also runs poultry husbandry. In his farm, he takes care ten thousand chickens. He raises chickens for 28 days up to 34 days. When he harvests his farm, he can get the margin as 4,000 rupiahs up to 5,500 rupiahs per chicken. This profit, of course, is deducted by the dead chicken during the cattle breeding. This net profit must be shared with 2 (two) persons those who keep his farm running every day. He has to share 20% from his margin with his two workers. Besides these businesses, he is also a trader in some local markets in his regency. He can manage effectively his businesses: his rubber farms, poultry husbandry and merchandise⁴.

Another successful rubber farmer is Zulpendri, 33 years old from Koto Baringin, in Dharmasraya. Success story began in 2009 when he rent a rubber field as wide as one hectare

⁴ Interview with the informant in June 2015.

for seven years as many as 40 million rupiahs (Josefino, et.al., 2013). Furthermore, after one year he tapped sat the rubber trees in that plantation, he rent out again to another third party for 40 million rupiahs for 3 years. This means after the deal is over, he still has time for three years to tap the rubber trees for free. Last year he planted a new rubber field as wide as three hectare as many as three thousand rubber seeds. In addition, at the beginning of this year, he also planted oil palm as wide as one hectare. Every day he spends his activities in his plantations located at different places in Dharmasraya regency. Besides he is busy managing his rubber and oil palm fields, he also runs other business that is a small scale gold mining.

MISR Model for smallholders of rubbers in West Sumatera

Model of entrepreneurship education or training can be effective for developing ‘human capital’. (Ismail, Rak and Omar, 2011)⁵. Model for “mentoring initiative, start-up, and running support” (MISR) is an approach to integrate knowledge and its application in community.

Bernstein and Carayannis (2011) prove this approach is effective for young people and students⁶. Furthermore Bernstein and Carayannis conclude that self-efficacy of this model does not depend on the level of education of the people or study program chosen by students⁷.

Similar to Bernstein and Carayannis, Simpson and Christensen (2009)⁸ also say that MISR model is a need for entrepreneurship education in order to elaborate knowledge and skills. By applying MISR, it is a kind of innovative training including ‘mentoring’⁹ and other supporting programs such as business incubation, cooperatives, micro financial institutions and so on. This enables the people, rubber farmers are able to see potential business and provide the opportunity to provide workplace (decent work).

By applying the same model, 2 (two) young people Akwa Ibom and Cross River States, Nigeria are able to decide effective career (Ekpoh dan Edet, 2011:176)¹⁰. They also find that the participants are able to improve their knowledge and skills in entrepreneurship process. In the contexts of rubber farmers and workers in West Sumatera, their knowledge and skills are also various from one person to another. It is, therefore, a revision of the model of MISR made possible based on local wisdom in order to match the specific needs of the farmers and workers of rubber plantation in West Sumatera.

The role language and local wisdoms

The rubber farmers and the workers in rubber plantations in many places in West Sumatera usually employ certain ‘registers’ in their fields. They commonly use ‘*manakiek*’ to refer to tap the rubber trees. It is the process of tapping. When they tap the natural rubber, they

⁵ Presented in Global Higher Education Forum 2011 (GHEF 2011) in Pulau Pinang, Malaysia on December 13-15, 2011.

⁶ USASBE 2011 Proceedings pp. 1127-1142.

⁷ The Bernstein and Carayannis’ findings are applicable. Edi Kurniawan’s experience, English Department alumni, FIB, Andalas University graduated on November 2011, relatively successful. In 2011 Edi could book earning yield his ‘travel agent’ nearly 3 billion rupiahs. Edi started his business when he was at the first year of his undergraduate. The business on travel agent focuses on ticketing: specializing in travelling, Umrah, domestic tour and overseas as well as car rental under the name of Andalas Education Tour. He expressed his experience in business when he was a keynote speaker in general lecture on entrepreneurship at English Department, Faculty of Humanities, Andalas University on March 26, 2012. He obsesses to improve the business on tourism in Indonesia by opening and launching a number branches in all provinces (Padang Ekspres, Maret 25, 2012). Besides his activities in his business, he also distribute charity as many as 2.5% from his pprofit Dompert Dhuafa Singgalang (Singgalang, Maret 16, 2012).

⁸ Wrote in their article entitled: *Youth Entrepreneurship & the ILO*.

⁹ The idea of mentoring is from the writer.

¹⁰ In their writing: *Entrepreneur Education and Career Intention of Tertiary Education Student in Akwa Ibom and Croos River States, Nigeria. International Education Studies. 2011. Vol. 4, No. 1. pp. 172-178*

generally use 'pisau takiek' a special cutter for tapping the rubber trees. Migrants people from Java living in Kurnia Selatan village, Sungai Rumbai sub-district, however, use the term 'pisau deres'. It is made from handicraft by local people. When rubber farmers use 'pisau takiek', it actually distributes economic activities for other people, smithy. Most rubber farmers use 'sayak' or 'timpuruang' (coconut shell) to catch the latex from the rubber trees after tapping. When they use this 'sayak', they actually use the waste from households. They do not have to spend more money for production procession. In other words, they can save money on this item. Another benefit is that it – after usage – does not become the waste for environment. Even it becomes fertilizer for the soil. It is a kind of local wisdom. This is the value they hold underlying the lexicon they employ in daily life. Minang rubber farmers use 'janjang' (ladder) for tapping the rubber trees higher than they can reach the tapping line on the bark of rubber trees. Migrants from Central Java in Dharmasraya usually use the term 'londo'. In order to sharpen the tapping cutter, the Minang rubber farmers use 'batu asahan' (shavings or cutter grinder). They just collect from near or inside the river near where they live. The farmers of rubber plantations in Koto Baringin, for example, just search and pick up from the Batanghari river. They get it for free. Again, they use the resources from the environments around them.

IV. CONCLUSION

Most farmers of smallholders' rubber are relatively poor in West Sumatera. These are caused by external and internal factors. The farmers cannot control external factor such as the price of rubber. It is controlled by crumb rubber owners. The owners of rubber plants should play significant role towards the price of this commodity.

From internal factor points of view, the farmers have lacks of entrepreneurship skills. They do not have skills other than this agribusiness. They cannot diversify with other business. To overcome this problem, the stakeholders including universities should kindly empower and strengthen the rubber farmers' ability and capacity in entrepreneurship skills by providing an intervention programs such training, mentoring etc. In this respect, MISR which is based upon the local wisdom in improving entrepreneurship skills for rubber farmers and workers in West Sumatera is more suitable to apply.

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GRAMMATICAL PROPERTIES OF SERIAL VERB WITH *BAE* AND *KANAI* IN MINANGKABAUNESE: A Syntactic-Semantic Preliminary Study¹¹

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ABSTRACT

Although Minangkabaunese belongs to agglutinative languages in which the roles of affixes are grammatically and semantically significant, serial verb with bae ‘to throw’ and kanai ‘to hit’ are productive in grammatical constructions in this local language. The following clause constructions are grammatically correct and communicatively used in Minangkabaunese. It seems that the serial verbs bae makan ‘to throw eat’ and bae manangih ‘to throw cry’, for instance, are semantically active, meanwhile the serial verb such as kanai tanyo ‘to hit ask’ is semantically passive. Such semantic properties are assumedly packaged by the predicative serial verb of clausal/sentential constructions. In addition, other grammatical features involved in the clauses with the serial verbs linguistically bring about other grammatical properties which need further typological and semantic analyses, then. This paper, a part of syntactical-semantic preliminary study of a planned research conducted in 2015/2016, typologically discusses the grammatical properties of serial verb with bae and kanai in Minangkabaunese. The data presented and analyzed in this paper are those collected through pre-research in the form of field research and library study. The results of analyses may give significant contributions to the studies on linguistic typology and semantics.

Key words/phrases: *grammatical properties, serial verbs, syntactical, semantic, active, passive*

I. INTRODUCTION

The idea viewing language as a “tool” that people use to accomplish the “job” of communication has profound consequences for all kinds of application. In the basic principle, as Payne (2006:1 – 2) argues, every tool has two main components: *a function* and *aform*. The function of is the job the tool is designed to accomplish, and the form is the tangible structure that accomplishes that job. Language, in fact, also consists of a function and a form. Common sense tells that the main function of language is to help people communicate. The form of language consists of sounds, gestures, or other physical variations in the environment capable of being perceived by other people. In accordance with this, the form of language makes sense in terms of its basic function. Without the function of communication, language would be no more than random noises or other physical variations in the environment. Linguistically, the form of most languages consists of a small number of sounds organized into words, phrases, clauses, sentences, and discourse, including conversation, sermons, speeches, arguments, and other highly complex communicative structures.

To study the forms and function of language, we need to come to linguistics in some fields and/or sub-fields. Grammar is one specific term in linguistics which has several meanings. But grammar, to linguists, is something to be discovered, described, and explained, rather than something to be invented and enforced. It includes a good portion of the mental habit patterns and categories that allow people in a community to communicate with one another.

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Grammar is internal to the human mind, but allows the mind to “connect” to other minds that have similar grammatical patterns (see Payne, 2006:7). The term grammar, in simple idea, may refer to linguistic studies which belong to micro-linguistics. Basic language forms and functions are linguistically studied in micro-linguistics which can be classified into phonology, morphology, syntax, and semantics. In some types of language, such as in agglutinative languages, the studies of grammar mostly concern with morphology and syntax (morphosyntax).

In agglutinative languages, the semantic-grammatical functions of affixes play important roles in clausal/sentential constructions. In this type of languages, the phenomena of serial verb (or verb serialization) are not common. The phenomena of serial verb are mostly in isolative languages, languages which have no affixes or in pidgins and creoles (see Durie in Alsina et.al (eds.), 1997:289). In fact, however, the phenomena of serial verb can be also found in some agglutinative languages of Malay families, such as in Minangkabaunese, although such grammatical properties are not dominant. That Minangkabaunese has serial verb constructions is typologically interesting and challenging as the constructions are assumed having unique and specific grammatical characteristics, because the grammatical constructions are not dominant in this local language. The linguistic data and information, dealing with the minority constructions, may give significant contributions to the studies on grammatical typology.

This paper, a syntactic-semantic analysis on a part of preliminary data of a research which will be formally conducted in 2016, typologically discusses the grammatical properties of serial verb (verb serialization) constructions with *bae* ‘to throw’ and *kanai* ‘to hit’ in Minangkabaunese. The following clause constructions are both common and productive in Minangkabaunese:

- (1) *Dek litak bana, ambo bae makan sate sajo daulu.*
 due to hunger too, 1SG throw eat sate only early
 ‘Due to too hunger, I have just eaten sate early’
- (2) *Dari tadi, inyo bae ma- nangih taruih.*
 since just now 3SG throw ACT-cry continuously
 ‘Since just know, she has been crying continuously’
- (3) *Caliak lah, paja tu kanai tanyo beko dek uda.*
 see PART, child the hit ask later by elder brother
 ‘Let’s see, the child will be asked by elder brother later’
- (4) *Cubo lah, waang pasti kanai tingga-andek amak bisuak.*
 Try PART, 2SG sure hit leave-APL by mother tomorrow
 ‘Let’s see, you will surely be left by mother tomorrow’
- (5) *Kok takah itu, Amin bisa kanai bao dek polisi malam ko.*
 If like that Amin can hit bring by policemen night this
 ‘If it is so, Amin can be brought by policemen tonight’

In the examples above, there are serial verbs: *bae makan* ‘to throw eat’, *bae ma-nangih* ‘to throw cry’, *kanai tanyo* ‘to hit ask’, *kanai tingga-an* ‘to hit leave-APL’ and *kanai bao* ‘to hit bring’. It seems that the serial verbs with *bae* ‘to throw’ and *kanai* ‘to hit’ in the clausal (simple sentential) constructions have unique and specific grammatical-semantic properties. The serial verbs need morphosyntactical and semantic analyses which include morphological, syntactical, and semantic categories collectively. Such grammatical properties may give specific typological information to the studies of grammatical typology based on data and information of an agglutinative language, Minangkabaunese. The present paper focuses on the typological analyses on the verbal predicates with *bae* ‘to throw’ and *kanai* ‘to hit’ followed by verbs only. Other clausal constructions with *bae* and *kanai* in this local language followed by other grammatical categories (parts of speech) are not discussed in this paper.

Brief Review of Related Theories

1. Serial Verb Construction in Cross-linguistic Studies

The studies on language similarities and diversities across languages in structural levels become the bases for language universal and linguistic typology as well. Language universals determine what is possible and what is impossible in natural language structure. In other words, the study of language universals underscores the unity underlying the enormous variety of languages found in the world. Language typology, the studies based on the theories and analyses of linguistic typology, focuses on classifying languages according to their structural characteristics; typology means the study of types or the classification of objects into types. Both the studies on language universal and language typology are basically derived from cross-linguistic studies; the data of analyses are obviously collected and compared from various types of languages in the world (see Comrie, 1989; Whaley, 1997; Song, 2001; Finegan, 2004). The grammatical-typological studies on serial verb constructions need cross-linguistic data and information based cross-linguistic studies.

According to Durie (in Alsina et.al. (eds.), 1997:289 – 290), verb serialization (= serial verb as it is used in this paper) is widely found in languages of West African, Southeast Asia including Chinese, New Guinea, Oceania, and some Central American Languages, as well as in many pidgins and creoles. The archetypal serial verb construction consists of a sequence of two or more verbs which in various (rather strong) senses, together act like a single verb. It is of course not to be expected that all cases that are called verb serialization must be regarded as the same phenomenon. The constructions called verb serialization occur with remarkably similar in languages of very different morpho-syntactic types, ranging from isolating, morphology-less SVO languages of Southeast Asia to strongly head-marking Papuan verb-final languages. The range of construction types and grammatical properties that these languages encompass is rather greater than has been appreciated in much of the theoretical literature on serial verbs, which has tended to take as representative patterns occurring in a few restricted areal contexts.

Payne (2002:307 – 312) simply explains the concepts and examples of serial verb construction based on cross-linguistically studies. A serial-verb construction contains two or more verb roots that are neither compounded nor members of separate clauses. Serial verbs occur in all types of languages, but may be more common in languages that have little or no verbal morphology (isolating languages). English marginally employs serial verbs in such constructions as the following:

(6) *Run go get me a newspaper.*

In many other languages, serial verbs are a much more well installed characteristic of the grammar. Typically, verbs in a series will express various facets of one complex event. The followings are examples of serial verb constructions in some languages in the world (see Payne, 2002).

(7) *mo mu iwe wa ile*(Yoruba)

I take book come house
'I brought a book home'

(8) *mede aburow migu msum* (Akan)

I:take corn I:flow water:in
'I pour corn into the water'

(9) *pi-a yiyaha pi-akare fo Bamako e* (Supyire)

they-PERF them leave they:SUB-PERF go till Bamako to
'They let them go to Bamako'

(10) *pa yi yaha kari for Bamako ni* (Minyanka)

they:ASP them leave go till Bamako to
'They sent them to Bamako'

(11) *John khap rot chon khwaay taay* (Thai)

John drive car collide buffalo die
'John drove the car into a buffalo and it (buffalo) died'

‘John drove the car into a buffalo and it (car) stalled’
‘John drove the car into a buffalo and he (John) died’

Based on the data above, it can be seen, in addition to grammatical (morphosyntactic) properties, serial verb constructions may contain semantic (and pragmatic, contextual) properties (see various meanings in Thai). Semantically, serial-verb constructions often mean something slightly different than what the same series of verbs would mean if they were cast in separate clause. Other grammatical-semantic properties of serial verb constructions may carry aspectual meaning or voice categories. Those properties can be linguistically caused by the fact that the serial verb is in predicate, the core part of clause constructions. A clause (or basic-simple sentence) is also called predication which consists of one predicate and (its) arguments. Van Valin, Jr., and Lapolla (2002:25) illustrate that basic construction of a clause is: *predicate + arguments + (non-arguments)* (see also van Valin, Jr., 2005). In grammatical studies, particularly in syntax, linguists argue that predicate is the core of a clause construction in which (lexical) verb is the nucleus.

2. Predication, Predicate, and Serial Verb

Predication is the constructions which essentially consist of a predicate and its participant(s); a clause (simple-independent sentence) is also called predication. In an independent clause, predicate is the core part to which the arguments are grammatically attached. According to Alsina (1996:4 – 5), predicate expresses a relation (or relations) among participants; these participants are called the arguments of the predicate. The presents of arguments are grammatically and semantically determined by the predicate as the core of the clause or by the verb form as the nucleus in the predicate. Therefore, the grammatical relations (S)ubject, (D)irect (O)bject, and (I)ndirect (O)bject relate to predicate grammatically and functionally. The correspondence between grammatical functions and the arguments of a predicate is neither random nor totally unpredictable. Therefore, the grammatical-semantic roles of predicate in clause constructions are cross-linguistically essential.

In relation to the facts that serial verb constructions mostly focus on the grammatical existence of predicate, serial verb contains “rich” grammatical-semantic properties of human languages. Durie (in Alsina et.al. (eds.), 1997:322) argues three generalizations about serial verb. The three generalizations have important implications for the syntactic investigation of verb serialization:

- (i) Verb serialization is universally characterized by heavy lexicalization of particular verb combinations;
- (ii) This lexicalization exists alongside productivity of serialization, because many events can be typed in terms of certain predictable internal structures and structural components;
- (iii) The productivity of verb serialization is constrained in such a way that a large variety of syntactically well-formed verb combination will be rejected by native speakers as unacceptable /ungrammatical because they do not correspond to a recognizable event-type, either within the actual experience of speakers, or alternatively within the permitted patterns of verb serialization within a language.

In accordance with the various grammatical-semantic properties of serial verb constructions cross-linguistically, the linguistic studies on serial verb with *bae* ‘to throw’ and *kanai* ‘to hit’ may give meaningful data and theoretical implication to linguistic typology theories and studies.

II. METHOD

The method used in this preliminary research was a descriptive one which aimed at exploring, describing, and explaining the grammatical-semantic properties of serial verb in Minangkabau. The research was conducted in the forms of field-research and library study. The field research was operationally conducted in participant observation, depth interview with informants, and recording speech events. The library study was operationally conducted in the

forms of documents analyses, selecting the relevant data, and note taking. The data are the grammatical clauses of Minangkabaunese which have verbal predicates with verb *bae* ‘to throw’ and *kanai* ‘to hit’ and followed by another verbs. Therefore, the predicates of clauses are in serial verb or in serial verb constructions. The sources of data were the informants selected from the native speakers of Minangkabaunese and published materials written in Minangkabaunese. As a native speaker, the researcher was also the source of data, but the data were cross-checked to informants to have the validity and reliability of data. The instruments used in collecting the data were the researcher himself, recording equipments, and writing equipments. The analyses of data were based on relevant theories of micro-linguistic and linguistic typology, especially the theories of grammatical typology. The results of analyses are argumentatively presented in formal and informal ways as commonly used in linguistics.

III. DATA ANALYSIS AND DISCUSSION

1. Serial Verb Constructions with Verb *bae* in Minangkabaunese

As mentioned in previous part, serial verb constructions with verb *bae* ‘to throw’ are relatively productive in Minangkabaunese, particularly in spoken language and in informal situation. The verbal clauses with predicates in serial verb *bae* followed by another verb in Minangkabaunese are not relatively accepted and recommended in formal situation, such as in (traditional) speech, written language, or in declarations. Although the constructions have grammatical properties, the serial verb constructions with verb *bae* in this local language are influenced by and pragmatic-contextual functions of language. Let’s see followings examples, as the continuation of (1) and (2).

(12) *Kalau baitu, kito bae mam-baco salawat samalam ko.*

if so 2PL throw ACT-read salawat one night this

‘If so, we will read salawat all night’

(13) *Jadilah, ambo bae lalok dulu sajak sanjo.*

allright 1SG throw sleep soon since early night

‘Allright, I will sleep soon since early night’

(14) *Kok mungkin, tantu inyo bae mam-bali tiket sajak kini.*

if possible, certainly 3SG throw ACT-buy ticket since now

‘If it is possible, he has certainly bought a ticket earlier’

The verbal predicates in (1) *bae makan*, in (12) *bae mam-baco*, and in (14) *bae mam-bali* are the examples of serial verb constructions which are semantically transitive; they are assigned as serial verbs as they collectively functions as a single predicate in each clause and the predicates need objects (*sate*, *salawat*, and *tiket*). The lexicon *bae* ‘to throw’ is a verb and followed by second verb *makan* ‘eat’, *mam-baco* ‘read’, and *mam-bali* ‘buy’ to grammatically construct the serial verb. Thus, the criteria of cross-linguistic serial verbs are fulfilled by such order of verbs. Based on the grammatical constructions, verb *bae* can be followed by transitive verbs with active voice marker *ma-* as in (12), (14), or without active voice marker as in (1) to construct serial verb constructions. In addition, the verb *bae* can also be followed by intransitive verb *ma-nangih* ‘cry’ as in (2) and *lalok* ‘sleep’ as in (13). Semantically, these constructions also constitute (express) the active meanings; the verbal predicates in serial verb with *bae* + *transitive and intransitive verbs* in Minangkabaunese are the active voice constructions.

The active voice quality in serial verb with *bae* + *transitive/intransitive verbs* in Minangkabaunese is “higher” than the clause constructions with active predicates in single transitive verb with or without active morphological marker *ma-*. Based on such grammatical-semantic properties, it is reasonable to state that the high quality of active meanings brought by serial verb with *bae* + *transitive/intransitive verbs* is more on semantic-pragmatic meanings rather than sole grammatical meanings. In accordance with the properties, it is on the right idea to say that the clauses with predicates in serial verb with *bae* are not relatively used and recommended in formal and written styles.

2. Serial Verb Constructions with Verb *kanai* in Minangkabaunese

Let's see now the serial verb constructions with verb *kanai* 'to hit' in Minangkabaunese. The verbal predicate of clause in serial verb with *kanai*, as the serial verb with *bae*, semantically constitutes the communicative meanings in informal styles; these clause constructions are productive in casual and informal uses of Minangkabaunese. To see the grammatical-semantic properties of the serial verbs constructions, pay closely attention to the following data as the additions to (3), (4) and (5) above.

(15) *Kok bantuak iko, waang bisa kanai kuruang anam taun.*

if like this 2SG can hit arrest six years

'If so, you can be arrested six years'

(16) *Batua, kami anyo kanai tuduah dek urang kampung.*

right 1PL just hit accuse by people kampung

'That is right, we were just accused by villagers'

(17) *Anak-anak-nyo acok kanai lacuik.*

children-POS3SG often hit prod

'His children are often prodded'

The serial verb constructions with verb *kanai* in examples above are *kanai tanyo* (3), *kanai tingga-an* (4), *kanai bao* (5), *kanai kuruang* (15), *kanai tuduah* (16), dan *kanai lacuik* (17). Based on the data presented, the serial verb constructions with verb *kanai* are always followed by verb without active morphological markers (except in (4) with morphological marker for applicative); the verbs after *kanai* are always in base forms, *tanyo*, *tingga-an*, *bao*, *kuruang*, *tuduah*, and *lacuik*. These grammatical properties imply that clause constructions with predicate in serial verb with *kanai* are not active voice. In other words, the meanings brought by these constructions are in active voice. These grammatical-semantic properties are different from those brought by serial verb with *bae* presented in previous sub-part.

It is grammatically-semantically accepted to state that the clause constructions with the predicate in serial verb with *kanai* are passive voice? The answer for this question needs further grammatical-typological analysis. To say that clause construction predicated by serial verb with *kanai* as passive construction is less reasonable. Passive voice construction in agglutinative languages, including in Minangkabaunese, is morphologically marked. The data above, however, show that the constructions are not morphologically marked. Although data (16) has preposition *dek* 'by' which is commonly used in passive constructions, the verbal predicative in serial verb with *kana* is not morphologically marked, in fact. Based on related theories on grammatical typology, the moderate answer for this question is that the semantic property brought by serial verb constructions with *kanai* in Minangkabaunese is passive like one. The term passive like is used in this paper can be typologically referred to the ergative-absolutive construction, the underlying construction in ergative absolutive languages. Therefore, the clause constructions with predicates in serial verb *kanai* + (*second*) *verb* in Minangkabaunese are ergative-absolutive constructions.

IV. CONCLUSION

The clause constructions with predicates in serial verb with *bae* 'to throw' and *kanai* 'to hit' in Minangkabaunese are relatively productive. Such productive grammatical constructions, however, are more on casual speech and informal style. Therefore, the serial verb with *bae* and *kanai* in Minangkabaunese contains pragmatic-contextual meanings in addition to grammatical meaning, in nature. Grammatical typological analysis on the clause constructions with predicates in serial verb with *bae* tell that the constructions are in active voice. Further typological analyses on the clause constructions with serial verb *kanai* + *transitive/intransitive* verb may imply that they are antipassive constructions. However, the antipassive phenomena in such constructions are not further discussed in this paper. Meanwhile, clause constructions with

the predicates in serial verb with *kanai* in Minangkabaunese are the ergative-absolutive constructions, the passive like constructions. Further analyses on serial verb in Minangkabaunese are linguistically needed, because there are still many grammatical-semantic phenomena which have not been discussed in this paper yet.

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A CONTRASTIVE ANALYSES BETWEEN ENGLISH PREFIXES $i\{N\}$ - AND INDONESIAN PREFIXES $me\{N\}$ - : A GENERATIVE PHONOLOGY STUDY

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ABSTRACT

The topics of this paper have been discussed in many structural linguistics articles. However, they have never been discussed in a contrastive analyses using generative phonology approach, yet. These are very important to deal with since the prefixes of the two languages need a more elegant, exhaustive but simple explanation by such approach. Therefore this paper is aimed at (1) describing the existence of English prefixes $i\{N\}$ - , and Indonesian prefixes $me\{N\}$ -, and (2) explaining the contrastive analyses between English prefixes $i\{N\}$ - and Indonesian prefixes $me\{N\}$ in phonological process in forming a word configuration.

This paper applies generative phonology theory, a subdisciplin of transformational generative grammar. The main concern of this theory not to the orthography, but to the spoken data, instead. Therefore, the sources of data of both languages are spoken languages in daily talk or daily news which is broadcasted by TV program. The research method that is used is observation by utilizing recording and note taking techniques.

The result of the data analyses reveals that (1) The existence of English prefixes $i(N)$ - is that the prefixes have [im-] as their the basic representation with their allomorphs [im- ~ in- ~ in-], while the Indonesian prefixes $me(N)$ - has [meŋ-] as their basic representation with their allomorphs: [meŋ- ~ me-~ mem-~ meñ-~ men- ~ meŋe-] . (2) The contrastive analyses reveals that English prefixes $i(N)$ - are not as productive as Indonesian prefixes $me(N)$ -. The last have many more kinds of allomorphs, too . The phonological process happens to English prefixes $i\{N\}$ is only assimilation, while Indonesian prefixes $me\{N\}$ - experience assimilation and syllable structure process. Concerning about the rules in forming word configuration, English prefixes $i\{N\}$ - have three rules, much less than Indonesian prefixes $me\{N\}$ - which have six rules.

Key Words: prefix, allomorph, phonological process and rule

I. INTRODUCTION

This paper deals with prefixes of two languages, which come from different language family, but tipologically, have the same SVO basic structure , i.e. English and Indonesian. It is also hoped that the differences of the both languages can be shown in this paper, therefore, it applies a contranstive analyses.

English prefixes $i\{N\}$ - , and Indonesian prefixes $me\{N\}$ - actually have been discussed in many structural linguistics articles. It means, the studies have been done so far are descriptive ones. In fact, it is strongly recommended nowadays to make higher level than descriptive studies i.e., explanative ones. Transformational generative grammar, with which this paper apply the theory is said to be the explanative one. Besides, the two prefixes have

never been discussed together in a study. In other words, the discussion about the both prefixes have been done separately and they have never been related to each other so far.

English prefixes *i{N}-*, and Indonesian prefixes *me{N}-* are prefixes which have lots of variations or allomorphs which require proper explanation. Describing the existence of the two prefixes and explaining how the prefixes experience phonological process and how to make the rule in forming a word configuration are the main concern of this paper.

II. METHOD AND THEORY

The data source of this study is spoken language that is used in daily talks or daily news which is broadcasted by TV program. The research method that is used is observation by utilizing recording and note taking techniques.

To achieve the aims of this paper, it applies generative phonology theory in which exhaustive but simple, and elegant principles are applied. The theory does not care about orthography, but the spoken data, instead. The basic concept of this theory argues that phonological component is used to process surface structure so that it produces phonetic description (Pastika, 2005:7). In other words, surface structure is processed by phonological component to produces phonetic description (Pastika, 2005:8). Based on this theory, it is said that each morpheme has its own basic representation. Next, its basic form may have more than one phonetic form. All morpheme variations that occur in different environment can be derived from its stem by using phonological rules. The selection of one phonetic form from the others as the representative of the allomorphs must give a simple impact of the grammar in question. Further, generative phonology also deal with phonological processes and rules. The processes can be divided into a) Assimilation, b) Syllable structure, c) Weakness and strength, and d) Neutralization (Schane (1992:49). The followings are their explanation.

Assimilation is a process in which a segment get involved in other closed segment's process, so they get more and more similar. Assimilation can be divided into (i) a consonant assimilates a vowel features, (ii) a vowel assimilates a consonant features, (iii) a consonant assimilates other consonant features, and (iv) a vowel assimilates other vowel features. Next, syllable structure is a process in which syllable affect the relational distribution of consonant-vowel in their relation to each other in a word. These processes includes (i) consonant deletion, (ii) vowel deletion, (iii) consonant insertion or epenthesis, (iv) merging of vowel and consonant, (v) merging of vowels or consonants, (vi) changing of natural class, and (vii) metathesis. Further, weakness and strengthness are processes in which the changing of syllable structure is caused by weak or strong segment(s) in a word. In this case, syllable structure can be more complicated if a vowel in a KVKV configuration is deleted so that the two consonants get closer to each other. Deletion as such is often caused by the segment in a weak position in that syllable. Weakness can be classified into (i) syncope, (ii) apocope, (iii) vowel weakness, whereas strengthness is classified into (i) diphthongization, and (ii) vowel movement. Last, neutralization is a process in which phonological differences is decreased in a certain environment. Contrast segments in an environment has a same representation in neutralization environment. Neutralization can be divided into (i) consonant neutralization, and (ii) vowel neutralization.

After talking about phonological process, it is time now to talk about phonological rules. According to Schane (1992:66) if we can decide the requirement for a phonological process event, we actually have given a rule. Such a rule has been stated in a daily language, which from now on must be changed into a formal notation. There are four phonological rules that are very important to take into consideration. They are: (1) Changing features- rules, (2) Deletion and insertion rules, (3) Permutation and merging rules, and finally (4) Variable rules.

In the rules of modifying features, there are three kinds of questions to answer: (1) Which segment is modified, (2) How does the segment change, (3) In what condition is the segment changed. For example:

[-sonorant] → [-voiced]

$$V \rightarrow [+nasal]$$

This rule imply that all obstruent sound becomes voiceless at all position, and all vowel is nasalized in each of its appearance.

In deletion and insertion rules, the deletion is indicated by \emptyset , null symbol. Segment which is changing is placed at the left of the arrow sign, and sign \emptyset is placed at the right side of the arrow. Example of this rules (deletion):

$$\left[\begin{array}{c} C \\ +nasal \end{array} \right] \rightarrow \emptyset / \left[\begin{array}{c} V \\ +nasal \end{array} \right] _$$

The rule means that nasal consonant is deleted after nasal vowel.

Next, in permutation and merging rules, two segments can be permuted or merged. Example of this rule :

$$C \left[\begin{array}{c} -Syllabic \\ -consonantal \\ +rounded \\ 1 \end{array} \right] \rightarrow \left[\begin{array}{c} 1 \\ +rounded \\ 2 \end{array} \right] \emptyset$$

This rule indicates that a consonant followed by w sound is merged into a labialized consonant.

Last but not least, variable rules. This rules may apply two kinds of rules which are identical, except for the values of the same features, the both rules can be exchanged with another rule. The different values in both rules is exchanged with a variable one i.e Greek alpha in the new rule. For example

$$\left[\begin{array}{c} -sonorant \end{array} \right] \rightarrow \left[\begin{array}{c} \alpha \text{ voiced} \end{array} \right] / _ \left[\begin{array}{c} -sonorant \\ \alpha \text{ voiced} \end{array} \right]$$

Variable α constitutes a device to indicate that " it has the same value", or " its value is just the same as"

III. DISCUSSION

Two goals of this paper are presented in this section. They are explanation of the existence of English prefixes $i\{N\}$ - , and Indonesian prefixes $me\{N\}$ -, and the contrastive analyses between the phonological process and rules of the prefixes of the both languages in forming a word configuration.

a. The existence of English prefixes $i\{N\}$ - and Indonesian prefixes $me\{N\}$ -

The terms English prefixes $i\{N\}$ - , and Indonesian prefixes $me\{N\}$ -, in this paper, are the morphemes using nasal alternative sounds in forming a word configuration. The prefixes, particularly in English, have the phonetic representation as follows: [im-], [in-], and [iŋ-] which mean "not" or " opposite of", whereas Indonesian prefixes $me\{N\}$ - have the following phonetic representation: [meŋ-], [me-], [mem-], [meñ-], [men-], and [meŋe-] which mean "to do" or 'to make something". In other words, English prefixes $i\{N\}$ - have the following allomorphs: [im- ~ in- ~ iŋ-] and Indonesian prefixes $me\{N\}$ - have allomorphs as follows: [meŋ- ~ me-~ mem-~ meñ-~ men- ~ meŋe-]. From the English prefixes [im-], [in-], and [iŋ-], the most productive prefix is prefix [im-]. Therefore, prefix [im-] is said to be the basic representation of prefixes $i\{N\}$ -. Next, the most productive Indonesian prefix is prefix [meŋ]. It involves 10 phonemes, while the prefix [me-] involves only 8 phonemes. Therefore, prefix [meŋ-] is said to be the basic representation of prefixes $me\{N\}$ -.

This study shows that the phonological process occurs at the utmost in forming a word configuration is assimilation using nasal sounds which are homorgan. For example, English prefix [im-] precedes a word beginning with [m] or [p] which all of them are bilabial sounds ; English prefix [in-] precedes a word beginning with [t] or [d] which all of them are dental alveolar sounds. Finally, English prefix [in-] precedes a word beginning with [k] which both of them are velar sounds. On the other hands, Indonesian prefix [mem-] precedes a word beginning with [b], [f] and [v] which all of them are labial sounds; Indonesian prefix [meŋ-] precedes a word beginning with [g], [h], and [k^h] which all of them are velar sounds; Indonesian prefix [meñ-] precedes a word beginning with [s], [c], and [j] which all of them are palate alveolar sounds. The more detail explanation will be given in the next part.

b. Contrastive analyses between English prefixes i{N}-and Indonesian prefixes me{N} in phonological process and rules in forming a word configuration

1) English prefixes i{N}- are not as productive as Indonesian prefixes me{N}-.

In forming a word configuration, assimilation as phonological process in this paper are using nasal sounds which are homorgan. This can be seen in English prefix [im-] which precedes a word beginning with [m] or [p] which all of them are bilabial sounds. In this case, both [m] in the prefix and in the first sound of the word are bilabial sounds. For examples:

[im] :	#m__	#p__	#p__	#p__
	immaculate	impaipable	impracticable	impure
	immaterial	impossible	impractical	
	immature	impatience	impregnable	
	immeasurable	impatient	improper	
	immobile	impenetrable		
	immoderate	imperceptible		
	immoral	imperfect		
	immortal	impermanent		
	immovable	impermeable		
	immune	impermissible		
	immutable	impersonal		
	impaipable	impotent		

Next, both [n] in the prefix and in the first sound of the word are bilabial sounds. Besides, the prefix may have phonological process with vowel [a], and [s]. For examples:

[in]:	#t__	#d__	#a__	#a__	#s__
	intolerable	indirect	inability	inadvertent	insuspicious
	intangible	indecipherable	inaccessible	inalienable	insupprtable
	intemperate	independent	inaccurate	inane	insult
		indescribable	inactive	inanimate	
		indestructible	inadequacy	inapplicable	
		indeterminate	inadmissible	inappropriate	
		indifferent	inarticulate	inapt	
			inattention	inaudible	

English prefix [in-] precedes a word beginning with [k] which both of them are velar sounds. For examples:

[in-] :	#c__	#c__
	incredible	incoherent
	incalculatable	inconvenience
	incapable	incomplete
	incognito	inconsistent
	incontrovertible	incline

Indonesian prefixes me{N}- also experience assimilation using homorgan sounds and other sounds. Indonesian prefix [mem-] precedes a word beginning with [b], [f] and [v] which all of them are labial sounds. For examples

[mem-]	#b__	#b__	#f__	#v__
	membabat	membalik	memfitnah	memvonis
	membuat	memberi	memfatwakan	memveto
	membalas	membagi		
	membalut	membasuh		
	membungkus	membingkai		
	membentuk	membiasakan		
	memberkati	membengkokkan		
	membenah	membelokkan		
	membuang	membulatkan		
	membutuhkan			

#pr__
 mempraktekkan
 memprioritaskan
 memproduksi
 memprotes

Indonesian prefix [meŋ-] precedes a word beginning with [g], [h], and [k^h] which all of them are velar sounds (homorgan) and vowels. For example:

[meŋ-]	#g__	#h__	#k ^h	#a__	#i__
	mengganggu	menghina	mengkhawatirkan	mengabaikan	mengijinkan
	menggapai	menghalau	mengkhanjani	mengacuhkan	menginap
	menggaruk	menghadang		mengadukan	mengimami
	menggerakkan	menghadap		mengadakan	mengilhami
	menggunakan	menghela		mengadili	mengisap
	menggilai	menghapus		mengajar	mengiris
	menggendong	mengharapkan		mengarah(kan)	
		menghamili		mengaum	
		menghirup		mengagungkan	
		menghidupi(kan)			
		menghilangkan			
		menghayati			

#u__	#0__	#e__	#é__
mengusap	mengobral	mengelus	mengelak
mengulang	mengolok-olok	mengendus	mengekor
mengubah	mengover	mengerami	mengevaluasi
mengulas	mengoplos	mengedam	mengelaborasi
mengunduh	mengolah	mengendap	mengeong
mengujarkan			
mengulur			
mengukur			

#kl—
 mengklarifikasi
 mengklaim
 mengklasifikasikan

Indonesian prefix [meñ-] precedes a word beginning with [c], and [j] which all of them are palate alveolar sounds.

[meñ-]	#c__	#j__
	mencaci	menjembatani
	mencabit	menjemput
	mencubit	menjalin
	mencuci	menjual
	mencuri	menjadi
	mencurahkan	menjulangi
	mencairkan	menjanda
	mencaplok	menjilid
	mencelupkan	menjolak
	mencela	menjurus
		menjodohkan

Indonesian prefix [men-] precedes a word beginning with [d] which both the end of the prefix and initial word are dental alveolar sounds.

[men-]	#d__	#d__
	mendasari	mendapati
	mendaki	menduduki
	mendatangi	mendiamkan
	mendiskusikan	mendengar
	mendaaur	mendekati
	mendepak	menduakan
	mendoakan	

2) English prefixes i{N}- have no syllable structure process as Indonesian prefixes me{N} have.

Indonesian prefixes me{N} experience syllable structure process i.e. a process which affects the relational distribution between consonant and vowel in a word. A consonant can be deleted, even two segments can be merged into one segment, and that each of this process can cause alternation in natural syllable structure. For examples:

[meñ-]	#s__ → Ø	#s__ → Ø	#s__ → Ø
	menyayangi	menyantuni	menyanggupi
	menyakiti	menyikapi	menyalami
	menyandang	menyabarkan	menyelami
	menyapa	menyebarkan	menyebut
	menyalahi(kan)	menyamarkan	menyemarakkan
	menyamai	menyiasati	menyibukkan
	menyadur	menyobek	menyinggahi
	menyucikan	menyuarakan	menyarankan
	menyapu	menyilaukan	menyadarkan
	menyudahi	menyulap	menyandarkan
[mem-]	#p__ → Ø	#p__ → Ø	
	memalu	memadati	
	memakai	memilih	
	mematahkan	memupuk	
	mematuhi	memisahkan	
	mematuk	memilukan	
	mematok	memarangi	
	memikul	memukul	
[men-]	#t__ → Ø	#t__ → Ø	
	menabur	meniduri(kan)	
	menagih	menabuh	
	menanak	menandai	

	menajak	menembak(i)
	menusuk	menimba
	menimpali	meninju
	menukar	menabrak
	menubruk	menunggu
	meniadakan	menaati
[meŋ-]	#k__ → Ø	#k__ → Ø
	mengabarkan	mengaburkan
	mengirim	mengulum
	mengabulkan	menguburkan
	mengasihi	mengasari
	mengatakan	mengisahkan
	mengagumkan	mengibarkan

3) English prefixes i{N}- have no zero allomorphs as Indonesian prefixes me{N} have.

[me-]	#m__	#n__	#ñ__	#ŋ__
	memasak	menamai	menyanyi	menganga
	mematikan	menantikan	menyamankan	mengais
	meminum	menasehati	menyaringkan	
	memakan	menodai		
	memata-matai			
	memabukkan			
	#l--	#r__	#w__	#y__
	melawan	merawat	mewadahi	meyakini
	melayani	meriwayatkan	mewakafkan	
	melabrak	meraup	mewakili	
	melestarikan	merindukan	mewujudkan	
	melegakan	meregang	mewarisi(kan)	
	melagukan	merenggangkan		
	melupakan	merobek		
	meladeni			

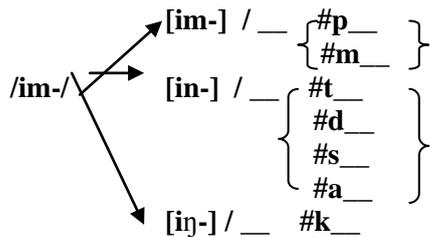
4) English prefixes i{N}- do not have insertion phonological process as Indonesian prefixes me{N} have.

[meŋe-]	cvc
	mengecat
	mengebom
	mengelas
	mengelem

5) The phonological process occurs in English prefixes i{N}- is only assimilation, while the phonological process occurs in Indonesian prefixes me{N} are assimilation and syllable structure process. Based on the result of the data analyses, the phonological process of the forming of a word configuration using the prefixes are as follows.

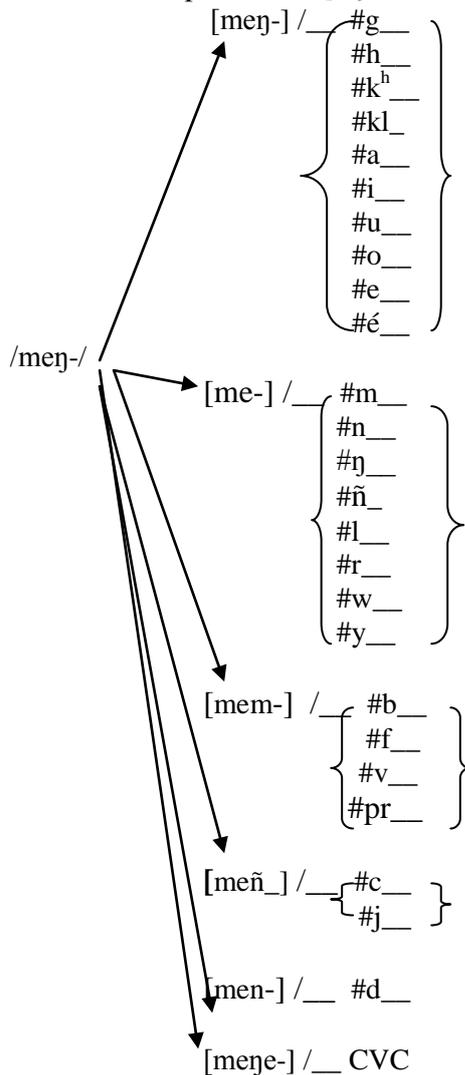
English prefixes i{N}- in assimilation process

Prefixes i{N}- have /im-/ as the basic representation of the prefixes. They have these morphemes [im-], [in-], and [iŋ-] as their allomorphs [im- ~ in- ~ iŋ-]



These figure can be read as follows: the basic representation /im-/ becomes [im-] before a word beginning with /p/ and /m/ sounds; the basic representation /im-/ becomes [in-] before a word beginning with /t/, /d/, /s/ and /a/ sounds; the basic representation /im-/ becomes [iŋ-] before a word beginning with /k/ sounds.

Indonesian prefixes me[N]- in assimilation process



These figure can be read as follows: the basic representation /meŋ-/ becomes [meŋ-] before a word beginning with /g/, /h/, /k^h/, /a/, /i/, /u/, /o/, /e/, /é/ sounds and cluster /kl/; the basic representation /meŋ-/ becomes [me-] before a word beginning with /m/, /n/, /ŋ/, / ñ/, /l/, /r/, /w/ and /y/ sounds; the basic representation /meŋ-/ becomes [mem-] before a word beginning with /b/, /f/, /v/, and cluster /pr/; the basic representation /meŋ-/ becomes [meñ-] before a word beginning with /c/ and /j/ sounds; ; the basic representation /meŋ-/ becomes [men-] before a

word beginning with /d/; ; the basic representation /meŋ-/ becomes [meŋe-] before a word which consists of consonant vowel consonant.

Indonesian prefixes me[N]- in syllable structure process

meŋ- #k__ → 1

1 2

mem- #p__ → 1

1 2

meñ- #s__ → 1

1 2

men- #t__ → 1

1 2

There is deletion process happen to initial word of all word begins with /k/, /p/, /s/, and /t/ . The basic representation / meŋ- /exist as [meŋ-] before the word begins with /k/ ; The basic representation / meŋ- /becomes [mem-] before the word begins with /p/; The basic representation / meŋ- /becomes [meñ-] before the word begins with /s/; The basic representation / meŋ- /becomes [men-] before the word begins with /t/

Regarding the above explanation, it seems that English prefixes i{N}- involve more simple phonological process rather than that of Indonesian prefixes me{N}- which have assimilation as well as syllable structure processes especially for the prefixes [meŋ-], [mem-], [meñ], and [men].

6) One of the differences between structural linguistics and generative linguistics is that the last deal with explanative. In this case, description in structural linguistics is the end of the study, while in generative linguistics, description is just the beginning and explanation as the end. Explanation could be given by using the rule(s) of one process. The followings are the rules for the prefixes in the forming of word configuration.

English prefixes i{N}- in the rules of forming word configuration

im- → im- /__

}	-sonorant
	-continuant
	voice
}	+ nasal
	+ anterior
	-coronal

The basic representation /im- / does not change as [im-] before the word which have the features of minus sonorant, minus continuant, and minus voice which refer to /p/ or plus nasal, plus anterior, minus coronal which refer to /f/.

im- → in- /__

}	-- sonorant
	+ anterior
	+ coronal
}	- consonantal
	-high

The basic representation /im- /becomes [in-] before the word which have the features of minus sonorant, plus anterior, plus coronal which refer to //; /t/, /d/, /s/; or minus consonantal, minus high which refer to vowel /a/.

im- → iŋ- /__

}	- sonorant
	- anterior
	- continuant
	- voice

The basic representation /im- /becomes [iŋ-] before the word which have the features of minus sonorant, minus anterior, minus continuant and voiceless which refer to /k/.

Indonesian prefixes me[N]- in the rules of forming word configuration

meŋ → meŋ- / ____

}	-- sonorant
	- anterior
	- continuant
	+ voice
}	+ sonorant
	- consonantal
	[kl]

The basic representation /meŋ/ does not change as [meŋ-] before the word which have the features of minus sonorant, minus anterior, minus continuant, voiced, which refer to /g/, /h/, /k^h/; or plus sonorant, minus consonantal, which refer to all Indonesian vowels i.e. /a/, /i/, /u/, /o/, /e/, and /é/. The other option is before cluster [kl].

meŋ → me- / __

+ sonorant
+ consonantal
+ voice

The basic representation /meŋ/ becomes [me-] before the word which have the features of plus sonorant, plus consonantal, voiced, which refer to /m/, n/, /ŋ/, /ñ/, /l/, /r/, /w/, and /y/.

meŋ → mem- / __

}	- sonorant
	- strident
	+ anterior
	- coronal
	[pr]

The basic representation /meŋ/ becomes [mem-] before the word which have the features of minus sonorant, minus strident, plus anterior, minus coronal which refer to /b/, /f/, /v/ or before cluster /pr/.

meŋ → meñ- / __

- sonorant
+ sibilant
- anterior

The basic representation /meŋ/ becomes [meñ-] before the word which have the features of minus sonorant, plus sibilant, minus anterior which refer to /c/ and /j/.

meŋ → men- / __

- sonorant
- continuant
+ anterior
+ voice
+ coronal

The basic representation /meŋ/ becomes [meñ-] before the word which have the features of minus sonorant, minus continuant, plus anterior, voiced, plus coronal which refer to /d/.

meŋ → meŋe- / __ CVC

The basic representation /meŋ/ becomes [meŋe-] before the word which consists only three segments with CVC structure

IV. CONCLUSION

Based on the data analyses the writer comes to conclusions that (1) The existence of English prefixes i(N)- is that the prefixes have [im-] as their the basic representation with their allomorphs [im- ~ in- ~ iŋ-], while the Indonesian prefixes me(N)- has [meŋ-] as their basic representation with their allomorphs: [meŋ- ~ me- ~ mem- ~ meñ- ~ men- ~ meŋe-] . (2) The contrastive analyses reveals that English prefixes i(N)- are not as productive as Indonesian prefixes me(N)- Indonesian prefixes me{N} have many more kinds or allomorphs of prefixes, too . The phonological process happens to English prefixes i{N} is only assimilation,

while Indonesian prefixes me{N}- experience assimilation and syllable structure process. Concerning about the rules in forming word configuration, English prefixes i{N}- have three rules, much less than Indonesian prefixes me{N}- which have six rules.

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TEACHING AND LEARNING MALAY LANGUAGE AND MALAY CULTURE USING COMPUTER: THE EXPERIENCE OF TEACHING INTERNATIONAL STUDENTS IN UNIVERSITI MALAYSIA KELANTAN, MALAYSIA

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ABSTRACT

Teaching and learning in education are now using a variety of sophisticated technological equipment. Various multimedia and computer tools are used during the teaching process to stimulate and create an entertaining learning environment to increase the level of understanding among international students. This paper raises an alternative that is relevant to the development of the latest technology to be applied in the teaching and learning of Malay Language and Malay culture among international students, also known as foreign students. The current development of Information Technology and Communication has new challenges in the world of teaching and learning of Malay language and culture among teachers because both of these aspects are unfamiliar for students from foreign nations. Furthermore, Malay language is a compulsory subject of study for all foreign students who study at higher learning institutions in Malaysia. International students are also exposed to Malay culture especially in Kelantan so that they can understand and respect it. Therefore, teachers should play an important role in integrating the three aspects of pedagogy, psychology and technology in the introduction of Malay language and culture.

Keywords: teaching and learning, use of computers, international students, the Malay language, Malay culture

I. INTRODUCTION

Teaching and learning is a process that is very important for teachers and students. The variety of teaching aids are given priority in order to create an environment that can attract students to learn and understand the subjects easily. Roblyer & Schwier (2003) suggest that technology has been proven to improve productivity, increase motivation, support teaching indirectly, enable a unique learning, and improve information literacy .

Information and Communication Technology (ICT) has been used in teaching and learning of Malay language and culture in order for foreign students to improve their understanding of Malay culture during their stay in Malaysia as well as Malay language as the medium of instruction at UMK. As quoted in the Speech YB Dato 'Seri Mohamed Khaled bin Nordin, the former Minister of Higher Education in conjunction with the launch of the Action Plan upholding the Malay language as the language of science in Institutions of Higher Education and National Language Month 2011 Celebration, Malay language must be taught to foreign students who want to pursue their studies in institutions of higher education (IPT) in Malaysia:

"Efforts to uphold Malay language will not be achieved by rhetoric and spirit alone. Therefore, as a sign of strong commitment at the ministerial level, I would like to announce some measures and strategies to be implemented to empower the Malay language at the tertiary level, namely:

To make Malay Communication course as compulsory for international students;... "

The syllabus for this course emphasizes communication using simple language through verbal and writing skills. The goal of this course is to enable foreign students to master basic skills in Malay so that they can well-adapt to social life in Malaysia. In addition, foreign students are also exposed to the culture and custom of Malay people so that they understand their way of life, especially in Kelantan.

In this paper, the presenter will address an alternative that is relevant to the development of the latest technology to be applied in the teaching and learning of Malay courses as well as introducing Malay culture to foreign students at Universiti Malaysia Kelantan, Malaysia.

II. Foreign Students

A total of 5 foreign students from various countries namely, Nigeria, Iraq and Cambodia have studied Malay language during September semester (2011/2012) in which the subject has been taught to foreign students for the first time. It is known that foreign students have mastered their mother tongue well and usually, they have also mastered other language which is the international language (Maimunah and Norizah, 2003) and wanted to learn Malay language to enable them to connect with the local community. Currently, the total number of students has increased to 13. They consist of students from Iraq, Thailand, Bangladesh, India, Saudi Arabia, South Africa and Pakistan.

III. MALAY LANGUAGE COURSE

This course highlights on the scope of Malay language usage in daily life and at the workplace. It also focuses on the general understanding of Malay language and culture as well as its significance in Malaysian context. Students are exposed to spoken and written Malay in formal and informal situations with the guidance of a facilitator. Students are also expected to read Malay language materials with the correct pronunciation and intonation as well as to understand the culture.

Malay Language course can be divided into three levels, which are;

- i. Bahasa Melayu level one (UBY 2012)
- ii. Bahasa Melayu level two (UBY 2022)
- iii. Bahasa Melayu level three (UBY 2023)

There are three contact hours per week which consist of a two-hour lecture and a one-hour tutorial. Meetings or classes are held twice a week. The foundation of Malay culture is introduced so that they understand and comply with the culture and custom of the Malay when they are in Kelantan. Exposing the foreign students to Malay culture can improve their knowledge on the subject studied.

IV. THE APPROACH, METHOD AND TECHNIQUE OF TEACHING

In the process of teaching Malay language and culture to foreign students at UMK, the presenter uses communicative approach. By using this approach, foreign speakers can use Malay language appropriately to interact or communicate. Language teaching is customised according to communication functions which are taught in parallel with the need of students or

foreign speakers to enable them to speak not only in the classroom but also to communicate with people in their surroundings every day.

As for the methodology, the presenter uses eclectic method. This method combines all the significant characteristics (Kalthum, 2003) in language teaching found in other methods such as grammar translation method, direct method, hear and imitate method, special methods and translation method.

Four essential language skills which are listening, speaking, reading and writing can be practiced through this method. For example, direct method is used to teach pronunciation, translation methods is used to explain the meaning of words, hear and imitate method can be used to practise patterns of sentences and the special method is adopted for teaching reading and grammar.

V. LANGUAGE SKILL

Four skills to be mastered by foreign students in learning Malay language are listening, speaking, reading and writing. These four skills must be mastered by foreign students to enable them to communicate well in Malay language either orally or in writing. They are tested in the form of continuous assessment which carries 60% of mark and final exam which carries 40% of mark. If they failed, they have to repeat the paper again.

5.1 Listening and Speaking

Foreign students who are at the beginner's level still weak to master the ability to speak well in Malay language. Hence, listening skill is very important as a starting point for mastering Malay language. They are exposed to listening activities such as listening to certain words followed by the meaning of these words in English. Listening skill is crucial in a variety of situations such as pronouncing words, sentences, speeches, lectures, debates, forums, interviews, conversations between parents and family members, listening to songs, poems, 'seloka', 'pantun', 'gurindam', news, watching dramas, films and so on. The need to listen to all of the above can happen anywhere according to different purposes in either social interaction, entertainment or gaining information and knowledge.

All of these situations are recorded in the designated courseware consists of audio and video recordings. This software can also be used as the main reference to foreign students because they can hear the pronunciation correctly, repeatedly and at any time so that they can pronounce Malay words correctly. After listening, students will imitate or pronounce the materials that have been played with the accurate pronunciation, intonation, style and rhythm. Besides Malay custom, discipline and decorum in their interaction can also be highlighted in accordance with the community. For instance, how to start a conversation, how to intervene and interrupt when someone else is talking.

Listening process involves two essential components which are ears, as a means of receiving the sounds of language and brain, to think and understand what is being heard. However, training is required to complete this process. Each topic in the software is provided with listening exercises to test the level of understanding of the students either through listening to excerpts or conversations and then choose the correct answer as provided in the courseware. This involves questions such as what, who, when or where. While questions such as why, how, tell, explain, describe, compare, discuss the above and so on can be controlled in a chat room or forum, or via e-mail.

It is known that in Malay poetry there are 'pantun', 'gurindam', 'seloka', 'syair', and many more. Through computer technology, we are able to highlight Malay poetry while at the same time expand it around the world and the most important role of this model poetry is it can be an example to foreign students. Reading poetry is made available on CDs and this can attract

foreign students to study Malay poetry. In fact there are foreign students who are interested in reading poetry with intonation.

Speaking proficiency can be exhibited to the students in speech or excerpts, for example conveying condolences, greeting Happy Holidays, Happy Malaysia Day, Independence Day and so on. A speaking model of Malay language is required because when foreign students listen to it, they will replicate the model when they are speaking. Therefore, the selection of model is very important in the teaching of Malay language.

5.3 Writing skill

Presenter uses email as a tool in the teaching of Malay language to foreign students at UMK to stimulate writing skill. For example, writing an informal letter in which the presenter has explained in advance the format during classroom lesson as well as providing notes in the 'dropbox' followed by an assignment of writing an informal letter to their family at the country of origin.

Students are required to submit their assignments to the presenter via email. After a detail examination on content, formatting, word choice, and grammar, the assignment will be given back to students as a reply from their family together with corrections, if any, in terms of word choice and grammar.

VI. READING SKILLS

Reading skill must be mastered by foreign students in learning Malay language so that they understand what they read. Materials that can be used in improving reading skill are texts and videos. The text material consists of how to introduce yourself to others, speeches, short essays, stories, reports, announcements, briefings and so on. Examples and models are provided in the courseware in order for the students to be able to imitate a good model of spoken language.

Students are provided with a compact disc that contains reading materials based on topics that are related to themselves and their environment. This helps the students to pronounce Malay words properly and they can be repeated many times if necessary.

The content display in the compact disc is very interactive and engaging. Apart from text and audio, multimedia elements such as video, graphics, images and animations are also available to facilitate students' understanding. For example, there is a text on screen said "Mother is preparing 'nasi lemak' for breakfast in the kitchen" followed by an animated mother who is cooking 'nasi lemak' in the kitchen and a 'voice over' who articulates the text.

In addition, students are also shown pictures of Malay culture and custom. For instance, when visiting people's houses, students are required to take off their shoes at the stairs before entering the house. They also have to shake hands with the host but is not allowed to shake hands with the opposite sex. If the student is female, she must shake hands with women only, and must not shake hands with men. The way of shaking hands also needs to be emphasized for female students because it indicates the gentleness of Malay women. If they visit a house that does not have a seat, students must sit on the floor to show courtesy. For men, they need to sit in cross-legged manner and for women, they need to sit in 'bersimpuh' manner. Both sitting manners are taught and demonstrated to students so that they seem polite and well-mannered when the Malay houses. Manners of visiting the Malay homes have been shown through pictures and slides using computer applications to make the situation clearer.

In addition, students are introduced to the Malay clothes like 'baju kurung', 'baju kebaya', 'baju melayu', sarong, 'kain pelikat', and head cover. Students are also introduced to the traditional entertainment in Kelantan such as 'dikir barat', 'gasing', 'main puteri', 'makyong', 'silat', 'wau', and 'wayang kulit'.

In order to enhance the understanding of students about Malay culture and custom, photographs, slides and videos are shown to the students. The presenter has found that the use of computer technology can attract students to understand and explore Malay culture in depth. They can also practise what they see with the real-life situation.

6.4 Grammar Skills

Grammar skills is also one of the important key elements that needs to be mastered in language learning. Through computer technology, teaching and learning of Malay grammar can be interesting to students as concepts presented such as definitions, descriptions, examples and exercises are performed with the help of multimedia elements like audio, video, animation, text and graphics. A wide range of grammar exercises are also provided in the form of multiple-choice questions, true and false, matching, drag and drop, fill in the blanks and so on. With the use of computer technology, response on right and wrong answers can be provided with reasons. In this way, students can learn even if their answers are not correct.

VII. CONCLUSION

Finally, the use of computer technology is capable in teaching and attracting foreign students to learn Malay language and its culture. With this technology, students can learn the language at any time they want. It is very clear that teaching three hours a week is not adequate, therefore the students themselves should strive to improve their language proficiency. In addition, information technology which is a part of the course syllabus will provide an opportunity for foreign students to learn Malay as a third language more easily and effectively. Therefore, computer technology such compact disc, websites and so on is helping the students learn on their own and the key role of teachers is to help and facilitate students' self-learning. Computer-aided teaching can also save time, display the information more attractively and foster a culture of thinking and motivated agents.

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THE FRIDAY SERMON IN SOUTHEAST ASIA (INDONESIA, MALAYSIA, SINGAPORE, AND BRUNEI): A STUDY OF THE FUNCTION OF LANGUAGE

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ABSTRACT

This research aims to explain the Friday sermon by analysing the structure of its discourse, the selection and composing of its topics, the functions of its codes and code switching, the function of its speech acts, and the characteristics of its language and specific terms. The method used is descriptive and qualitative. This research considers the speech components of the sermon and approaches it contextually. The data were collected in Southeast Asia (Indonesia, Malaysia, Singapore, and Brunei) and several of its mosques assuming the representativeness of the city and the location of the mosques. The analysis and presentation of the data have led to the following conclusions: The Friday sermon contains oral discourse which has regular and typical structure; the strategies of the composition of the topics include quotation, storytelling, use of popular expressions; the forms of the codes and code switching involve Arabic, Indonesian, Malay, Javanese, and English languages; the utterances of the sermon contain all forms of speech acts; various terms appear in the sermons indicating that the Friday sermon functions as a register or usage of language in a particular field. Friday sermon has various functions: they are expressive, directive, informational, metalingual, interactional, contextual, and poetic

Key words: Friday sermon, Southeast Asia, Sociolinguistics, language used

I. INTRODUCTION

The main function of language is as a means of communication in society. Those function is used in various environment, level and various interest , as well as in Friday Sermon. Code form and function in Friday Sermon have already been investigated by some researchers (Ma'ruf; 1997; Saddhono, 2011). There are some perspectives in studying code function of Friday Sermon, for example as media of religious proselytizing and tool of communication (Suriati, 2012; Juliastuti, 2012; Hamdan, 2007). There is also a Friday sermon used as an identity in believers who are involved in that activity. (Millie, 2012; Rijal, 2009). But, the main function of Friday sermon is to persuade believers in order to increase their faith towards the God Allah SWT. (Sukarno, 2013).

Discharging code in speakers can be identified its functions. Based on partner response, code function can be divided into two, namely transactional in which speech content is mainly priority. The example of transactional function is Friday sermon which is communicated orally, as form and code function in Surakarta City (Saddhono, 2012; 2013). In Friday sermon, the content is highly priority. This corresponds to the function of Friday sermon that convey faith message towards Muslim believers which is delivered by Muslim scholars as speaker. Brown dan Yule (1996: 1-2) state that in transactional function, language is priority in speech event. And secondly, interactional in which reciprocity or interaction between speaker and partner is primary. In transactional function, interaction between speakers is more emphasized, for example speech event in daily conversation.

II. METHOD

This research is descriptive qualitative with natural setting in which basically describe qualitatively in form of words and not numeric or statistics. (Lindlof, 1994: 21). The object of the study is Friday Sermon in South East Asia covering Indonesia, Malaysia, Singapore, and Brunei. Friday sermon discourses used as the sample were data which have suitable character in accordance with researcher need and considered to be the representative of the whole. Refer to Subroto opinion (2007: 32), that sample constitutes a part of the whole population which is used as research object. Sample which is used in this research known as internal *sampling*, namely the sample represents information and not merely uttering the number of informant (Bogdan & Biklen, 1982). The sources of the data were: (1) Friday sermon events in South East Asia that were recorded audiovisually in four countries; (2) transcription documents of Friday sermon; (3) informants and speakers; and (4) Other events that directly or indirectly affect a Friday sermon speech event. The techniques used in collecting the data were (1) interview, (2) observation, and (3) content analysis. Validity testing used in this research is triangulation, which is divided into three, namely source, method and theory triangulation.

Friday sermon discourse was contextual research concerning speech form that consider social context accompany speech form. Data analysis considered social context in form of speech components, namely (1) speaker, (2) partner, (3) speech situation, (4) speech intention, and (5) speech object (Sudaryanto, 1995: 38). Interactive analysis was employed to analyze the data, covered data reduction, data display and verification (Miles & Huberman, 1992).

III. DISCUSSION

In communication event, language or code in Friday sermon has various functions. Vestergaard and Schroder (Rani at all., 2006: 20) mentioned that language function or code divided into seven functions, they are expressive, directive, informational, metalingual, interactional, contextual and poetic. Various Friday sermons have also been investigated from various perspectives which finally stated that Friday sermon function as media of proselytizing towards Moslem believers (Sukarno, 2013; Suriati, 2012; Juliastuti, 2012)

Basically, expressive means precise or able to give and express feeling. This function refers to convey message. In this function, code was used to communicate expression of conveyed message. This code function usually used to express emotion, willing, or feeling of the massager. Expressive function closely related to originator or speaker (Leech, 1981). In other term, this function is called emotive which relate to its function as whistleblowers of speaker condition. This function also seen in Friday sermon examined by Siregar (2013). Rani at all. (2006: 20) stated that this function typically individual. For example, language forms which are used to ask apologize, request, sympathy expression, and so on. In the end of Friday sermon is a speech in form of pray expressed by Muslim scholar and agreed by Friday prayer. It can be seen that speech expression is a request to God Allah swt wholeheartedly. Those speech hoped in order to whatever they say can be granted by God Allah swt. Those speeches also express the deepest desire and asking accompany with emotional inside. Muslim speaker in his sermon stated the expression in Arabic. Muslim speaker in his sermon said common Arabic expression for Muslim, such as *alhamdulillah* (thanks for God) and *subhanallah* (Glorious is God). Those constitute expression of thanking to God Allah swt and seeing a miracle from God Allah.

Directive function in Friday sermon oriented in message receivers and listeners. In this directive function, code can be used to persuade others, as well as their emotions, feeling, or behaviour as stated by Hymes (1974) that align directive function and persuasive function. Meanwhile Jakobson (1960) mentions that conative as an understanding that language function as intention expression of the speaker which directly or simultaneously thought by the hearer. Beside that, directive function also used to give information, invitation, command, request, warning, and others that belong to directive speech (Rani at all. 2006: 21). Directive function in Friday sermon in Indonesia, Malaysia, Singapore or Brunei Darussalam that can be found seen from verbs that have call meaning, such as 'lets us' and this is confirmed using *-lah* particle in

the end of the word. In this word, speaker or Muslim scholar asked Friday sermon believers to increase their faith to God Allah swt. through praise, glorify, and magnify the name of God Allah swt. Because He is All mighty and Creator, Almighty Creator of everything. It can be said that in those speech, the speaker want to remind his partners or Friday sermon believers to thank to God Allah swt for His blessing. One thing that clearly relate to directive function is back to the function of Friday sermon itself, which is a call to increase God-fearing to God Allah swt. So directive function mostly found in this speech event.

Informational function in Friday sermon has a focus in conveyed meaning. In informational function, code is used to inform something, for example reporting, describing, explaining and informing something. This code a can also be seen in texts transcript of Friday sermon. From various transcripts that have already made in this research, informational function can be identified clearly. It can be seen from a study conducted in Malaysia and Singapore (Ahmad, at all., 2015; Soepriatmadji, 2009). Leech (1993) states that informational function correlate with *subject matter*. The examples of informational function in Friday sermon are as follows:

[1]

Hadirin *jemaah rahimakumullāh*.

Penjelasan pada ayat-ayat yang mulia ini memberi petunjuk kepada kita bahwa Allah itu Mahaadil dan Mahabijaksana yang tidak akan menurunkan balak dan bencana atas suatu kaum kecuali karena perbuatan manusia yang maksiat, yang melanggar perintah-perintah Allah. Kebanyakan dari orang-orang kita memandang berbagai macam musibah yang menimpa saudara-saudara kita hanya dengan logika berpikir rasional semata. Terlepas dari tuntutan wahyu *Illahi*, misalnya terjadinya letusan gunung api, banjir, gempa bumi, kebakaran, hilangnya pesawat terbang, hilangnya kapal adalah kesalahan faktor manusia saja itu tidak, adalah karena kita melanggar perintah-perintah Allah.

Friday prayers *rahimakumullāh*.

The explanation of holy verses serve guidance to us that God Allah is The Most Righteous and The Most Wise who never give disaster to His believers except in the reason of immoral human action, which break the commandments of God Allah. Most of our society views various types of disasters that happen in our brothers and sisters only use logical thinking. Regardless from revelation of God Allah demand, for example volcano eruption, flood, fire, an earthquake, the loss of an airplane, the loss of a ship were not merely human errors, but because we transgress the commandments of God Allah.

In speech data [1] information or ideas were considered as important. Notion of sentences in those discourse become the focus of the discourses. Explanations related to the causes of disasters were the human itself. Actually, speech data [1] also constitutes explanation of holy Qur'an surah Ar Rum verse 41 which means more or less is 'Corruption has appeared throughout the land and sea by [reason of] what the hands of people have earned so He may let them taste part of [the consequence of] what they have done that perhaps they will return [to righteousness]'. Muslim speaker then give examples by explaining about disasters that recently happened in Indonesia, such as volcano eruption, flood, fire, an earthquake, the loss of an airplane, the loss of a ship truthfully caused by human action.

Code in Friday sermon also has metalingual function that focused in real codes or language codes that were used to symbolized other codes. This function also constitutes light towards cipher or codes that are used. (Jakobson, 1960). This function can also be observed from society or involved believers in that sermon event, as exposed by Yousif (2000) and Weng (2014). This function is narrow or limits meaning. In wider meaning, metalingual function views language used to express something about language. The intent of metalingual function

constitutes language that is used to talk about the language itself. Hymes (1974) states that metalingual function focuses in meaning. Metalingual function in Friday sermon seem when Muslim scholar gave an explanation related to those who are faith to God Allah. God Allah swt. says in His Holy Quran surah Al Baqarah verse 3 Who believe in the unseen, establish prayer, and spend out of what we have provided for them. So, Arab language is used to talk about the Arab language itself so Arab language fulfill its multilingual function. Metalingual function in Friday sermon also found in Indonesian speech that gives explanation in relation to "God-fearing". The word God-fearing in Friday sermon is explained by Muslim scholar in the next speech. The word God-fearing meant as avoiding His prohibition and do His commandments in whole activities of life aspect. So, Indonesian language is used to explain an understanding in Indonesian, which is the word "taqwa" that constitutes word that derived from Arab.

The interactional function in Friday sermon focuses in channel or speech media. In this interactional function, code is used to express, argue and end a communication contact between speaker and partners. Halliday (1994) states that this interactional is language function to guarantee and stabilize endurance and sustainability of social communication. Generally, this interactional function occurred in indirect communication. Whereas, Friday sermon constitutes a direct communication in form of oral communication. But, in general Friday sermon is followed by many believers so Muslim speaker must use loud speaker in order to the sermon can be heard by the whole believers so the sermon objective to ask believers to increase their God-fearing to God Allah swt. can be delivered to believers. The presence of loud speaker certainly relates in guaranting and stabilizes the sustainability of social communication. If the believers do not hear scholar Muslim speech so it can be said that communication do not run well and social relation between scholar Muslim and believers do not proceeding smoothly and perfect. The weakness of communication using this media certainly believers can not see directly the facial expressions or Muslim speaker mimic who speak the Friday sermon.

Meanwhile contextual function in Friday sermon focuses in context of code and language usage. Those function guided that a certain speech must be understood with considering its context. Hymes (1974) also mentions contextual function as situation function. This happen because the same utterance will have different meaning if it occurs in different context and situation. Tool aid to interpret context considered cohesive devices and reference used in utterance situation.

This main function of the pistil put code or language oriented in meaning simultanously. This shows that linguistics code selected exclusively in order to accommodate notion that will be expressed towards message sources. An esthetics and art element, for example, rhythm, rima and metaphors constitutes form and function of poetic language. The example of rhythms, poetics function in Friday sermon in South East Asia were in data [2] as follows.

[2]

Pada siang yang cerah ini, yang bahagia ini, marilah kita bersama-sama lebih mendekatkan diri dan meningkatkan takwa kita kepada Allah *subhānahu wa ta'ālā* dengan memuji Allah, mengagungkan Allah, membesarkan nama Allah, bahwa di jagat raya ini hanya Allah lah maha Suci, hanya Allahlah yang maha Agung, maha Pencipta dan maha segala-galanya. Pencipta langit, pencipta bumi, pencipta bulan, pencipta matahari, pencipta bintang-bintang, planet-planet dan segala makhluk hidup, yang termasuk juga kita, manusia.

In this lovely afternoon, in this happy situation, let's get closer to God Allah swt *subhānahu wa ta'ālā* and praise to Allah, glorify the name of Allah, magnify the name of Allah, that in this world only God Allah All mighty, only Allah swt the Biggest, the Creator, He is above ever thing. Sky creator, art creator, moon creator, sun creator, star creator, planet creator and living thing creator, including us, human being.

Data [2] it seem beautifully arranged and meant as confirmation. Form of increasing faith to Allah repeated by Muslim speaker through praising to Allah, glorifying the name of Allah, magnifying the name of Allah,. Allah swt. Also described as The Most Holly, The Most Sacred, The Most Glory, The Most Creator, and He is the most of everything. In data [2] also found repetition of word creator and it made the speech become much more beautiful, they are Sky creator, art creator, moon creator, sun creator, star creator, planet creator and lining thing creator, including us, human being. With the presence of those language creations, the Friday sermons seem much more comfortable and nicer to be heard and more meaning full for Friday prayers.

Speech data [2] if arranged in a temple of poetry, so it can be exposed as follows:

Allah *subhānahu wa ta'ālā* dengan
memuji Allah,
mengagungkan Allah,
membesarkan nama Allah,

bahwa di jagat raya ini
hanya Allah lah maha Suci,
hanya Allahlah yang maha Agung,
maha Pencipta dan
maha segala-galanya.

pencipta langit,
pencipta bumi,
pencipta bulan,
pencipta matahari,
pencipta bintang-bintang,
planet-planet dan
segala mahluk hidup,
yang termasuk juga kita, manusia

Allah *subhānahu wa ta'ālā* with
Praising to Allah,
Glorifying the name of Allah,
Magnifying the name of Allah

That in this universe
Only God Allah is the Most Holy
Only God Allah is the Most Glory
The Most Creator and
He is the Most of Everything.

Sky creator,
Art creator,
Moon creator,
Sun creator,
Star creator,
Planet creator
And all living thing,
Including us, human being

Fatic function relates to language used to hold and maintain contact between speaker and hearer. Fatic function correlates to the message of the language itself. (Leech, 1993:

Sudaryanto, 1995: 13). The examples of fatic function are greeting or saying good bye. When we conduct a close a wacth of fatic function, this constitutes chit chat in a language. Fatic function aims at maintaining social relation between the speaker and hearer.

The language used in Friday sermon is formal language, because the situation is formal and religious. But when it is examined carefully, apparently there are chit chat elements in Friday sermon. Often occurs greeting words in Friday sermon, apparently it merely as “code” or connector between previous speech and the next speech. Other objective is as time gap for Muslim scholar to think to what he will say next. Muslim scholars also often use greeting to make sermon time much more longer. So, greeting mentioned by the speaker actually as chit chat if it seen from the objective above.

IV. CONCLUSSION

The function of Friday sermon is expressive, directive, informational, metalingual, interactional, contextual and poetic. Various code function and code switching in Friday sermon shows that in giving massage in Friday sermon, a moeslem scholar has freedom in gaining sermon aim. This is done to give something that more meaningfull for the Friday prayers.

Based on the consclusion above, so it can be stated that Friday sermon is speech that delivered by moeslem scholar in religoius situation because it constitutes a part of Islamic worship which contain impulsive to moeslem people to belive God Alloh and increase God-fearing to Allah swt.. The typical of Friday sermon can be seen from the structure of discourse, forms as well as code function and code swicthing, speech act, and language characteristics and diction. From the explanation and understanding above, so it can be seen that Friday sermon has typical characteristics compared to proselytizing, Qur’an recitation, *kultum* , and the other sermon in the Islamic religion or a sermon outside Islam religion.

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GENETIC RELATIONSHIPS LANGUAGE MUNA, KAMBOWA, ANDBUSOA IN SOUTHEAST SULAWESI (LINGUISTIC HISTORICAL COMPARATIVE STUDY)

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ABSTRACT

This paper discusses genetic relationship language Muna, Kambowa, and Busoa based studies Comparative Historical Linguistics. This paper will focus on a quantitative approach using 200 words Moris Swades. Based on the data, the percentage relationship of the three languages is Muna-Kambowa 52%, Muna-Busoa 48%, Kambowa-Busoa 45%. Based on the percentage of the data, it can be said that the three languages are very related. Based on a qualitative approach to language and language Muna Kambowa is one subgroup while Busoa language is a separate subgroup. It is characterized by the removal of the sound, adding sound, sound unification, cracking, metathesis of the Muna-Kambowa subgroup to subgroup Busoa.

Keywords: kinship, comparative historical linguistics, Swadesh

1. Introduction

Geographically, language Muna (Mn), language Kambowa (Kb), and language Busoa (Bs) is in the region of Southeast Sulawesi province. Muna language (Mn) dispersed in nineteen districts in Muna, language Kb scattered in District Kambowa also in the district of North Buton. While, the language Bs scattered in the district of South Buton regency Batauga

Chart I

Vowel Phonemes Language Muna

	Front	center	back
High	i		u
medium	e		o
low		a	

Chart 2

Consonant Phonemes Language Muna

	Labial	dental	alveolar	palatal	velar	glotal
inhibitory						
implosive						
b d						
explosive						
-sound						
explosive	p		t		k	
Shift + sound						
-sound	f	s	χ	h		
nasal		m	n		ŋ	
prenasal	mb		nd		ŋg	
	mp		ns		ŋk	
vibration			r			
lateral			l			
glide	w					

Chart3

Vowel Phonemes Language Kambowa

	Font	center	back
High	i		u
medium	e		o
low		a	

Chart 4

Consonant Phonemes Language Kambowa

	Labial	dental	alveolar	palatal	velar	glotal
inhibitory						
implosive	ɓ					
explosive	b	d	j	g		
-sound		p	t		k	
Shift + sound						
-sound	f	s	χ	h		
nasal		m		n	ŋ	
prenasal		mb		nd	ŋg	
		mp		ns	ŋk	
vibration				r		
lateral				l		
glide	w					

Chart5

Vowel Phonemes Language Busoa

	Font	center	back
High	i		u
medium	e		o
low		a	

Chart 6

Consonant Phonemes Language Busoa

	Labial	dental	alveolar	palatal	velar	glotal
Inhibitory						
implosive	ɓ	ɗ				
Explosive	b	d	g			
-sound		p	t		k	
shift + sound						
-sound	f	χ	h			
			s			
nasal		m	n		ŋ	
		mb	nd			
		mp	nt	ns(nc)	ŋk	
vibration				r		
lateral						
glide	w		l			

2 Evidence Grouping

2.1 Quantitative Evidence

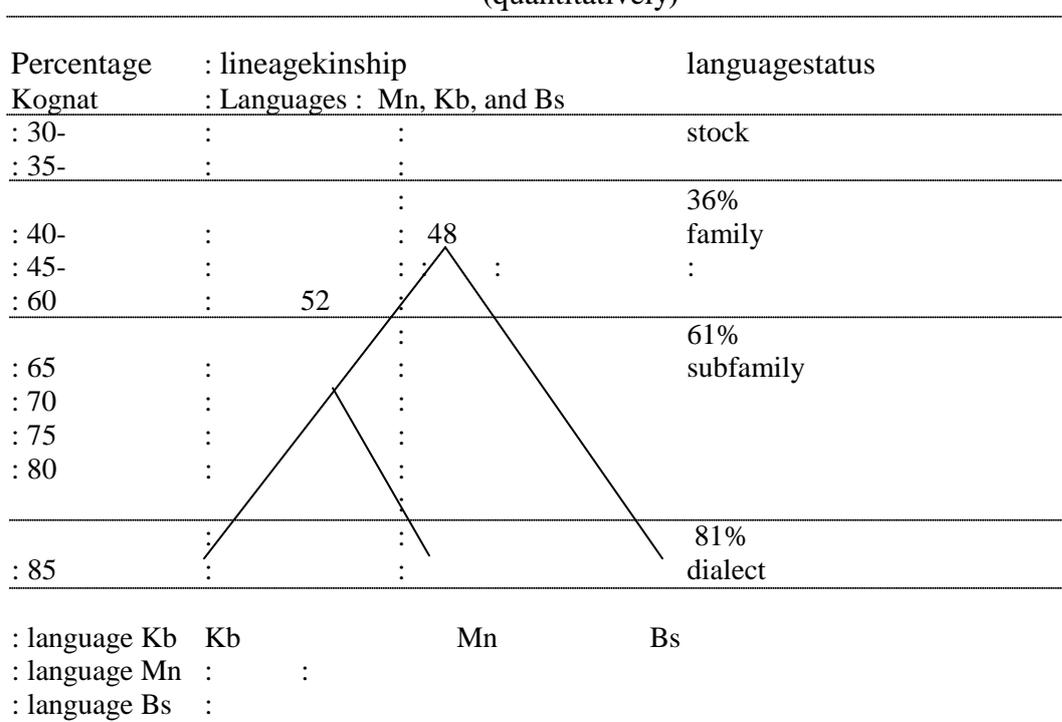
Chart 7

Quantitative data languages of Southeast Sulawesi Province

Muna	-							
Kambowa	52	-						
Busoa	48	45	-					
Wolio	36	35	40	-				
Tolaki	28	20	26	32	-			
Cia-Cia	39	33	35	36	24	-		
Kulisusu	28	25	24	34	28	25	-	
Wakatobi	25	20	20	37	17	25	29	-
	Muna	Kambowa	Busoa	Wolio	Tolaki	Kulisusu	Cia-Cia	Wakatobi

Chart 8

(quantitatively)



2.2 Qualitative Evidence

2.2.1 Unifying Group

a) Fonological Innovation

1) Apakope (K > O/_ #

PAN PMnKbBs*anak *ana
 'child'

(2) sinkop

PAN PMnKbBs*duri *rui 'thorn'

(3) Metathesis

PAN PMnKbBs*duri *rui 'thorn'

(5) Split PAN *b

*b (PMnKbBs)
 *w

PAN	PMnKbBs	
*benteng	*bente	'fort'
*abu	*awu	'ash'
(5) Split PAN *d	*d (PMnKbBs)	
	*r	
PAN	PMnKbBs	
*dosa	*dosa	'sin'
dahi	*rai	'forehead'

b) Lexicalevidence

PMnKbBs	*wawo 'on'
	*nowae 'take along'
	*piso 'knife'

2.2.2 Dividing Group

a) Inovation Fonological language of Busoa

1. PMnKbBs *r → Bs h/#-#
gh/#-
l/#-

PMnKbBs	PMnKbBs	
*netarima	netarima	netahima 'receive'
*robhine	*robhine	ghobhine 'female'
*robu	*robu	lobu 'bamboo sprout'

2. PMnKbBs *O → Bs χ/V-V
k/V-V

*tau	*tau	taχu 'year'
*mbolaku	*mbolaku	mbolau 'steal'

3. PMnKbBs *dh → Bs j/#-, V-V

*depe	*depe	jepe	'porridge'
*adara	*adara	ajara	'horse'

- 4) PMnKbBs *χ → Bs g/#- dan b → w
h

*χabu	*χabu	gawu 'ash'
*paχi	*paχi	pahi 'bitter'
*χase	*χase	hase 'chin'

- 5) Penghilangan suku dan fonem pada Bs

*aherati	*aherati	ahera 'hereafter'
*kesa	*kesa	esa 'beautiful'
*kele	*kele	ele 'dried'

2.3 TreasuryphonemePMnKb

a. Vowel

Protofonemvocalfound inPMnKbof fivepiecesas shownbelow

	Font	center	back
high	*i		*u
medium		*e	*o
low		*a	

b) consonant

	Labial	dental	alveolar	palatal	velar	glotal
Inhibitory implosive		*β				
Explosiv	*b		*d		*g	
-sound explosive	*p			*t		*k
shift + sound				*dʃ	*j	*h
-sound					*s	
nasal		*m		*n		ŋ
pranasal		*mb		*nd		*ŋg
	*mp	*nt	*ns			*ŋk
vibration					*r	
lateral						*l
glide	w					

2.4 TreasuryphonemePMnKbBs

PhonemesPMnKbBs, particularlysegmentalphonemesconsistingof vowel phonemesandconsonant phonemescan be detailedandmappedas below.

a) vowel phonemes

Protofonemvocalfound inPMnKbBsof fivepiecesas shownbelow.

	Font	center	back
high	*i		*u
medium	*e		*o
low		*a	

b)consonant

ProtofonemPMnKbBsreconstructedtotaling24 pieces. twenty-four protofonemitcould be mappedasfollows.

	Labial	dental	alveolar	palatal	velar	glotal
Inhibitory implosive		*β				
Explosiv	*b		*d		*g	
-sound explosive	*p			*t		*k
shift + sound				*dʃ		*h
-sound					*s	
nasal		*m		*n		ŋ
pranasal		*mb		*nd		*ŋg
	*mp	*nt	*ns			*ŋk
vibration					*r	
lateral						*l
glide	w					

3. Conclusion

Based on the analysisit can be concludedthat thequantitative and qualitativelanguageMuna, KambowaandBusoaisrelativelanguages. Kinshipthree languagesare divided intotwogroups:languageMuna-Kambowa while the secondis thelanguage groupsBusoa

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VAGUENESS MEANING IN *KABHANTI'S MUNA* LYRICS (Semantics Field in Oral Tradition of Munanese in Shoutheast Sulawesi)

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Kabanthi's Muna is an oral tradition of munanese ethnic in Southeast Sulawesi, morphologically 'kabhanti' word patterned prefix ka- (referring to subject matter) is incorporated with the 'bhanti' word then get means are insinuated or chanted rhymes meaning.

In accordance with the concept of inheritance formulas of oral tradition, the Kabhanti's Muna lyrics are recitation and situational. The data showing that the speech community and Kabhanti's Muna supporter has no age limit. And the theoretically it formula spontaneous, so that the process of creation as a response to the surrounding environment, the symbolic objects in semantic system are represented in it languages.

The conclusion aimed that the accuracy compose logically symbol is the basis for understanding the reality structure properly, and the language of the Kabhanti's Muna lyrics has vagueness meaning because the meaning contained in the form language basically doesn't represent the reality to which it refers pragmatically.

Keywords : *Vagueness meaning, Kabhanti's Muna, Semantics*

I. INTRODUCTION

Culture is a semiotic symbol, which express of community feeling (Sibarani 2012: 106). On many occasions this statement supports the full context of the ethnic diversity of Indonesian. Where the positive attitude of society reflected in daily activities that will be full of collectivity.

Relation to the collectivity, a community or individual has knowledge handed down from generation to generation. Developed and preserved with traditional methods (traditional manner) and become entrenched tradition for the community. Entrenched traditions are then grown into culture.

Muna Ethnic is part of the 4th (fourth) largest tribes in Southeast Sulawesi covering parts of Munanese, Butonese, Tolakinese, and Buginese. The last tribe is the tribe expand migrant from South Sulawesi region. As befits a traditional Muna community recognize stratification system, it was implemented since the time Lakina Muna Titakano and Bhonto Balano for Sugio offspring which means Lord, they were entered as the highest class in the social stratification group so-called *Kaomu*, the second group called *Walaka*, and the third group called *Maradika* (slave). *Kaomu* and *Walaka* included in the category of nobles who earned the title *La Ode* for men and *Wa Ode* for women as their salutation system.

Furthermore, in the intellectual creativity of its people, Muna tribe have folk songs, but either singing or poetry sometimes also classified by social stratification of society. For example, singing for *Kaomu* and *Walaka* not allowed to be sung by the *Maradika*. In mythology concept of Munanese known as '*falia*' or '*pemali*', so that when the *Maradika* dares to sing outside of their class they will suffer from the disease or getting a disaster (cf. Courvreur: 1935 trans. van Den Berg: 2001). The work of Art in ancient times has a bit differenced in terms of the variation of its creation, so that the recognition of communal ownership due to the prevailing system in the society, their arts were characterized by communal. Performed together, in a certain of people, uniforms, and follow the order of political life and social stratification of

society. It is, allow for caste in possession of the art owner , may or may not be the permissibility that an art presented in a particular social stratification.

In many ways it is undeniable a fact, that there was a group of intellectuals of their era were able to design these traditions such a way that so it can last for centuries. Individuals from these groups have sincere efforts to dramatic transformations notice in human behavior. Thus, able to form a view about the character, values and functions that tradition for the people.

At present, the cultural sector has become a prestigious concept, becoming a trend, and be a world attention. Domain which includes expertise (skills), representation, which was developed by the community through interaction with the environment and nature become the reference for UNESCO document to set a convention for access to world culture. In the convention (the Convention for the Safeguarding of Intangible Cultural Heritage), 2003, 2th article stated.

“The “Intangible cultural heritage” means the pactices, representations, expressions, knowladge, skills – as well as the instruments, object, artefact, and cultural spaces associated therewith - that communities, groups, in some cases, individuals recognize as part of their cultural heritage...”

The domains that become cultural heritage objects include:

- 1) oral traditions and expressions, including language as a means of a cultural heritage that is intangib,le ;
- 2) performing arts;
- 3) social practices, rituals, and ceremonies;
- 4) knowledge and expertise with regard to nature and the universe;
- 5) traditional handicrafts.

(cf..Daulay, 2011: 19).

The *Kabhantias* an oral tradition of Muna communities in Southeast Sulawesi, morphologically ‘*kabhanti*’ word patterned by prefix *ka-* (referring to the subject) is coupled with the ‘*bhanti*’ word it got a meaning insinuated or ‘*memantun*’. In line with the cultural heritage domain categories mentioned the *kabhanti* comes in the domain of oral traditions and expressions in the context of the performing arts, is a social custom which use language as a singing medium of it.

The *kabhanti* as one form of oral traditions there were exist in Muna tribe. The *kabhanti* characteristics similar to rhyme/age poem. It was created by Muna tribe. It has long existed on the Muna island in Shouteast Sulawesi.

Kabhanti is rhymes telling tradition, either monologue and is reciprocated in a group (group of men or women). The contents of *kabhanti* usually express and convey things in the form of a message for the people moral, religious values, life instructions/advice, satire, romance, as well as cultural values and customs. For the Muna people, *kabhanti* aims to strengthen the values and norms in society. The *kabhanti* usually sung by a singer who has been *kabhanti*’sexpert. It usually performed by means chanted or sung, and accompanied by *gambus* musical instrument. Generally it displayed when there is a big celebration in the community, such as during weddings, circumcisions, *kariat* traditional ceremonies, and other large celebration in the muna community. Generally, the *kabhanti* be able divided into five types based on usage.

- 1) *Kabhanti Kantola*
- 2) *Kabhanti Watulea*
- 3) *Kabhanti Gambusu*
- 4) *Kabhanti Modero*
- 5) *Kabhanti Kusapi*

As an work of art the *kabhanti* have a side that can not be separated from human life, where every *kabhanti*’s gestures and speeches are an art, which certainly contains elements of ethics and esthetics that are both elements in humans being. As the only creature that has a particular grace, ie is about reason. Humans are able to print or produce anything through its thinking process. Rotation sense in the mind of man moves to do something that could be a

good thing or a bad thing. Esthetical and ethical judgment there are only two sides just good and bad, the measurement is relatively dependent on public acceptance index and the environment generally.

In this paper the form of *kabhantis*ing medium like speech act which called poetry or lyrics to be a discussion focus, because the process of signification that is not necessarily the essence of meaning that is relatively dependent on the participants, tend to be philosophical that the original meaning of the first impression is vague because the essence of philosophy of its speech become vagueness for some audience.

Based on a series of depictions of the *kabhanti* above, the meaning of a poem or lyrics in *kabhanti* is a comprehensive thing that should be exposed further, so that the problems of interpretation on the meaning of *kabhanti* poetry in this case is "What is the ambiguity meaning (vagueness meaning) in *kabhanti* poetry can represent the reality to which it refers ? "

Thus the purpose of discussion of this paper is not far from the issue of semantics and philosophy, which describes the concept of vagueness on *kabhanti* poetry of reality which becomes its reference.

II. METHODS AND MATERIALS

In accordance with the oral tradition concept of inheritance formulas of *kabhanti*'s poetry is always recitation and situational. The data in the field showing the speech community and supporters *kabhanti* has notage limited. Theoretically the formula of it is spontaneous. Spontaneous means the lyrics of *kabhanti* created spontaneously when the *pobhanti* want to sing, and it is done in a matter of seconds. Based on observations about 5-7 seconds in its creation. So that the process of creation is due to the response to the surrounding environment, symbolic objects in the semantics system are represented by the lyrics. In this case, its existence as a literature or oral tradition lies or depend on the way of delivery. Thus, its speech action is very important because without a narrative of its existence will disappear. Zaimar in *Methodology of Literature Research* (MPPS: 2008) states that if a literary/oral tradition conveyed narrative then the conveyer is called a singer, speaker, storyteller, and etc.

In the process of delivery of information/messages and communication of it be able through:

- a. Unidirectional communications, speaker speak without urged the audience reaction.
- b. Two-way communication, speakers await the reaction of the audience and the audience.
- c. Communication mixture (combination of unidirectional and bidirectional communication), speakers convey a message to a group of listeners/audience. (cf..Zaimar, 2008: 340).

In other words, the concept of interactive situations in the narrative work strongly support the birth of meaning in a work of literature or oral tradition. The characteristics of the narrative work, which has three aspects (1) syntactic relationship, ie the relationship between the sign used with other marks, (2) semantic relationship, ie the relationship between the mark with a reference, (3) Relationship pragmatic, ie semiotic branch that studies the origin signs, its use and effects (impression) thereof (North, 1985: 50-52).

Furthermore, in the semiotic concept is said, that the study of signs, the sign is something that represents something else within certain limits. Pragmatic aspect of the semiotic has not at all associated with the use of element, as element it was directly related to social and situational context, which its divided into 1) the system using, including the pragmatic system; 2) contextual elements, both social and contextual are in the collective consciousness of members of a language community; 3) The physical background and the situation has been secondary (Aminuddin, 1985: 39). In connection with that, Abrams's expressed "the semiotic focus of interest is on the underlying system of the language, not on parole '(Abrams, 1981: 171).

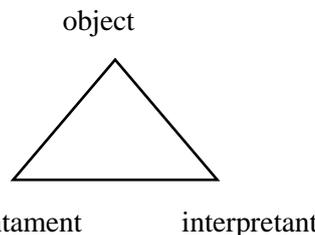
The concept of experts thinking underlie a thought, that the semiotic level, language is constituted by a system and not in the form of the wearer. If the system has been engaged pragmatically in collectivity awareness of the public owner of a tradition with language medium, then the physical background can be ruled out.

In literature or tradition there are also representatives of the signs in the form of a string of words (lyrics) pitched, called poetry. The word 'poetry' is etymologically derived from the Arabic: *sya'ara* (ricochet or *berlantun*); *sya'ir* (singer); *sya'ar* (poetry). In addition, some are of the opinion that the word poem comes from a *syi'r* (Arabic), which means poetry. In the days before and after Islam poem is used as a means of shedding atmosphere of the soul (cf. Sugiarto: 2015: 47), part of the poem is a lyric or verbatim interrelated as to give rise new essence and meaning, in the poetry world vagueness and ambiguity or ambiguity of meaning it is very useful and utilized to enrich the ideas presented. Herein lies the advantages of language as part of art medium that is capable of functioning symbolic in expressing the reality or the context in emotive and affective of the text.

Therefore, the accuracy language symbols arrange logically is the basis for understanding the structure of reality (text-context) correctly. Symbolic language tends philosophical. In other words, if the language associated with the activity of philosophy contains a weakness in terms of (1) vagueness, (2) inexplicitness, (3) ambiguity, (4) context-dependence, and (5) misleadingness (Alston, 1964: 6).

The nature of vagueness in the language has expressed the reality or the context in text which the emotive and affective in complex sign packaging, one of which is caused by not opened language/speech to maintain of language order so as not to vulgar seem.

Furthermore, described in Peirce semiotic triangle of the three elements of the mark, namely: representant, object, and interpretant. All three are connected in the following chart depiction.



Explained, that representant is element that represents something, the object is something that is represented, and interpretant is a sign that is stated in the minds of recipients. Thus, representant forming a mark in the mind of the recipient. These markers can be developed or commensurated with the original concept. (Zaimar in MPPS, 2008: 321-337) added there is a necessary condition in order representant to be a sign, that is ground. Without ground, representant is unacceptable.

III. FINDING AND DISCUSSION

There is a concept of thought stated that art is property of the person who made it, the majority stated that the art belongs to everyone. However, at least the both of frame can be way as when art made by someone into something, or become a valuable property for lovers or appreciators of the work produced.

Works of art in ancient times was bit difference in terms of the variation of its creation, so that the ownership recognition is communal due to the system prevailing in the society. Their art is communal characterized also. Performed together, in a certain group of people, uniforms, and follow the order of political life and social stratification of society. It is, allow for caste in possession of the art, may or may not be the permissibility of a work is presented in a particular social stratification.

At this time work of art presented more clearly, more free, and a bit ambitious with the object are more varied, so sometimes the art is losing the essence of its spirit fundamentally as the

work that should be remembered, maintained, cared for, and preserved. The art is rapidly developing represents of era, events, and circumstances.

This paper discusses about the traditional collective work of art 'kabhanti' with the discussion focused on speeches called poetry or lyrics of the semantic field. According of Mokui (1991: 6-8) that the views of its use *kabhanti* it can be divided into four kinds:

- (1) *Kabhanti Kantola*; is *Kabhanti* used in *Kantola* playing time. *Kantola* is a kind of traditional games, where the players stood face to face between men and women players. They unrequited rhyme to the rhythm of the song *ruuruunte* or *ruuruuntete*. The *ruuruunte* cadence uses five tones.
- (2) *Kabhanti watulea*; is *kabhanti* which using *watulea* rhythm. *Kabhanti* is usually sung at the time of forest or gardenings lashing. While working they sing together or alone.
- (3) *Kabhanti gampusu*; the poem is sung to the accompaniment of the rhythm of stringed instruments. Typically using an ancient stringed instrument, simple shape, *Kabhanti gampusu* usually served at the party village, for example weddings, circumcisions, and other types of activities that exist in society *muna*.
- (4) *Kabhanti Modero*; often sung at the time of playing *Modero* *Modero* is the dance area is almost the same as *lulo* dance (dance Southeast Sulawesi). The players form a circle hageing hands, singing in tune with the steps in the dance.
- (5) *Kabhanti kusapi*, the poem is sung to the accompaniment of the rhythm *kusapi* or harp.

Based on data and observations in the field, from the five *Kabhanti* above, *Kabhanti Kantola* tops position list, it is not without reason. *Kantola Kabhanti* contained in social stratification in the poem. Courveur (trans. van den Berg: 2001: 251) clearly mentions there *Kantola* to *Maradika*, *La Ode*, and *walaka* which is reflected in his poems.

Data:

a. La Ode and Wa Ode's Lyrics

- (a1) M: *Ale nantimoasimamoratoko La Ode Male,*
ingkanontemetaamokombiloka ne ngkarame
'If you have loved tell me La Ode hears weak,
it has well dressed in the crowd. '
- (a2) P: *Kanthibanontimoasi Ode reengkalipangkisa,*
pilimanimoinsaididametingkebhepintara.
'It should be loved Ode who encouraging me,
and in the lighness we choose to be heard by the clever one. '
- (a3) M: *ingkanetaamo two tingkeghoo pintara dame ne mbelokadaaini*
foalusunimbokamuihintu La Ode bhiatanu.'
'It is already well also be heard by the smart in the crowd like this,
as a smooth woven gloves that you said, O La Ode. '
- (a4) P: *Nofoalusunimboka Ode bhiatanuweatano.*
Netaaghoombiritanonegawanokauso.
'How smooth the complete woven gloves, please say O Ode,
so good news would be brought by shoes. '

b. Walaka's Lyrics

- (b1) P: *We ghoerakodohanoalusuntimoasimo,*
ghondo de idhobhela.
'In the government that more subtle,
to keep the light love of the green, Dear. '
- (b2) M: *Kantibhanokamboranoawatu Wade Malino,*
taanoamokasangateiseno ne ngkarame
'It should be glowing there Wade's nice,
only he spelled full out in a crowd'

- (b3) P: *Nonteisemodaanontade Lade SalaedhaampawitenoManggasa*
'Spelled correctly himself Lade Salaedha to the Makassar island.'
- (b4) M: *Kantibhanontimoasi de Ghoghoriongkesalalo,*
Tabepintara two so melawanopalenda.
'Unfortunately the yellow kind,
but which onewhose the smart suppose. '

c. Maradika's Lyrics

- (c1) P: *This Ambadorumondanodamilimpametaano*
so dopudhi ne mbeloka
'We are all looking for good people
to be praised in the crowd '
- (c2) L: *SadombelokaKamberadokilapu ne ngkarama,*
dontimoasimo two dopasakambola-bhola
'If there is a young woman in the crowd it most grew,
we would rather like as a banana leaflet. "
- (c3) P: *Masanokambola-bholalaingkadontumalanoalusungkamale then*
'Which is like a banana leaflet but who especially beautiful and good of you're'
- (c4) M: *Kangkamale-malehano-dharadharateKandarinofoliukasumangkarinkululi* we
Manggasa
'Because of the beauty of birds from Kendari is exceed beautiful popinjay from
Makassar'

(Text data sources: Couvreur trans. van den Berg: 2001, revised by triangulation translation)
Notice: P (Female)
M (Male)

Most of the text data in the above was taken from the source of the written data solely for the needs originality of data, given the existing data that has been recorded since the end of the 19th century. The data above is *kabhantikantola* lyrics data. Difference of the content of the poem lies in their social class salutation in the lyrics, like 'La Ode', 'Wa Ode', 'Wade', and 'Lade', the essence of the poem *kabhanti* respect to the present began to shifted (read, La Sudu : 2012 and Asrif: 2015 research). According to author, due to the need for inheritance. Then, salutation like 'Wa Ode' and 'La Ode' meaning also has begun to shift into a common greeting (a tribute) even if the royalty is not addressed nobility that word can be used yet, for example, it can be used to call the fish seller or water seller.

Based on observations of the lyrics, in addition to their social class in the poem looks signs which arranged in such a manner in the form of a series of words. Of each song intercepted indicate two-way communication and mix. Vagueness meaning arises when the delivered words are not in the form of lexical to represent reality to which it refers, so it tends to bring philosophical symbols meaningful, in the words of *a banana leaflet, woven gloves, shoes, birds, popijoy*. Its verbal explanation to express physical attraction to the opposite of sex appeal interesting, for example the word '*woven gloves*' not as precise as when associating the reference of real '*woven gloves*'. The messages look like exclusively packed to refract meaning.

In the context of *kabhanti*, common perception is determined by the *ground*. At part of introduction has been said, that in the *kabhanti* game has no age limit, but there have talked of social stratification in it. Thus, the position of the ground here is the identity of the group at the time *kabhanti* displayed. With such composition, is expected to be commensurate perception. The words in the lyrics is capable of carrying the message recipient or audience to a different philosophical meaning, it can enable emotive and affective functions within the individual or groups of perpetrators.

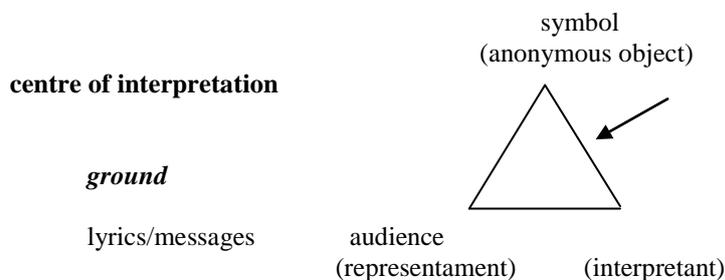
Based on concept by the experts thought, that the semiotic level, language is constituted by a system and not in the form of it wearer, looks inconsistent with the concept of the lyrics *kabhanti* as a representative of a message which requires ground in the semiotic regulation of

the semantic system. However, if the system by pragmatically been engaged in awareness of the collectivity of the owner of a tradition which language mediated the physical setting can be ruled out. This can be consistent, when interpreted in the context of the *kabhanti* tradition in modern performance level being who does not see the subject as an owner/user but the subject as an expert in the level of inheritance.

The existence of the lyrics in the *kabhanti* song typically to translate the feeling into a thought, here the role of semantic will determine the meaning of the messages (lyrics) by the *kabhanti*'s player or singer. In the theory of interpretation between the message and the sign indicating the differences, the message is the individual and the symbol - following the regulation of it is collective. Thus, the message of the *kabhanti* poem sung by lyrics that represent the individual idea, but symbols are understood collective agreement, in this case the interpretation becomes very vague because the anonymous symbol, borrowing Ricoeur's statement that "messages are arbitrary and contingent (depending on something), but the symbol is a systematic and specific for certain communities as well."

IV. CONCLUSION

Based on the results of the discussion above, the conclusion is aimed that the accuracy of symbol arrangement logically is a basis for understanding the structure of reality correctly. Message in *Kabhanti* poem has properties in which the vagueness arises when words meaning has not delivered in the form of lexical to reality represent of it refers, so it tends to bring out the philosophical symbols. Similarly, the concept of the *kabhanti* lyrics as representative of the message will be able to be interpreted if there is *grounded* in a semiotic regulation of semantic system by the social stratification, age differences, and so on be a contributed to the appearance and the process of it. Messages and symbols rules to marked of differences, the message is individual and the symbol-- following regulations is collective. So that, when connected to the semiotic triangle pattern on the symbol elements the ground presence within the *kabhanti* meaning is centre of interpretation.



Explained, the *ground* means a social stratification, age level, or anything else which connected one by triangle of the three elements, except the user subject is an expert in the performing of *kabhanti*, it will be different matter because this one be an art interest domain.

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HOW CAN LITERATURE CIRCLES BE USED TO SUPPORT SPEAKING AND LISTENING SKILLS?

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ABSTRACT

This research investigated how literature circles can be used to improve speaking and listening skills as it related to the Curriculum requirements for literacy. Contemporary teaching methodology is constantly inventing and defining methods for teaching speaking and listening. It is an attempt to better understand how using literature circles can help the researcher to better understand what students learns through speaking and listening to others in a small group setting. The research process used elements of field experiment, observation and personal responses. There needed to be opportunities for students to think consciously about aspects of spoken language. This might involve a small group discussing the language they speak, and where and to whom they speak them and why. They could be encourage to experiment with language through word-play and make up their own rhymes, riddles and songs. Such as close focus on spoken language helped to stimulate their curiosity about languages. In analyzing spoken language students became more aware of their own use and control of spoken language and the way language was used in the wider community, perhaps using role play to investigate the different registered day draw on when speaking in a variety of settings, or constructing a language survey to explore the range of language and dialects spoken by the students and their families, in different contacts.

Key Words : literature circle, support, speaking, listening

I. INTRODUCTION

Literature circles can be used to improve speaking and listening skills as it related to the Curriculum requirements for literacy. Contemporary teaching methodology is constantly inventing and defining methods for teaching speaking and listening. It is an attempt to better understand how using literature circles can help the researcher to better understand what students learns through speaking and listening to others in a small group setting. Literary Circles are small temporary reading groups, which focus on actively engaging students with the text that they choose through discussion.

According to Widdowson (2011), speaking is an oral productive skill which happens face to face between speaker and hearer (listener). It is an interactive process to build meaning which covers producing, receiving, and processing information (Burns and Joyce, 1997). According to Richards (2008), the main aims of conversation are to build social relationship and to create satisfying interaction with other people.

Listening ability has a crucial role in understanding communication. As listening skill requires a set of complex skills, such speaking skill, the learner apparently face problem if they lack those supported parts language skills relating to the listening skill (Flowerdew, 1994). Listening ability plays a vital role in interpreting oral information or communication acquired from English speaking and pronunciation. According to Buck (2001), he believes that to make meaning on spoken messages, listeners need to integrate information from a range source as phonetic, phonological, semantic and pragmatic.

Listening seems to be a simple passive action as a part of a communication. However, when it comes to listening to English for EFL learners, comprehending the aural text face difficulties for some reasons. According to Underwood (1989), elicits some obstacles to achieving listening comprehension.

The good conversation is giving a real feedback to real communication. In EFL learners should mastered the pronunciation, grammar, vocabulary, fluency and comprehension. Students need some sources as a guiding to give a feedback or answers. Students can speak in a good communication after hearing/listening clearly. There are some sources to support the students in speaking and listening.

Often when we discussed the books they were reading, the conversation were very bland, lacking the aliveness and debate banter that often accompanies discussions. When the discussion led by the students they were limited to fact finding question and answer, and rarely related to the text in a personal and meaningful way.

This can be seen from the results of students' speaking skills (N=37) with the score (Mean=63,39). It happened in Speaking class and in interacting with one another and in lectures. In collecting data, writer used experimental method with pre test and post test. The sample is the student who took Speaking Class with number 37 students at Faculty of Islamic Education and Teacher Training, State Institute for Islamic Studies Imam Bonjol Padang. To measure the ability of students speaking can be used by indicator of pronunciation, grammar, vocabulary, fluency and comprehension.

The research process uses elements of field experiment, observation and personal responses to create analysis that attempts to answer the following research questions:

1. How does speaking and listening to others help students to communicate and make meaning when reflecting on their reading?
2. What format with a focus help to improve their ability to communicate with each other and the self in working in a small group?

In seeking the answer to these questions, it hoped that the research would shed some insight into what students learn their interaction in small group and what the teachers can look for in their own practice as they implement literature circles.

Second, pupils became better readers, as well as critical thinkers, who make personal connections with the text as it relates to their own lives. Literature circles has focused on the various benefits of Literary Circles in increasing students reading and an analytical skills. The attention has been given too to speaking and listening skills.

II. METHOD AND DISCUSSION

The research process used elements of field experiment, observation and personal responses. There needed to be opportunities for students to think consciously about aspects of spoken language. This might involve a small group discussing the language they speak, and where and to whom they speak and why. They could be encouraged to experiment with language through word-play and make up their own rhymes, riddles and songs.

The research took place at Faculty of Islamic Educational Teacher and Training State Institute for Islamic Studies Imam Bonjol Padang English Program in the first year.

The research intended to find out if Literature Circles can be used to improve speaking and listening skills as they relate to the speaking and listening objectives laid out in the Curriculum. In collecting the data, there are two steps, such :

- a. Teaching and Learning Listening/Speaking
In teaching learning listening/speaking by using hyponym with collaborate with presentation and quiz. There are 5 meetings to practice and the at last gave a test; post test.
- b. Test
Test is done to know about ; (1) Improving Students' Vocabulary (2) Students' Speaking Skill.
There are 5 type items test. It included synonym, antonym, and description. Test with oral test to measure in improving their vocabulary. Meanwhile, for communication, we used interview. It focused about their personal experince (recount) with their knowledge and superordinat's words.

Tabel . Blue Print of Speaking Test

No	Components	Indicator	Score
1	<i>Pronunciation</i>	Students can pronounce the word correctly	0-5
2	<i>Grammar</i>	Students describe their ideas with the correct structure	0-5
3	<i>Vocabulary</i>	Students used many vocabulary in their spoken based on the characters.	0-5
4	<i>Fluency</i>	Students expressed their ideas fluently.	0-5
5	<i>Comprehension</i>	Students can answer the questions and gave a good respond/ feedback correctly	0-5

This test sets interaction-based, pragmatic language task. The language presented is naturalistic or used in casual conversation with both verbal and extra linguistic context appropriate to given task. The authenticity of real life and interactive language appeared a long with the way in which language is used. Here are examples;

1. Short Answer
Answer general questions on each following questions:

Tell about yourself, your homes/families, your jobs/studies, your interest, and a range of similar familiar topic areas.

This part of the test lasts between four and five minutes

2. Describe a Photo

A photo of a scene on Muara Lasak Beach's view will appear on the wall
What can you tell me about the photo? Describe it.

3. Personal History

Explain why you decided to pursue a graduate at Tarbiyah Faculty

4. Respond to a Student with a Problem

You receive the following email from a student in your class

5. An information gap activity

This kind of test consists of tasks which require the production of pieces of oral interactions. These are assessed directly by the researcher, by reference of skill criteria for the particular level at which the candidate has entered.

In Literacy

In literacy, students are regularly engaged in responding to, analyzing and creating texts in whole-group and guided sessions. In reading, working out why characters behave in particular ways, speculating about their feelings, explaining the effect on the reader of particular images or techniques, or comparing the effectiveness of two different reports all provide ideal contexts for the kind of teaching approached. Ideas can be clarified and extended, options explored and alternative views considered by students, the students and the teacher together.

When writing in a whole-class context or groups, the use of dialogue can help students to explain and justify choices, consider how effectively a particular text works and how it could be improved, and organize and rehearse ideas in advance of setting them down on paper. In such dialogue, alternative responses and viewpoints are recognized and valued, opinions need to be justified and ideas must be clarified and organized. Talk is a key underlying factor in the development of literacy as well as a central feature of any successful teaching and learning.

Speaking and listening are relevant to all parts of the literacy hour.

- In whole-class work, shared reading and writing provide opportunities for discussion when working in detail on texts, looking at meaning and considering the use of literacy techniques to achieve particular effects.
- In group and paired work all students should be encouraged to participate and share ideas.
- During independent work children have opportunities to share ideas in in-depth work, helping them to reflect on and refine their learning and to extend their thinking.
- Plenary can involve oral evaluation and consolidation of what has been learned, complemented by moving the learning on.

In Numerals (mathematics)

In mathematics, it is important for students to use the correct terms and vocabulary. In number, for example, discussing what happens to a number when multiplied by another number is an opportunity to introduce the vocabulary of multiplication and establish that the answer does not always get bigger. In lesson on shape and space, students identify properties of particular shapes, describing what they see and what they think will happen, for example, when two or more shapes are joined together to make a new one. Their answers can then be tested and discussed. When handling data, students have the opportunity to describe, interpret, predict and hypothesize, using the data they collect and re-mathematics – problem solving, reasoning and communication.

Speaking and listening are integral to the daily mathematics lesson, especially where the work goes beyond simple recall or the routine following of procedure.

- In the oral and mental starter, students are expected to give more than a single short oral response, explaining and justifying their strategies to others.
- In the main part of lesson, students often need to apply what they already know to new problems and situations. During written or particular work, it is useful to draw the class together to explore their thinking in the class.
- In the plenary, feedback involves explaining what has been learned and identifying any misconceptions and what needs to be taught next, particularly inviting students to consider what they have been learning and then explain how to apply it to a problem.

Classroom Contexts

The most important resource for spoken language development is people. By the time they came to school, the majority of students will already be experienced at talking and listening – able to express their meanings and intentions in a wide range of social contexts. Some students who are bilingual may be especially experienced as they have been growing up using two (or sometimes more) languages. The knowledge and experience that students studied languages that starting point for their learning in the classroom. Students knew to feel that the way they spoke is acceptable in the classroom, and accepted as a powerful base for all their subsequent learning and spoken language development. Out of it they will be able both to extend their own personal repertoires and to deepen their understanding of the language they are using.

As well as learning through interaction with each other, students would be learning from their interaction with more experienced users of the language. First, students learned to talk from conversations they held at home with the members of family they lived such as older brothers and sisters. Conversations can continue in the classroom informally in small groups and, at times, with whole class. The idea of ‘conversation’ in the classroom is important. Much interaction with students can be taken up with classroom organization and control, and opportunities for real talking can get lost. It is helpful to concentrate on sharing ideas among them – finding out how they are thinking about an investigation or topic, or how they arrived at a solution. As in all conversation it is important to contribute ideas and questions of your own and to participate yourself. This gives students interested in their ideas and their thinking, and others who can offer models for ways of talking and listening.

For talking and listening to be valued, students need to know that it took seriously and that it helped them in their learning. To help them in understanding that talking and listening are a part of ‘real work’, it would be important to discuss with

them the role of talk in the classroom – to make explicit what it offers. Discussions like these had obviously go alongside the more hidden messages about its importance.

Talking and listening offered paths to learning for individuals in the classroom, but also has an importance beyond the individual – for the shared learning of the classroom. Like writing, talk can be a mirror for reflecting the purposes for learning in the classroom. In sharing ideas and feelings and knowledge with the rest of the class, a student has been extending her own repertoire. The public purposes fed the personal range. A good classroom for talking was one where this interaction between the personal is being fostered. This means working towards classroom that are essential collaborative and not competitive.

For students' listening and talking development the physical organization of the room is important. Space and furniture needs to be arranged so that students can work in a variety of contexts, (pairs, small groups, large groups) and can hold conversation easily. Initially, students might gain experience of collaborative talk through working with a friend on a familiar task, leading up to working in a group of three or four, perhaps with the classmate they knew less well and on less familiar or more demanding tasks.

In every classroom there needs to be an area of the room where the whole class can come together for discussion and to share their experiences – stories they have written, models they have made, etc. This will sometimes also be the area where the teacher adopts a more traditional talking role, (preparing the class for group activities, giving routine instructions, leading group in shared reading or writing etc) as well as the area where the teacher reads aloud stories and novels. There also needs to be in every classroom (space permitting) private areas where students can meet away from the immediate attention of others. The 'home corner' (and variations on it) provides this powerfully for them; the play needs of role play can sometimes be forgotten.

Taking talk seriously in the classroom can be an important starting point for an individual teacher. But to be truly successful for students it need to be taken seriously by all the members and made an important part of the roles. Colleges are at different starting points, and have different experience of organizing talking, collaborative class, lectures, Admen's and lecturers need to be able to pace themselves and gradually try out new ways of working they have the support of colleagues, and of a policy that has been decides collectively.

Every subjects offers students opportunities for talking and listening to each other. All students knew this – whether talking is sanctioned or not! If they are to build on the opportunities that each subject can offer for their learning and language development, lecturers might need to focus more consciously on the talk potential of each task or activity. It is one that offers opportunities for talking and collaboration? Can it be organized in such a way that talk and collaboration will be an important dimension? For example, student can be led to share their ideas and observation by inviting them to make a joint record of what they see and think on one piece of paper.

Students' language progressed when they put into learning contexts which make new demands on them, challenging them to find the words they need for explaining what they see, what they feel and what they mean. Every learning context in the classroom –problem – solving, maths investigations, CDT projects, observations in science, testing out hypotheses, making and telling stories – all potentially offer challenges to students' spoken language. It helpful to consider the processes that

students are involved in through an activity and to anticipate what range of language particular processes give students' access to.

The books – stories, poems and rhymes – that are available for students in the reading area and in special displays, have a very important role to play in students' spoken language development. The language that students met in story, poems and rhyme will feed their growing spoken repertoire. Equal in importance to the reading that they do for themselves will be the reading that others do for them. It has particular importance for bilingual students' moving into a new language, as well as for the access it gives all them to the standard language – giving opportunities for hearing, before using and exploring it themselves. Bilingual students also need to hear stories read aloud in their 'first' languages.

Talking and listening needs special resources - expect perhaps for a Listening Area. Here there can be a range of material for listening to: taped stories, both published and classroom-made to accompany books, or cut-out figures, models, and objects, and in dialects, and in the languages spoken by students in the class as well as in English. In some classrooms there are headphones for students to use, but where there is space and little fear of distraction, listening with a friend and not wearing headphones allows for a much more interactive listening time.

These are some of the resources, experiences and contexts important for supporting students' spoken language development in the classroom. They provide essential conditions for that development.

Narrative plays a powerful role in basic learning and language development, and particularly in extending their spoken language. Students often contribute to discussion by telling stories – stories about their own experiences, their family, things they have seen on television.

Through the story, students shape their experiences and begin to develop their ideas and understanding about the world.

By hearing stories read and told, both at class and outclass, students are being introduced to some of the different ways that the language is used in its spoken and written forms. For students moving into English, stories provide an important route into the sounds and rhythms, vocabulary and structure of the new language. Where storytelling is an important shared activity in the classroom, it can support language learning and language growth, as well as developing students' existing abilities as storytellers.

Recording students' storytelling provides a way of preserving stories which can then be shared without being written down. This can support the story telling being written down. This can support them in story telling in their 'first' language. They were more confident talking in their home/community language (s) than writing them. Students can add sound effects and music enjoy performing a story as a group with each telling a different part of taking on different characters roles.

Sharing books in small groups and pairs, students can talk their way through a book in an informal setting, offering each other support and contributing to the pleasure of exploring the meanings in the pictures and texts.

Much of basic learners are learning develops through play. Play and drama activities provide very important contexts in the classroom for students to explore and learn about language – either through talk initiated by the students themselves e.g. in the home corner, alone or in situations organized by teacher e.g. to extend a story by role-playing.

In the 'home-corner', post office' or 'doctor's surgery' or any other dramatic play area, and outside in the playground, students made their own decisions about what they talked about and which voices and roles they used. This is an opportunity for spontaneous talk, alone or in role-play with others. Dramatic play areas also provide an informal setting in which students can move freely between English and their home/community language(s).

Cross-curricular investigations offer a variety of settings and purposes for talking and listening, with students working independently in pairs or in groups or with the teachers. Collaborative activities with English speaking peers give students particular support for understanding and opportunities for making friends through working together. Through sharing what they have done in a larger group, students will become more explicit than in a small working collaborative group where a level of shared knowledge has been develop. Students will need to draw on different language and both their vocabulary and the language forms they use will be extended.

There need to be opportunities for students to think consciously about aspects of spoken language. This might involve a small group discussing the language they speak, and where and to whom they speak them and why. They could be encourage to experiment with language through word-play and make up their own rhymes, riddles and songs. Such as close focus on spoken language will help to stimulate their curiosity about language and languages.

III. CONCLUSION

Students need to build on the experiences encountered in the earlier years and have variety of opportunities for using narrative and taking part instorytelling are likely to be confident, inventive and sophisticated storytellers later on. They can be encouraged to extend their repertoire through telling and reading stories in different genres.

By building on their experiences of watching and listening to T.V. programmers' (and film, video and radio broadcasts) students can begin to look at the different ways that stories are presented and can be encouraged to analyze and critically evaluate the way visual narratives and reports are shaped.

Talking about books and texts they are reading as a class or a group does two things for students: it helps them with reading and understanding the text, which is an important aspect of their development as readers, and with searching together for the meaning of words ands phrases. Students can be encouraged to read the partner or in small groups, with access to multiple copies of a story, poetry anthology or play script. They can talk about their favorite books and discuss ways of choosing books.

The process for using talking and listening in a cross curricular way will be similar to be better able to justify the conclusions that they reach and more confident and effective in presenting the evidence from their investigations. They will also be using more specific subject vocabulary in order to make meanings clearer; for example, describing paper clips being 'attracted' to the magnet rather than 'sticking' to it.

In analyzing spoken language students became more aware of their own use and control of spoken language and the way language is used in the wider community, perhaps using role play to investigate the different registers day draw on when speaking in a variety of settings, or constructing a language survey to explore the range of language and dialects spoken by them.

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IMPLEMENTING AN INTERCULTURAL VIRTUAL EXCHANGE

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ABSTRACT

This paper proposes an intercultural virtual exchange between a class of Japanese university students and another class of students from a different culture. The proposed project is a revised version based on findings and observations from previous implementations conducted by the author. Factors that can affect success or failure of a virtual exchange are discussed, including challenges facing Japanese students, positive impacts of successful intercultural activities on them, and desirable learning support to be added. A special focus is on lower-WTC Japanese students in the discussion, since active participation in interactions between students from different cultures is a key to maximizing language learning and intercultural learning through the virtual exchange.

Key Words: ICC, WTC, Personalization

I. INTRODUCTION

There is no dispute about the importance of English as a lingua franca in today's globalized world. In Japan, continuing efforts has been made, since the 1980s, to reform English education so that English classes can help students to develop communicative abilities in English and get better prepared to actively interact with people around the world, from different cultures (MEXT, 2003; Shimamura, 2009; Cabinet Office, 2012; Lockely et al., 2012). In other words, teachers of English are expected to help students improve their English language skills as part of Intercultural Communicative Competence (ICC; Byram, 1997).

However, many university students, including those the author meets at her university, still find it hard to communicate, especially orally, in English, let alone to acquire ICC. To many Japanese students English is still just another subject to study, and not a communication tool. This is quite natural, considering that they have had little experience expressing themselves in English or little exposure to spoken English, both in and outside of the classroom.

For a teacher who wants to provide those students more opportunities to use English for communication, virtual exchanges with people from another culture could be a great option. This paper outlines a proposed virtual exchange project and how it is designed to take into consideration factors that can affect success or failure of a virtual exchange, based on findings from previous case studies on virtual exchange and online writing activities conducted by the author and her colleagues (Yamauchi, 2011-2013; Uchida, 2011-2014; Yamauchi, 2011; Jones & Yamauchi, 2014).

II. METHOD

2.1. Participants

Participants from Japan will consist of two groups of non-English majors: those in their first year from "General English" (GE; a 30-week compulsory course) and those in their second year taking "Intercultural Communication" (IC; a 3-year seminar course). Usually, 25-30 students are enrolled in GE, and 15-20 in IC. Their English proficiency levels are mostly from A2 to B1. It will be easier and more manageable for each class to have a partner class of a similar size.

As mentioned in the previous section, both GE and IC students tend to lack previous experience in communicating in English and/or with people from other cultures, before taking these courses. In 2015, however, GE students are much more used to using English through in-class activities during the first semester (see 3.1). On the other hand, some of the IC students are not yet feeling comfortable communicating in English, though most of them are motivated to use English and/or to learn from intercultural experiences.

2.2. Proposed project design

Typically, a virtual exchange is aimed at offering opportunities for students to improve their foreign language skills and develop their intercultural competence through interactions with people from another culture. There can be various forms of implementations, however, since two partner classes of students involved in the exchange can have different learning needs. As “telecollaboration is indeed a form of virtual team teaching that requires thorough consensus on all the facets of the cooperation” (O’Dowd, 2006, p. 630), the teachers from both sides should discuss the task design to maximize their exchange project.

Let us take a sample implementation here, without going into more specific goals, just to illustrate how an online intercultural exchange can be designed, and what kind of considerations the teachers may need to make. Table 1 summarizes a sample implementation that will take 4 to 8 weeks, following Salmon’s 5-stage model of online learning (Salmon, 2000; Salmon, 2002), with objectives of the proposed activities, as well as some options to consider.

Table 1 Sample Implementation

Stages	Student Activities: 4 to 8 Weeks	Objectives	Notes
Stage 1	(Pre-exchange session)	1-1) To increase motivation/interest	1-1) In-class discussion using a culture quiz,
Access & motivation	1-1) Briefing on the goals and expected outcomes 1-2) Post text, photos, links to YouTube video on a) Facebook group or b) Moodle forum (or other tool chosen to be used), and then post comments on classmates’ posts.	1-1) To give some cultural knowledge 1-2) To make sure that students sign in and use (a) or (b) comfortably	or writing personal expectations as a journal entry can be of great help.
Stage 2	2 to 3 weeks	2-1) 2-2) 2-3)	2-1) Sharing links can be an easy start for shy or less confident students, and can be engaging at the same time.
Online Socialization	2-1) Post a link to YouTube video to show their favorite music, movie, place, etc., to be followed by comments from each other. 2-2) Post a photo, video to talk about themselves, to be followed by comments from each other. 2-3) Introduce each other on Skype in groups.	- To help build personal relationships between partner students - To help them get ready to use English to communicate	2-3) Skyping can be really exciting, but the teachers should be aware of possible technical problems.
Stage 3	2 to 3 weeks	- To help them understand the partner’s country and culture	3-1) The teachers should be aware of technical problems, as 2-3). Also, group Skyping may take too much of class time. So other options or Plan B should be discussed beforehand.
Information Exchange	3-1) “Show and tell” on Skype in groups (on e.g. recommended places to visit, food to try, etc. in their own country), followed by Q and A 3-2) Post related information and further Q and A in groups.	- To help them learn to use English for description, inquiry, and clarification	
Stage 4	(Post-exchange) 2 weeks	4-1) 4-2)	4-1) 4-2) This

Knowledge Construction	4-1) Group presentation on the partner's culture 4-2) Essay based on their own and other groups' presentations	4-1) 4-2) Same as the left 4-3) Collaborate with the partner students to create an online presentation or poster (with e.g., Google slides or documents)	- To give them a chance to review and interpret what they have learned 4-3) - To help them learn to use English for collaboration	knowledge construction activity should be given as a follow-up for a shorter project. 4-3) Online collaboration of this kind could be very demanding. Some scaffolding may be necessary.
Stage 5 Development	(Post-exchange session) Reflective essay on their intercultural communication		To help them become aware of their own communication behavior	In addition to the final reflective essay, weekly (or daily) journal entries could be added to enhance learning.

The above sample is a revision of the author's previous implementations of virtual exchange projects (Yamauchi, 2011-2013; Jones & Yamauchi, 2014; Yamauchi, 2014; Yamauchi, 2015). This revision is intended to take into consideration what has been learned from the previous implementations, including challenges facing Japanese students, positive impacts of successful intercultural activities on them, and desirable learning support to be added, which are briefly discussed in the next section.

III. DISCUSSION

This section discusses some factors that can affect successful online intercultural exchange, from the point of view of Japanese students.

3.1. Growing as a learner

As seen in the shorter (4-week) implementation summarized in Table 1, the proposed exchange design places more focus on the stages of socialization and information exchange. This is mainly because Japanese students' willingness to communicate (WTC) tends to be quite low (Yashima, 2002; Osterman, 2014). It might take long before they start interacting with the partner students, even when they are interested (Jones & Yamauchi, 2014), and some students may hesitate to share their posts even between their classmates (Yamauchi, 2011). In short, socialization and (simple) information exchange will be an important first step to getting ready to communicating in English in intercultural settings. It is expected that the 2015 GE students, whose WTC in English has greatly improved through in-class activities, will gain more confidence from their experience using English for intercultural communication, and also their active participation can lead to more successful exchange for both sides of participants.

In addition to previous experience using English, personal relationships with the partner students, which help motivate them to better understand their partners, can have a positive impact on their WTC. In fact, a student who participated in a short exchange program in Indonesia (i.e., it was a "real" exchange, not virtual) started learning Indonesian after returning to Japan, because he wanted to communicate more with his new Indonesian friends (Yamauchi, 2015).

Video chats have always been one of the students' favorites in previous virtual exchange projects implemented in an author's class since 2011 (Yamauchi, 2014; Jones & Yamauchi, 2014). Two major advantages of using Skype are that (i) video chats can help students feel closer with their partners, which in turn increases their WTC; and (ii) synchronous

communication with rich visual information, e.g., facial expressions and gestures, can help them communicate with each other when their language is not enough. However, the teachers should keep in mind that some technical troubles may occur during Skype sessions, and some students can get too nervous (at first) to communicate in a satisfactory manner, which can discourage them to stay engaged (Jones & Yamauchi, 2014).

Reflections on what they have learned or how they have behaved can be crucial for them to grow as a learner. In the most recent implementation in 2014, the author asked the students to share their reflections after each stage in the class forum, which helped them to be more critical about their own behavior and to improve their following performance. If they are satisfied with what they have learned and achieved, their actual intercultural experiences, enjoyable and challenging, could have a huge impact on their attitudes, motivation, and awareness toward intercultural communication (Yamauchi, 2014; Jones & Yamauchi, 2014; Yamauchi, 2015).

3.2. Learning support

In the 2012 to 2014 exchange projects, an intercultural survey was created (and revised) to increase the participants' interest in each other's culture, and to promote active discussion among the participants, which has also been one of their favorite activities (Jones & Yamauchi, 2014). A set of culture questions involving generalizations about each other's culture can be a good option too. In either case, communication/collaboration between the teachers on both sides before the exchange will be the key to creating a good learning material to help the participants to become more interculturally aware. Also, a list of possible topics to be discussed in the information exchange stage should be carefully negotiated between the teachers.

Most of the Japanese participants from the author's classes are not as fluent as they wish to be, and they are always worried about their grammar and vocabulary. To prevent their language anxiety from becoming too high, there should be in-class language sessions and/or online learning materials to help them with their grammar and vocabulary.

The platform for the virtual exchange should be selected so that students can easily access these learning materials, as well as exchange activities. The sample implementation outlined in 2.2 proposed using a Facebook group or Moodle as the platform. To put it simply, the former is easier to use for communication, and the latter offers a wide variety of learning activities. The teachers involved should carefully consider advantages and disadvantages of possible options.

IV. CONCLUSIONS

This paper has discussed how an intercultural virtual exchange can be designed. A special focus was on how to help Japanese university students, whose WCT is reported to be relatively low, become more prepared for intercultural communication. A revised version of virtual exchange proposed in Section 3 is intended to benefit both Japanese students (current students, especially from GE, are more prepared in terms of WTC as mentioned in 2.1) and partner students from another culture, but it needs to be more specific through careful discussion between the teachers involved before implementation.

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GRAMMATICAL DEVELOPMENT AND SYLLABUS DESIGN

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ABSTRACT

Research findings related to the development of children's first language can somehow give an insight on how to design lesson in foreign language teaching. It is important for teacher to rely their decision making process on research findings. Mistake that students perform in the process of learning English in foreign language can be related to the process that children in first language do when they acquire language. Those mistakes can be minimized by designing lessons for foreign language teaching that accounts for the development of first language. Grammar has always been considered as the most difficult component of language to be mastered by students, therefore this article will focus on explaining grammar development and its' contribution in designing lesson in foreign language teaching.

I. INTRODUCTION

Information about language development that children undergo can actually give insights into foreign language teaching. Phonological development as a beginning stage in language development provides us with information of stages of development of speech sound of children which can be very meaningful for teaching in several ways. Lexical development, where children learn word may also give an idea on how to teach word in foreign language setting. Learning the structure of a language by children in their first language which is considered as the most difficult component of a language for foreign language learner also gives contribution to language teaching. The development of syntax and morphology as the children learn the structure of their first language provides us with some important information. This information includes an overview of grammatical development; individual differences in grammatical development; the nature of children's grammar and issues explaining the acquisition of grammar. All these information somehow can be related to foreign language teaching in terms of giving some insights to the design of the syllabus. Therefore, the paper will describe how grammatical development can be used as a basis of making decision in designing syllabus in foreign language teaching.

II. DISCUSSION

AN OVERVIEW OF GRAMMATICAL DEVELOPMENT

Children undergo several stages in the development of their first language. There has been a lot of research that explained these developments. It starts with phonological development, lexical development and the development of syntax and morphology. The development of syntax and morphology, which has attracted the writer's attention, can actually give some information when designing syllabus for foreign language teaching or at least, it can still be used as basic consideration when it comes to teaching the foreign language. Syntax refers to combining words into sentences and morphology refers to building words. All speakers of a language know the rules of syntax and morphology as well as the category and structure that operate these rules. The discussion will start with an overview of grammatical development which can actually be divided into two categories; early multiword utterances and after telegraphic speech as stated by Hoff (2005: 191)

EARLY MULTIWORDS UTTERANCES

After several months of talking in single word utterances, children begin to put two words together in sentences like “Daddy shirt”, “Off TV”, and pretty tower”. These first word combinations tend to be missing function words and the bound morphemes that mark plural, possessive, or tense. Next, children start to produce longer utterances, combining three and more words. As children start to put words together in longer sequences, they also start to add the function words and bound morphemes that were missing in their first word combinations. Children’s first sentences are usually simple active declarative sentences; negative sentences and questions. The last major syntactic development usually begins some time before the child’s second birthday and is largely complete by the age of 4 years.

The transition from one word speech

The first evidence of grammatical knowledge in production comes when children combine units of the language in a single utterance. For children acquiring English, the units are typically words, and, thus, the beginning of structured speech is marked by the appearance of multiword utterances. However, many children produce transitional forms that can blur the distinction between the one word and two word stages of language production.

Vertical constructions

Some children usually produce single-word utterance successively that look like a two-word utterances. For example, one little girl woke up with an eye infection and then said, “Ow. Eye”. Each word has the same intonation contour and each is separated by pause as if it if a two-word utterances. At this stage, children also sometimes produce a single word utterance that builds on someone else’s previous utterance. Scollon in Hoff (2005: 192) called these sequences “vertical construction” because when researchers transcribe what children say, they write each utterance on a new line. A two word sentence, in contrast, would be a horizontal construction and would be written on the same line in transcription.

Unanalyzed word combinations and “word + jargon “combination

Most children have at least some multiword phrases in their repertoires that have been memorized as unanalyzed wholes; these phrase in therefore do not reflect the development of the ability to combine words Petter in Hoff (2005: 192). Some children at this stage produce long utterances by inserting one clear word into come incomprehensible babbling sounds.

Two word combination

The beginning of a productive system

We say that children have a productive system when they use the words in their vocabularies in different combination. The variety of utterances suggests that the boy who produced these utterances was able to combine the words in his limited vocabulary productively. For example, he could say that anything is big or little; he could say that Daddy and Andrew walk and sleep.

Meanings in two word utterances

Although we say that children’s systems are productive when children can put words together in novel combinations, children’s first word combinations are limited in the range of relational meanings expressed. (The term relational meaning refers to the relation between the referents of the words in a word combination. So, for example, in the utterance “my teddy” the word “my” refers to the speaker and the word teddy refers to a stuffed animal. The relational meaning is that of possession). Roger Brown in Hoff (2005: 195) proposed a list of eight relational meanings that he claimed accounted for the majority of the meanings children express in their two word utterances, even children express in their two word utterances, it also account for children acquiring different languages.

Three words and more word combination

Children continue to produce one and two word utterances. When children start to put three words together, many of the meanings expressed are combinations of the relational

meanings in two word combinations, with the redundant terms mentioned only once. In term of structure, two characteristics of these early multiword sentences are noteworthy. First, early sentences tend to be affirmative, declarative statements, as opposed to negations, or questions. Second, certain types of words and bound morphemes consistently tend to be missing. Because the omission of certain words and morphemes makes children's utterances sound like the sentences adults used to produce when writing telegrams in which the sender paid by the word, children's speech at his point in development has been termed telegraphic speech.

The telegraphic nature of early combinatorial speech

The words included in the early sentences of children acquiring English are primarily words from the major grammatical categories of nouns, verbs, and adjectives. The missing elements are determiners, prepositions, auxiliary verbs, and the bound morphemes that go on the ends of nouns and verbs. These missing forms are called grammatical morphemes because the use of these words and word endings is tied to particular grammatical entities. Exactly why these grammatical functions (i.e. function words) and inflections are omitted is a matter of some debate. One possibility is that the omitted words and morphemes are not produced because they are not essential to meaning.

AFTER TELEGRAPHIC SPEECH

Between the ages of 2 and 3 years, children fill in the parts that were missing in their early utterances, they expand the range of sentences forms they use, and they begin to use longer and structurally more complex utterances.

Morphological development in children acquiring English

The missing forms in children's telegraphic speech begin to appear in utterances around the time that the first three word utterances appear. In his famous longitudinal study of the three children known to child language researchers by their pseudonyms, Adam, Eve, and Sarah, Brown in Hoff (2005:198) tracked the appearance of the emergence of grammatical morphemes allows us to make some generalization. One generalization is that this transition takes quite a long time. A second generalization is that the acquisition of grammatical morphemes is not an all or none phenomenon either for the morphemes as a group or even at the level of individual morphemes. A third generalization that can be made is that the order in which the 14 different morphemes are acquired is very similar across different children. Brown found that Adam, Eve, and Sarah acquired these 14 morphemes in similar orders, although their rates of development were quite different.

Morphological development in children acquiring languages other than English

Examination of the factor that influence the difficulty of learning grammatical morphology adds an important dimension to the study of grammatical development, as such examination reveals more general principles of what makes aspects of grammar easy or difficult for children to acquire than could the study of English alone. Two factors seem to influence the ease of learning grammatical morphology. One is characteristics of the child. Given a language that uses both word order and morphology, children will differ in whether their early utterances rely more on word order or morphology, depending, it seems, on what aspects of speech they inclined to attend to (Clancy, 1985; Petters, 1997) in Hoff (2005: 200), within a language, some grammatical morphemes seem easier to acquire than others.

Development of different sentence forms

Expressing negation

The earliest linguistics means of expressing negation that children acquiring English use is to tack on a negative marker (typically no or not) to the beginning or end of the sentence. Some children also mark negation none linguistically by shaking their heads as they utter an affirmative statement.

Asking questions

Children first yes/no question are typically affirmative statements with a wh-word at the beginning, such as “what that is?” next, auxiliaries appear in questions. In yes/no questions, auxiliaries are added to the beginning of the utterance, which suffices to contract a grammatical yes/no question (such as will it fit in there?). At this stage, however, wh-questions are still not adult like because children do not invert the subject and auxiliary, instead producing utterances like “what a doctor can do?”

Using passives forms

By the age of 3 ½ years, children produce passive forms in their spontaneous speech, and the frequency of passives in children’s speech continues to grow, even after age 5 (Budwig, 1990) in Hoff (2005:203). Passive that use the verb to be (e.g., It can be putten on your foot) are more frequent than get passives (e.g., he got punished), and these two forms of passive tend to be used to express different sorts of meaning both by adults and by children from the time they first begin to produce passives.

Producing complex sentences

The first complex sentences appear after children are regularly producing four word utterances, typically around the age of 2 years old. From the age of 2 to 3 years, children add to their repertoire of complex contractions and use them with increasing frequency. Children use most of the different complex sentence types by the age of 4 (Bowerman, 1979; Limber, 1973) in Hoff (2005:204)

III. DISCUSSION

The grammatical development of children’s first language falls into two categories. The first category is early multiword utterances. In multiword utterances children undergo transition from one-word speech (where children are producing two-word speech in relation to two-word speech), two-word speech, three-word speech and telegraphic speech.

Some examples of two-word speech showed us that children are using it to indicate;

1. possessive (daddy coffee, Andre book, mommy butter);
2. property indicating patterns (big balloon; little shell; blue stick);
3. recurrence, number, disappearance (more glass, two plane, two car, all gone stick);
4. locatives (sand ball “on”);
5. actor/action (mom sit, daddy work, baby sit)

The examples of two word speech showed that these words are commonly used by children when they first learn to communicate. These are the basic words needed by children to communicate in a very simple way. Children are using these items because of communicative need. By taking into account this information, a grammar syllabus can be design by choosing these items as topic for beginners. Communicative need is also one of the principles used in deciding which grammatical items to be used in the syllabus as proposed by Richard (2005: 11). There are some structures that will be needed early and cannot be postponed. These are actually items needed and used by children to communicate as related to their language development. Another important thing that we can point on about the emergence of these items is that they are related to the language input that the children receive Hoff (2005: 195). It is actually the language that they listen from the caretaker of people around them who tend to use these items which are simple. Therefore, input influences production. In relation to language teaching providing sufficient input will have impact on the production as stated by Krashen (1981: 112). According to Krashen, sufficient input is needed in order to be able to produce a language. Teaching grammar is not only about explaining certain forms; input of certain use of form is also needed to be taken into account.

In three word speech, children first language development shows some characteristics that first sentences seems to be affirmative declarative as opposed to negation or question. One possible reason is perhaps the simplicity of declarative forms as compared to negation or

question. Thus when we relate to teaching grammar in foreign language we can conclude that affirmative can be taught earlier and negation or question will be treated later. Affirmatives sentences can be found in several tenses as in simple present, past, future, progressive and perfect tense. In designing grammar syllabus, affirmatives for all these tenses should be introduces first and then followed with a topic for negation for all tenses and finally a topic for question for all tenses can be introduced at the end. The syllabus with an arrangement of some tenses but for each tense, affirmative, negation and question is introduced at the same time under one topic is not recommended. For example; Simple present is introduced by presenting affirmative, negative and question all at once is not suggested because it violate the principles in sequencing content as proposed by Murray (1993:157). Murray explained that content should be sequenced from simple to complex. Simplicity is not only related to the form of the tenses itself (present, past, progressive, future, etc) but also in terms of the form of the sentences (affirmatives, negation and question).

In telegraphic speech, children are producing sentences with missing elements like determiners, preposition, auxiliary verbs and bound morphemes. This happens because of those elements carry less meaning as compared to nouns and verbs. In relation to teaching grammar in foreign language, teacher can tolerate mistakes related to those elements since they carry less meaning and the action that can be made are by treating these elements in later part of the lesson and by explaining that these elements carry less meaning but they are important as they are used in sentences. Another reason to tolerate this mistake is that those who learn English will encounter language items in English which are different from their own native language. This area of differences will pose difficulties. The idea is actually contrasting first language and foreign language or contrastive analysis and then design a syllabus based on the differences. But, Hedge (2000: 170) stated that syllabus which is designed based on contrastive analysis has been criticized for a number of reasons. If a syllabus is not to be designed based on a contrastive analysis, then it would be very wise to consider that missing elements in student's language might also be caused by the differences between their native language and English and teacher can actually address this issue somewhere in the lesson.

The second categories of children grammatical development is the after telegraphic speech. The after telegraphic speech shows that there is morphological development in children acquiring English. There are three important generalizations that can be made about morphological development in children. First, it takes time. The first grammatical morpheme appear in the first three word speech and other grammatical morpheme are not reliably used until a year later until children are speaking long and complex sentence. Second, there is gradual development of the acquisition of grammatical morpheme. In relation to teaching grammar, we could not expect students learning English to directly mastered grammar items once it is introduced, it needs repetition in a form of cycle of the grammar item taught. Finally the order of the 14 different morphemes acquired is similar across children. Thus, in teaching grammar, the 14 different morphemes can also be used to sequence lesson in the syllabus. This is actually related to what is stated by Nation (2010:38) as principles in selecting content which is called "Teachability". The teaching of language items should take account of the most favourable sequencing of these items. The order of these 14 morphemes acquired by children can be used as a basic consideration for designing a grammar syllabus.

The after telegraphic speeches also provide information that there is development of different sentence form in children language development. The sentences forms are missing auxiliaries since auxiliaries carry less meaning. These missing auxiliary sentences are found in negation, asking question and passive. In teaching grammar therefore the area of grammar that use auxiliaries can be treated differently since it brings difficulties for students, thus, teacher should take this into account when teaching.

IV. CONCLUSION

The development of grammar that children undergo gives an insight to the teaching of grammar in foreign language. Basically, it gives information on how to arrange topics or

grammar items in syllabus in the same order that the acquisition of grammar in first language. Besides, the teacher might also get some information on areas that might be difficult in teaching grammar in foreign language due to the problem children have in their grammatical development of first language.

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WORD AND LEXEME IN INDONESIAN

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ABSTRACT

It is clearly stated already that lexeme is the basically lexical unit which underlies various inflective forms of a word. Thus, this inflective phenomenon is in general clearly seen in morphology, and internal modification occurring in indo-European languages. English will be taken for practical instances whether morphologically marked or internal modification constituent or the one undergoing the internal change.

Keywords: lexeme, word, lexical unit, inflection, morphologically marked, internal modification

I. INTRODUCTION

Lexeme is different from word. Word is a morpheme or a combination morphemes considered as a smallest meaningful unit that may be uttered as a free form or a linguistic unit that can stand solely and independently. It may consist of a single morpheme such as *rumah* 'house'; *datang* 'to come' or morphological combinations such as *pejuang* 'fighter'; *mahasiswa* 'university student'. As for the constituent morphologically marked, thus English will be taken into account such as /ni:d/ <need> as a lexeme whereas the forms of /ni:dz/ <needs>, /ni:diŋ/ <needing> are the variants of lexeme NEED. As the example of the constituent undergoing internal change the word /siŋ/ ,<sing> will be taken. This word preserves some inflective forms such as /siŋ/ <sing>, /sæŋ/ <sang>./sɑŋ/ or comparison it can be said that the forms of /siŋ/, /siŋz, //sæŋ/, and /sɑŋ/ stemmed from one single lexeme namely SING consisting of four different word.

II, DISCUSSION

1,2 Lexeme and Word

It is said that the SING is derived from one single lexeme because it may derive the four words which are categorically verbs. They are four words now that the forms /siŋ/ and /siŋz, // are allomorphic for they commonly carry semantic feature of 'past' which formally can be materialized in <-ed> whereas <singing> contains the semantic feature 'durative' which formally can be realized in <-ing>. Within the derivation of lexeme SING there are two bound morphemes those are /-ed/ and /-iŋ/ respectively, and two allomorphic free morphemes namely <sing>, and <sings>. The form of <sings> occurs only in subject of third singular person whereas <sing> occurs in all personal subjects except third singular subject.

In relation to English, as discussed above, the *lexeme* can be distinguished from *word*. There is another dissimilarity implied from the same form in Indonesian. Please compare <memuaskan> 'to satisfy'/'satisfactory'. within the context of

1. Jawabannya *memuaskan* para hadirin.
His answer satisfied the audiences.

The constituent <memuaskan> "to satisfy" is a verb and another <memuaskan> 'satisfactory' belonging to the category of verb as follows

2. IP-nya pada semester ini lebih *memuaskan*.

His academic achievement in this semester is more satisfactory.

It is well recognized that such an expression <memuaskan> ‘to satisfy’ belonging to verb category is not as same as the one of which belongs to to adjectival one.. It indicates that the the case involves two different lexemes. Of course they are not the same *IP yang memuaskan* ‘academic achievement which satisfies’ and *lebih memuaskan* ‘more satisfactory’. What becomes a verbal lexeme is PUASKAN, and the one becoming adjectival lexeme is MEMUASKAN. In a more technical term such a condition may be referred to as something polysemous.

Here, in this discussion, an example in Indonesian will be put into account as follows:

3. Saya sudah *tahu* apa yang dikatakannya,

‘I have known what s/he said., and

4. Saya sangat suka makan *tahu*.

I like eating tofu very much

If both examples (3) and (4) are compared, it can be said that the constituent *tahu* is two different lexemes. It is the very reason that in a dictionary such a case is marked in two entries namely *tahu1*, and *tahu2* since both of which are stemmed from two distinguishing etymology. These are the most obvious instances of lexical homonymy.

1.3 Lexical and Inflectional Morphology

As for the verb of *puaskan*, and the adjective of *memuaskan*. It seems there is a morphological relationship lies there *memuaskan* <=== *puas* + *-kan* for *me-* in its attachment to the verb is only to function as a reference to the subject as an actor. Obviously, *memuaskan* as a lexeme referring to a verb is the one different from another *memuaskan* that is the one referring to the adjective. Therefore, the verbal lexeme (ME)PUASKAN whereas the adjectival one is MEMUASKAN. The two different lexemes themselves are derived from a single basic that is PUAS belonging to the adjectival category, however, its semantic feature differs from MEMUASKAN which is also a lexeme belonging to adjectival category. The constituent MEMUASKAN as an adjectival lexeme carries the semantic feature as verbal adjective meanwhile the lexeme of PUAS preserves the semantic feature referring to a non-verbal adjective. Let’s see below

5. Saya tidak *puas* dengan jawabannya.

I am not satisfied with his answer.

6. Jawabannya lebih *memuaskan* saya.

His answer satisfied me more

Both examples show that the two lexemes are of different ones though both of which belong to the same category, however, both of them may be grouped into the same category but they refer to different semantic features.

The same case applies to the form of compound but the difference is quite striking. Let’s see the example *rumah sakit* ‘hospital’, of course, we consider the constituents of *rumah* ‘house’, and *sakit* ‘sick’ are mutually related namely RUMAH and SAKIT whereas the plural form is <rumah-rumah sakit>. It is just the same as the form of <apabila> ‘when’ has something to do with *apa* ‘what’ and *bila* ‘when’. It is clear that the words are different and therefore must be written as APABILA, APA, and BILA. Such words have their own respective entries in dictionary.

Now let's define that the compounding is as morphological branching discussing the relationship of compound lexeme and two or more single lexemes. The compound lexeme of <rumah sakit> have something to do with two single lexemes RUMAH 'house' and SAKIT 'sick'. A compounding lexeme such a RUMAH-SAKIT JIWA 'lunatic asylum' actually, in a dictionary tends to be grouped into something related with two single lexemes RUMAH-SAKIT and JIWA. In this case the JIWA 'mind' itself is a single lexeme but the other are are compound one RUMAH + SAKIT.

It is clear that from the example above that the compounding and word forming preserve many similarities. Both can be viewed as underlie a wider scope than a lexical morphology. In general, it can be said that this is dealing with the study of morphological relationship among the lexemes. The striking differences among which is the word formation in which a complex lexeme is immediately related to the merely single lexeme. Thus, MEMUASKAN 'to satisfy', first and foremost, is directly related to PUASKAN 'satisfy'

In Indonesian, the concepts of both derivation and inflection are not clearly marked as in English, according to Harimurti (1988:54) the one and only process occurring next to the word described is the word categorization. Other than undergoing inflection, before the word playing the role as a larger unit within a syntactic unit, the word experiences other process that categorization so that a word can be categorized into a given class. The combination of a word with the other one so that the combination could form a phrase.

It is preferable to distinguish the basic morpheme from affix. The basic morpheme whose entity the same as lexeme is the one undergoing morphological process whereas affix is a morpheme forming word, and of course a bound one. Anyhow, not all basic morphemes are free ones. In Indonesian, it is not only monomorphemic word that can stand a lexeme but so is the polymorphemic one and the combination of such words is called phrase. The example of the lexemic combination is such as TIDAK 'not' and TAHU 'to know'. These two lexemes may combine together as to form *tidak tahu* 'not knowng' and both of which may take an affixal combination in the form of <ketidaktahuan> 'lack of knowledge'. The combination of some basic words and affixes indicate that the word formation in Indonesian is recursive.

The morphological process occurs from input that is the lexeme. The process occurring may be diagrammed as follows

Lexeme ==>Morphological Process ==> Word

As described above, it can be concluded that the are lexemes differing from one word constituted from the combination of to lexemes and than such combination experiences a morphological process or affixation, thus, the three different lexems are TIDAK and KETIDAK-TAHUAN meanwhile gthe form of <tidak tahu> is the combnation of two lexemes and treated under syntactic level. The morphological process that we are familiar with so far may be ordered as follows

- a. zero derivation
- b. affixation
- c. reduplication
- d contraction
- e. back derivation
- f. Combination

The six types of the process above may be explain as follows

1. Zero derivation, in this process the lexeme becomes a single word without undergoing any change.

Single lexeme ---> zero derivation ---> single word
E,g.PERGI ---> pergi 'to go' without changes.

2. Affixation, in this process a lexeme changes into a complex word.

E.g. PUAS + -kan 'to satisfy' ---> PUASKAN

3. Reduplication, in this process a lexeme changes into complex falling into some complex.

E.g. BUKU + R- ---> BUKU-BUKU 'books'

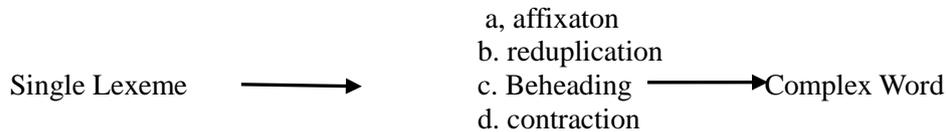
PUKUL + R + me- ---> PUKUL-MEMUKUL 'to beat one another' or
MEMUKUL-MUKUL 'to beat repeatedly'

4. Contraction, in this process a lexeme or a combination of lexeme falls into a complex word or or acronym or abbreviation under various processes of contraction with several types of contraction:

- A. beheading
- B. contraction
- C. acronym
- D. Abbreviation

In both cases of beheading and contraction, the input is a single lexeme, and the output is a complex word as found in both affixation and reduplication.

The diagram may be drawn as follows



Examples

A. Lexeme TIDUR: 'to sleep' ---> *menidurkan* 'to make someone sleep' after having affixation of *me-/-kan*.

B. Lexeme KOTAK 'box' ---> *kotak-kotak* 'boxes' after undergoing reduplication.

C. Lexeme BAPAK 'Sir' ---> *pak* 'Sir' after experiencing contraction in form of beheading.

D. Both lexemes BAGAI 'like' and INI 'this' fall into *BEGINI* 'like this' after having contraction.

E. In both acronym and abbreviation, the input consists of two lexemes and the output comes about in the form of either acronym or abbreviation. Therefore, the process may be diagrammed as follows:

Single Lexeme

A. Acronymization ---> acronym

B. Abbreviation -----> abbreviation

Single Lexeme

Examples:

a. The combination of single lexeme PELURU 'bullet' and KENDALI 'guide' falls into acronym *rudal* 'guided missile'.

b. The combination of single lexeme BANK and INDONESIA falls into *BI*. Grammatically both abbreviation and acronym preserves the status word.

5. Back Derivation, in this process the input is a single lexeme and the output comes about in the form of word which historically appeared from its origin. E.g. MUNGKIR <---- /munkir/ (ar.) 'to break one's promise' in Indonesian it falls into *PUNGKIR* as in the form of <dipungkiri> 'broken promise'. Such a change is due to back derivation. Semantically it refers to hyper-correction.

6. Combination, such a process of combination occurs from two or more lexemes combined, and the output is lexem combination. Then the diagram may be drawn as seen below

Single Lexem

Combination ---> Lexeme Combination ---> Compound Word

Single Lexeme

E.g.

The lexeme of HASIL 'result' and GUNA 'use' combined into <hasil guna> 'efficient' as a lexeme combination at the morphological level or compound at the syntactic one derived from a morphological combination process differing from phrase that is the combination of word treated under syntax. The process how a phrase comes about may be diagrammed as follow:

Single Lexeme ---> any morp process ---> word

Syntactic combination ---> phrase

Single Lexeme ---> any morph process ---> word

Example:

The lexeme of LAWAN falls into word *lawan* 'opponent' under zero derivation and lexeme MAIN becomes *bermain* due to affixation *main* + *ber-*. Syntactically both words cobine together to form phrase *lawan bermain* 'opponent in a game'.

As stated previously that the word formation in Indonesian is recursive; one or more lexemes, after undergoing morphological process and they turn out a new word (Kridalaksana, 1988:59). The change of a lexeme into a word is referred to as grammaticalization process.

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LANGUAGE AND IDENTITY: SOME CASES IN MINANGKABAU LANGUAGE

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ABSTRACT

This article discusses language and identity. Several cases related to the changes in Minangkabau language are presented in this article. Language changes could lead to the lost of language elements and vice versa. It can also increase the elements of language. If an element of the language was lost or changed, then the element associated with the language also lost or changed. If it is related to identity, the lost of language elements could lead to the vagueness of identity because language is one of the speakers identity. As we know, language is also an identity of a tribe or nation. In the contrary, if a language element increases, it could increase the languages diversity and vice versa. It can also obscure the identity. One aspect that caused the change in language is technology and information development. This article includes a few cases in the changes of Minangkabau language that occur as a result of technological and information developments.

Keywords: language, identity, change, technology, information

I. INTRODUCTION

Referring to the theme of this seminar, the writer proposes aspects of language and identity in this paper with the title: "Language and Identity: Some Cases in Minangkabau language". Although the issues of language and identity have often been discussed, until now it is still interesting to discuss. Moreover, one of the functions of language is as the identity of speakers and more broadly as the identity of the tribe or nation. Talking about language, it will not be inexhaustible because it will evolve to follow the developments of the speakers.

Kramsch (1998:65) states that language is the cultural identity of the people as in this quotation; "It is believed widely that there is a natural relationship between the language spoken by the community with its cultural identity. The identification of the cultural identity of the community is done through an accent, vocabulary, and patterns of discourse ". Kramsch (1998: 3) also states that:

Language is the principal means whereby we conduct our social lives. When it is used in contexts of communication, it is bound up with culture in multiple and complex ways. Language is a system of signs that is seen as having itself a cultural value. Speakers identify themselves and others through their use of language; they view their language as a symbol of their social identity. The prohibition of its use is often perceived by its speakers as a rejection of their social group and their culture. Thus we can say that language symbolizes cultural reality.

Meanwhile, Sibarani (2004:3) states that whenever people talk, act, or do anything, people always involved in culture. Culture is always interpreted as something that people have to play a role, function, and are in people's lives. Furthermore, related to language, Sibarani (2004:35) states that language has cultural characteristics because it belongs to the community. socially transmitted. Language is reflected in the ideas, actions, and the works of human beings. Language as a means of man's role, act, integrate, and serve in public life; language should also be studied; and language can create happiness society through the message.

If there is a change in language, it will also bring changes in culture. Conversely, if there is a change of elements of culture, it will be followed by changes in the language elements. Changes in language and culture, according to Foley (1999:381), occurs because of two factors. First, the change is caused by internal factor namely the encouragement from within the community itself. Second, the change is caused by external factors. The two factors trigger the language changes.

In relation to dialectology, the presence of diversity or variation in the realization of particular meaning is due to the historical development occurred in one language. As stated by Nothofer (1990:5), dialectal differences in language occurs because of the historical development in one language. Furthermore, Nadra (2006:9) states that the inheritance of a language from one generation to another will also change as well as the differences in place and region where the language is used. In addition, social factors, namely certain groups or certain speaker groups also determines the development of dialects or languages.

In addition, the difference or variation in one language happens due to various factors. One aspect that causes these changes is the development of technology and information caused by the time. Development of technology and information triggers the inclusion of new elements reflected through the vocabulary used. The extent to which it affects the identity of speakers will be discussed in this article. This article will only discuss some cases in Minangkabau language.

II. DISCUSSION

It is presented here a few cases of language changes that occur in Minangkabau language and its relation to the identity of its speakers. Minangkabau language as well as other languages will change through time. One of the developments that influence language is technology and information.

Cooking pot, for example, changes in line with technological developments. In the past, the word *tungku* 'furnace' is used by the speaker of Minangkabau language. Then, it is changed into *kompot minyak tanah* 'kerosene stove', *kompot listrik* 'electric stove', and now the *magic com*. The word *tungku* 'furnace' is almost completely unknown by the younger generation now. The word *tungku* is known through history and Minangkabau proverbs or expressions, namely *Tigo tungku sajarangan* 'leadership in Minangkabau system comprising: the prince (headman), ulama, and intellectuals' and *Basilang kayu dalam tungku, makonyo nasi ka masak* 'Be piled up wood in the furnace, that is why the rice will be cook'. To give an understanding of the meaning of word *tungku* through history and proverbs Minangkabau is far more difficult than the previous generation because they do not experience directly form of *tungku* and how it is used. Thus, it is with the understanding of matters related to *tungku*, such as: *Sambia badiang nasi masak* 'While heating, rice is cooked'. *Badiang* 'heat' can only be done if people cook by using *tungku* and can not be done when cooking rice by using *kompot minyak tanah*, *kompot listrik*, or by *magic com*. Thus, the appreciation of the younger generation will decrease because they do not experience the situation directly.

Changes in the form of word use also reflect changes in people's habits of using the language. If in the past time cooking rice was done while heating in the kitchen, this event is not found anymore at present time. Furthermore, when cooking with *tungku*, when the rice is cooked, then served by entering into the rice to eat with the family. With the change to the *magic com*, each member of the family take their own rice directly to the *magic com* and rarely served. Even eating were rarely done jointly. It was also supported by a flurry of family members with their work. The word *magic com* itself comes from the English language.

Furthermore, in order to express the meaning of 'blender' in Minangkabau language it is used the words *pangocok* and *blender*. The form of *blender* is a newer form derived from the English language (see Jones, 2008:40). The inclusion of the word is in line with technological developments in the field of household appliances (Nadra, 2014). The form *pangocok* is derived from the form of *kocok* which means 'mix'. The form *kocok* gets the prefiks *paN-* so that it means 'a mixer'.

Another example is in the field of agriculture. To work in the fields, people in the village used the plow and hoe. People used the word *bajak* 'a kind of tool to reverse soil in the fields, usually pulled by buffalo or ox' and *tabak* 'tool for reversing land as well as to help digging the soil, usually made of iron'. In addition, it also appears the words *mato bajak* 'plowshares', *manjaja* 'plowing the field', *manyikek* 'smooths soil in rice', and *malindih* 'to crush the rice field with bamboo logs or boards before planting'. The words disappear as the rice farmers now do not use a word *bajak*, but using the tractor engine so that it appears the word *tractor*. As a result, the present generation no longer knows the terms in that field. It will also be difficult for young people to understand the proverb meaning associated with the word, such as: *Daulu bajak pado jawi* 'work that is not according to the rules', *bajak patah bantiang tarambau* 'people are very unfortunate fate'. The word *tabak* or in Minangkabau language *cangkua*, *pangkua*, or *tajak* 'hoe' are still used by speakers of the Minangkabau language. However, these tools are mostly used as cutting grass that is used in the fields and in the yard.

The emergence of new technologies such as *tractor* causes the words as mentioned above disappear. The understanding of younger generation to the concept as mentioned above began to decrease. It is also resulted in changes in rice farming systems of mutual assistance or mutual aid into the wage system. It was caused by the fact that not everyone has the tractor. Then, tractor is more familiar than *bajak* and *tabak*. Thus, the word *traktor* is widely used today.

In the aspect of sound, the word *traktor* is also not in accordance with the characteristics of the Minangkabau language that does not have the sound [r] at the end of a word position, such as: the words *banda* 'watercourse', *ula* 'snake', *ikua* 'tail', and *talua* 'egg'. Thus, the sound was not in accordance with the rules of sound pattern or Minangkabau language. Over time this can obscure the characteristic of Minangkabau language.

The development of information and technology, such as television, also led to the development of language. In broadcasting by using Minangkabau language, some words are translated literally into Minangkabau language. Minangkabau language itself has the word for that concept. Example: the word *saluruah* which means 'whole' is translated from Indonesian *seluruh*. Whereas in Minangkabau language there is a word for that meaning, namely *sadonyo*, *kasadonyo*, and *sadoalahnyo*. As a result, the word *saluruah* sound strange to the native speaker of Minangkabau language. Similarly, it also happened to the word *mamak*, which is translated into *paman*. Actually, its meaning is not the same. Some people even use the word *om* derived from the Dutch language. The word *mamak* in Minangkabau language has meaning 'mother's brother'. While, the words *paman* and *om* could be used for the meaning of 'mother's brother or father's brother'. Thus, there is a difference concept between the word *mamak* and the word *paman* or *om*.

Through the medium of TV and the Internet, there are many words that come from outside of Minangkabau language in the form of borrowing. It is very influential on the Minangkabau language, especially on young people and children. For example: *gua indak pai doh* 'I do not go'; *lu pai jo gua ndak* 'You want to come with me?' The word *gua* is used to replace the word *ambo* or *den* and the word *lu* is used to replace the word *waang* or *kau* in Minangkabau language. Furthermore, there are some special terms in Minangkabau language which replaced its use, such as: *kamanakan* replaced by *ponakan*; *uni* replaced by *mbak*. If it is borrowed new words that there is no counterpart in Minangkabau language, it can enrich the Minangkabau language, such as the word *komputer* 'computer' and *blender* 'blender'. Otherwise, if the counterpart is already in Minangkabau language, it could cause a loss of words that already exist in Minangkabau language. As a result, it can be obscure characteristic of Minangkabau language itself, especially in the pattern of sound and a special meaning to which it aspires. If that happens, then the language and culture of Minangkabau will lose its identity.

Furthermore, the existing of modern markets in West Sumatra, especially in urban centers causes terminology in Minangkabau language in the activity of selling and buying traditionally begin to disappear, such as: *saanggok* 'the pile', *sakabek* 'a bunch', *sagayuang* 'one scoop', and *sabuah/ciek* 'one piece'. The word *saanggok* is not used in the modern market. The word

sakabek is replaced by the term in Indonesian language *seikat* 'bundle'. The word *sagayuang* is replaced by *liter*. Furthermore, the word *sabuah/ciek* is replaced by the terms in the English language *pcs*.

Those are some examples of the development of the use of Minangkabau language development today. Advances in technology and information influence the development of the language. If an element of language is missing which is caused by the emergence of new elements, it could lead to vagueness of the identity because a language is one of the marker of the identity of the speakers. If the element contains specific meaning, the meaning can not be replaced by a new form. Otherwise, if an element of the language is added by the new element which is not yet part of that language, it can enrich that language. To avoid fuzziness of identity, the Minangkabau language speakers should be able to filter the coming of new element into the Minangkabau language. Awareness of the importance of language as a speaker's identity is an important factor in order to to keep of the various influences that will blur the use of language.

III. CONCLUSION

Based on the above discussion, it can be concluded that one of the aspects that affect the Minangkabau language change is the advancement of technology and information. Advances in technology and information led to the inclusion of new elements in the form of elements borrowing into Minangkabau language. If it is absorbed new words that there is no counterpart in Minangkabau language, it can enrich the Minangkabau language. Conversely, if the counterpart is already found in Minangkabau language, it could cause a loss of words that already exist in Minangkabau language. It can obscure the identity of speakers of the language and culture of Minangkabau itself, especially in terms of sound and a special meaning to which it aspires. Therefore, Minangkabau language speakers are expected to be aware of this situation and is able to filter the entry of new words to Minangkabau language so that the identity of Minangkabau can still be maintained.

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CONNOTATION IN THE ADVERTISEMENTS OF MARIA SYAILENDRA BEAUTY AND INTIMATE SKIN CARE IN KARTINI 2014

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ABSTRACT

This research discusses the connotation found in the woman magazine of Kartini through verbal and nonverbal signs around 2014. The source of the research is the advertisement of beauty and intimate skin care of Maria Syailendra which offered three kinds of treatments such as : totok aura kharisma, ratus vagina and hot herb therapy. This writing used connotation theory by Roland Barthes to analyze the connotative signs found in the ads. The results showed that the advertisement of beauty and intimate skin care of Maria Syailendra contained several connotations which can be captured from verbal and nonverbal sign. This connotations then creating another representation towards woman itself. Woman represented as the object of another creature. Woman represented as the subordinate one. The ads industry plays the rule that control woman through advertisement.

Keywords : Advertisement, connotation, gender

I. INTRODUCTION

Every woman in this world must be trying to look beautiful and be confident. But how to look beautiful in each moment in life? The answer is by doing body care. Many women, especially for those who are in the middle to the upper class have spending their time and money to do self care in many beauty places, like in Indonesia called Salloon, Beauty Clinic, etc. According to the data compiled by L'Oreal Indonesia in *wolipop.detik.com*, there are 162 thousand of woman in Indonesia being a customers in many beauty places in Indonesia around 2014. From the same of Information can be concluded that as much as 89 % of woman go to sallon just cutting their hair.

One of the information sources which disseminate the existence of the places of body treatment or the type of body treatments that are currently popular is advertising. The term of advertisement comes from Latin word "advertere" which means attract someone's attention (Danesi and Peron, 2009).

According to Danesi and Peron (1999:282), the analysis of semiotic can be carried on two levels. First is the *surface level* and second is *underlying level*. What can be defined by the surface level is what in the advertisement itself like the actual text of ads, how the ads proceed from their elements.

Connotation according to Barthes (1972) represents the accompanying ideas and concepts, much like the signified and ensuing process of signification based on the cultural views, political views or ideology the meaning creature. As an example, Hoed (2014:192) mentioned that the word 'preman' in police enviroment means 'penjahat jalanan', 'pemerias', 'pemalak' which can be differed with the word 'perampok' and 'pencuri'. However, that word then developed to be the word which has connotation 'pemerias di jalanan yang melakukan pungli (pungutan liar) berseragam polisi atau dinas perhubungan', so that then appears another term *preman berseragam*. Soon after "orde baru" passed, connotation of the

word 'preman' always developing which also means someone with higher position in birocration who does the gratification while serving people.

Thus, the elements of connotation in the advertisement can not be hidden as we like, so that the writer decide to do a semiotic analysis that focus on connotation elements in the advertisement. The object of the research is a beauty and intimate skin care that designed to fulfill the woman needs with the herbal experts named Maria Syailendra. This ads exposed in every edition in Kartini around 2014. This clinic has many branches, some of them are taking place in Jakarta, Pekanbaru, Surabaya and Bandung. In addition, Kartini is one of the popular woman magazine in Indonesia. As written at *facebook fan page* in Kartini's magazine, Kartini has succeed to get an award as *Indonesia Platinum Brand 2013* for magazine category which has been followed by another popular magazines just like Gadis as the second winner, Femina as the third, Tempo, Aneka based on the results of Indonesia Best Award (IBBA)'s survey in 2013 held by SWA magazine.

The issue arise in this research is about how woman magazine nowadays tend to give the strong influences to create a perception to the reader through the connotation signs in the text, especially the woman. Besides, this research will see the image of woman created from the text.

II. METHOD

This research is using the qualitative method to see how myth are spread in society through the connotative signs in the text of advertisement. Thus, source of the data is five kinds of advertisement text of Maria Syailendra beauty and intimate skin care in Kartini, one of popular woman megazine in Indonesia, during the year of 2014. In order to support explanation about the issue rises in the text, the writer is using the theory of connotation by Roland Barthes to explain how femalebody-care ads contain connotation developed into a myth in society.

III. DISCUSSION

The advertisement contains several verbal signs which create connotations. Some connotations based on a verbal sign in the advertisement of Maria Syailendra will be explained in this following paragraph.

The concept of a credible genital female organ treatment

The first connotation is "the concept of a credible genital female organ treatment". It can be proved in text by a word 'resep' or 'recipe' from the *headline* which refers to medical prescription given by the doctor to the patient and can be changed in the drug store (KBBI,2008). Besides, the word 'recipe' also has another denotational meaning. 'Resep' means a set of directions with a list of ingredients for making or preparing something, especially food. However, the word 'resep' or 'recipe' then associated with another word which can create another meaning or secondary meaning (connotation). Verbal sign of 'recipe' in this advertisement didn't mean the medical prescription from the doctor or the ingredients for making or prepare something. The word 'resep' from the *Headline* created another meaning by the presence of another word or associating with another word 'mesra' which took place next to that word. The word 'mesra' lexically means 'lekat, sangat erat, mendalam, sifat yang berpadu' (KBBI, 2008). Thus, the meaning of word 'resep' then changed to be 'cara ampuh dari ahlinya'. It can be concluded that the writer of this advertisement want to share to the reader that Maria Syailendra beauty and intimate skin care is an genital organ clinic with higher credible quality designated by the master for all married woman to be closer with their partner by using some other treatments offered by Maria Syailendra.

Perfect Happiness Concept with the couple

In subheadline part that written under headline column, there is a script mentions :

“After giving birth, your genital organ won’t as good as before you gave birth, also the muscle will be flabby especially after giving birth normally. Now, you musn’t worry because Ratus V from Maria Syailendra is very good to strengthen your genital muscle . The results are your genital organ being tight, fragrant, and smooth and makes your relationship with your husband is more intimate”.

The word “tight” in denotational sentence means strong, not flabby (KBBI, 2008). For example, the “tight” word can be found in the sentence “stretch the blue rope as tight as you can”. The word “tight” also means quick in velocity. For example the car is running too tight. But, in this paper the writer doesn’t intend to say that. The word “tight” in first paragraph related to genital female organ that has been married especially after giving birth normally. In this statement the word “tight” has the same meaning with “back to virgin”. The advertiser want the costumer believe that Ratus V can repair the genital female organ and become like virgin before.

Next, this also related to “ complete” word in the last sentence. The word “complete” means not decrease (KBBI, 2008). For example *write your complete name correctly* which means write your name correctly without lack of anything. The word complete in the sentence means *make your relationship with your husband more intimate*, being perfect. The advertiser wants to show perfect happiness concept, harmonious family, completely with the couple especially for the woman which is having treatment like Ratus V in Maria Syailendra’s beauty clinic.

Image of woman based on the advertisement

Based on connotation above, the writer assumes that the connotative signs in the advertisement represent an image of a woman as the playful object to please the men.

Basically every couple should make their woman or man being happy. A marriage must be based on loving and caring each other with loyalty. And here, the mass media have a big role to show new reality to make woman’s image as an object for a man. Woman becomes second side (subordinate) which has an obligation to make their man happy. The media can be representative industry to make a woman having treatment and come to the place where is able to solve their future problem in their household

IV. CONCLUSION

The advertisement of beauty and intimate skin care of Maria Syailendra offered three kinds of treatments such as : *totok aura kharisma*, *ratus vagina* and *hot herb therapy*. This writing used connotation theory by Roland Barthes to analyze the connotative signs found in the ads. The results showed that the advertisement of beauty and intimate skin care of Maria Syailendra contained several connotations which can be captured from verbal and nonverbal sign. First, the concept of a credible genital female organ treatment This connotations then creating another representation towards woman itself. Woman represented as the object of another creature. Second, perfect happiness concept with the couple. However, woman represented as the subordinate one. The ads industry plays the rule that control woman through advertisement.

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REDUPLICATED COMPOUND WORD IN KERINCI LANGUAGE, DIALECT OF TANJUNG PAUH MUDIK BASED ON THE PARTS OF SPEECH

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ABSTRACT

This research aimed to describe the reduplicated compound word in the Kerinci Language, Tanjung Pauh Mudik Dialect based on the parts of speech. In this research, the researcher acted as a key instrument in collecting the data. Sources of data were from the use of spoken language. This was done because until now there is no written data source such as magazines, books and so on in the Kerinci language, Tanjung Pauh Mudik Dialect. The research involved several informants. Criteria of informants referred to the opinion of Samarin (1998:41), Djajasudarma (1993:20), and Sudaryanto (1998: 28). The data were obtained by using some techniques from interview method and observational method. In observation techniques, researchers collected non – linguistic data such as area and appropriate and sufficient informants . Reduplicated compound words found are (1) partial reduplicated compound words as noun; (2) partial reduplicated compound word as verb; (3) partial reduplicated compound words as adjective; and (4) partial reduplicated compound words as adverb.

Key words: reduplicated compound word, Kerinci Language, Tanjung Pauh Mudik Dialect

I. INTRODUCTION

In the globalization era, there are many changes that influence all aspects of life, especially the existence of the culture. The regional language as one of cultural components has significant role in forming and enriching the national culture. Therefore, the prospective frame of thought about the existence of the regional language in the pluralistic community is important to be studied. Bagus (in Rosidi, 1999) said that comprehending and deepening the regional language give a chance to identify and analyze it accurately, so the theoretical concept can be formulated.

Formulating the theoretical concept of the regional language is one of efforts to built and develop the regional language. It can be done by the government or everyone who is interested in it through a research. Halim (in Poejosoedarmo et al. (1984:V) states: To reach the last goal (the goal of building and developing the Indonesian language and the regional language), the activities of the language are done. Some of the activities are (1) doing standardization of spelling, structure, and terminology through researches of the Indonesian and regional language and literature, (2) giving the information about Indonesian through many mass media, (3) translating the linguistic and the literary work from many sources into Indonesian, (4) developing the information centers of the language and literature through a research, inventory, recording, documentation, and (5) developing the human resources of the language and literature by holding a composition contest and giving scholarship.

Based on the Halim's statement above, it is known that a research of a language is one of the activities that can develop the regional language and keep the existence of the culture. Such a kind of the activities should be increased because nowadays based on the researcher's observation, some factors can decline the function and status of the regional language. The factors are (1) some people prefer using Indonesian language or foreign language in their daily life or conversation, (2) there is a progress in technology of communication, and (3) there is a

lack of interest and attention from the young generation to the culture, especially to the regional language.

The three factors mentioned above are found in the Kerinci language. Of course they will influence the function and status of the Kerinci language. The Kerinci language as one of the regional languages has many dialects. One of them is The Tanjung Pauh Mudik dialect. This dialect is used by people in the Tanjung Pauh Mudik village, located in Keliling Danau Sub-Regency, Kerinci Regency and Jambi Province, Indonesia.

As a part of the regional languages, the Tanjung Pauh Mudik dialect of the Kerinci language needs to be studied scientifically in order that its continuity can be kept to enrich the Kerinci culture specially and the national culture in general. Since many aspects of the Tanjung Pauh Mudik dialect of the Kerinci language can be studied, it opens a chance for the researcher to select or choose which linguistics aspects the researcher wants to study. To focus the research, so she just chose one aspect, that is morphology, especially about the reduplicated compound word in the Tanjung Pauh Mudik dialect of the Kerinci language.

There are at least four reasons why the researcher chose the compound word in the Tanjung Pauh Mudik dialect of the Kerinci language. First, from the researcher's observation or survey in the library, no one of the previous researchers studied specifically the compound word in the Tanjung Pauh Mudik dialect of the Kerinci language. Second, some people who study a language, included the researcher herself do not know the concept of the compound word clearly. Based on the unclear concept of the compound word for the researcher, it forces her to study it deeply by doing a research about that. Next, the reason of the researcher chose the Tanjung Pauh Mudik dialect of the Kerinci language is that researcher assumed she could get the data easily because she comes from that place. Besides, it is done as one of the researcher's efforts to develop her own regional culture.

Based on the explanation above, the researcher focused her research on the compound words in the Tanjung Pauh Mudik dialect of the Kerinci language. Because there are many aspects of the compound words that can be investigated, so the researcher just the reduplicated compound word based on the parts of speech.

REVIEW OF RELATED LITERATURE

Compound Words

According Ramlan (1985:69), the compound word is a combination of two or more words that make up a new word. Then, Samsuri (1985:199) stated that the formation of a compound word is composed of two morphemes or words or more. This formation can occur with pattern: root + root, main + main, or root + main (main + root) which has one meaning. Then Djadjasudarma (1993:47) states that a compound word is a combination of two constituents that produce new meanings which each constituents has its own meaning before.

Kridalaksana (1996:104) states that a compound word is a combination of lexemes, not a combination of words. Zaim (1995:95) defines a compound word is a word formed by combining two independent words. Part of the compound word is a free morpheme, word basis, or a combination of other words. In other words, the compound word is a combination of two or more words to form new words. Furthermore Parera (1994:64-67) stated that he did not agree with the definition of the concept of compound words given by linguists who claim that a compound word is a combination of two or more words to form new meanings. Unfortunately, he does not give his own definition of compound words clearly.

Classification of Compound Word

Depdikbud (1997:169) classifies the compound words into two based on their forms. They are (1) the compound word that can be used directly in a sentence; (2) the compound word that should be added with the affixes before using them in a sentence. On the another page, depdikbud specifically discusses about compound verb. Here, Depdikbud divides or classifies the compound word into three based on (a) the morphological form; (b) the relation of their

components, and (c) their meaning. Then, depdikbud divides or classifies the compound word based on morphological form into three. They are basic, affixed and reduplicated compound word.

II. METHODOLOGY

In this research, the researcher acted as a key instrument in collecting the data. It is supported by purists (Bogdan and Biklen, 1992; Creswell, 1994; Firestone, 1987; Glesne and Peshkin, 1992; Lincoln and Guba, 1985) in Yasin (2003) who argue that qualitative research is primarily viewed as an inquiry process based on building a holistic, complex understanding of a social problems. It is characterized by data collection in natural setting where researcher acts as a key instrument. Then, Ary et al (2002:424) said that in qualitative studies, the human investigator is the primary instrument for the gathering and analysing of data.

Sources of data in this research were from the use of spoken language. This was done because until now there is no written data source such as magazines, books and so on in Kerinci language, Tanjung Pauh Mudik dialect.

This research involved several informants. Criteria informants who involved in this research refers to the opinion of Samarin (1998 : 41) , Djajasudarma (1993 : 20) , and Sudaryanto (1998 : 28) , namely :

1. native speaker of Kerinci Language, Tanjung Pauh Mudik dialect
2. age : 20-65 years.
3. Mastering his/her language well and fluently.
4. Having complete organs of speech.
5. Having ability in reading and writing.
6. Showing or giving the consistent attitude in giving the data.
7. Responsible, friendly, and honest.
8. Willing to become informants.

The data in this research were obtained by using some techniques from interview method and observational method.

III. FINDING AND DISCUSSION

Based on the part of speech, the reduplicated compound word in the Tanjung Pauh Mudik dialect of the Kerinci language could be classified into: (1) partial reduplicated compound words as noun; (2) partial reduplicated compound word as verb;(3) partial reduplicated compound words as adjective; and(4) partial reduplicated compound words as adverbbasic compound word, affixed compound word, and repetitious compound word.

Partial Reduplicated Compound Word

From the data of the compound words, it is hard for the researcher to find the compound words, all of which components are repeated together (total repetition), like the compound words in the Indonesian language. Most of the compound words found were the compound words, one of which components is repeated (partial repetition). The compound word component repeated is the first component. Grammatically if compound word is formed to become a repetitious compound word, all of the compound word component should be repeated together (total repetition). Because it is hard to find the compound words, all of which components are repeated, so the researcher does not discuss it much here. Based on the researcher's observation, the compound word, all of which components are repeated are just used when the speaker in daily communication is in bad mood, bad condition, or angry.

For examples: *ubot kurauhobot kurauh gu nyo to.*

'The **slimming pills**, you say?!

By using the free translation the sentence above can be translated:

'Don't mention the **slimmingpills** anymore!'

Now let us see the compound word, one of which components is repeated. The researcher will use the term partial reduplicated compound words in the following discussion

the first component is a verb, but after it is combined with a noun the combination forms a nominal class. The first example *guron pisa* 'fried banana' is a kind of food and the second one *ikat pingga* 'belt' is something to tie the waist.

Examples:

(95) *guren + R + pisa* → *guren-guren pisa*
 'fry' 'banana'

Guren-guren pisa *lalu nyo li.*
 Fry-fry banana all she buy
 'All of the **fried bananas** are bought by her.'

(96) *ikat + R + pingga* → *ikat-ikat pingga*
 'tie' 'waist'

Lah banyek inyo lahauh ikat-ikat pingga.
 Already many she have tie-tie waist
 'She has had many **belts**.'

e) Adj. + R + Adj.

The first and the second component of the compound word are *adjectives*. To form the partial reduplicated compound word, just the adjective as the first component is repeated.

Examples:

(97) *cerdik + R + pandai* → *cerdik-cerdik pandai*
 'smart' 'bright'

Para cerdik-cerdik pandai *useng neh goi lalu kimouk.*
 All smart-smart bright village this go all there
 'All of **brainy people** in my village go there.'

(98) *tuo + R + mudu* → *tuo-tuo mudu*
 'old' 'young'

Tuo-tuo mudu *goi lalu ku mah kamai*
 Old-old young go all to house my
 'The **old and young people** come to my house.'

All of the partial reduplicated compound words in the sentence (89-98) above are in a nominal class and indicate 'plural'. The following examples are also the partial reduplicated compound words in a nominal class, but they do not indicate 'plural'.

The compound words are started by words *tak ngan* 'also with' as we can see below:

(99) *tak ngan + miju + R + makan* → *tak ngan miju-miju makan*
 'and with' 'table' 'eat'

Tak ngan miju-miju makan *diangkek inyo ugu.*
 And with table-table eat (di)lift he also
 'He also took the **dining tables**.'

The example of the partial reduplicated compound words above indicate 'intensity', not plural'.

2) Partial Reduplicated Compound Word as Verb

The researcher found 14 patterns of the partial reduplicated compound verb here. Most of them consist of verb as the first component as we can see below:

a) V + R + V

The partial reduplicated compound word here consist of a verb as the first and the second component. The same as the partial reduplicated compound word before, just the first component is repeated.

Examples:

- (101) *bongka + R + pasang* → *bongka-bongka pasang*
'take apart' 'pair'
Apuknyo bongka-bongka pasang TV tiak ahi.
Father her take apart pair TV every day
'Her father **overhauls** television every day.'

The partial reduplicated compound words above means 'do something in many times.'

b) V + R + N

The first component of the compound word here is a *verb* and the second one is a *noun*. To form the partial reduplicated compound word or the compound verb, just the first component, verb, is repeated.

Examples:

- (103) *mahan + R + apai* → *mahan-mahan apai*
'play' 'fire'
Kantai akah sedong mahan-mahan apai dingan uha.
Friend my being play-play fire with him
'My friend is **playing the fire** with someone.'

The partial reduplicated compound verbs above indicates 'intensity'.

c) V + R + Adj.

The first component of the compound word here is also repeated. The first component is a verb and the second one is an *adjective*.

Examples:

- (105) *jatouh + R + sakat* → *jatouh-jatouh sakat*
'fall' 'sick'
Anouk nek ineh jatouh-jatouh sakat tarauh.
Child little this fall-fall sick always
'The child often **falls ill.**'
- (106) *bagi + R + rato* → *bagi-bagi rato*
'divide' 'average'
Tulo mpo bagi-bagi rato uang neh.
Please you divide-divide average money this
'Please **divide equally** the money.'

The partial reduplicated compound word *jatouh-jatouh sakat* indicates 'frequency' and *bagi-bagi rato* indicates 'intensity'.

d)ba-(bu-) + V + R + N

The pattern of the partial reduplicated compound words here consist of a *verb* that has prefix *ba-(bu-)* and a *noun*. The repetition here is just for the first component, verb, without including the prefix *ba-* or *bu-*.

As a note: the prefixes *ba-* and *bu-* basically are the same. The basic word that can be combined with prefix *ba-* also can be combined with prefix *bu-*. So, the speaker of the Tanjung Pauh Mudik dialect of the Kerinci language may choose which prefixes he or she wants to use. While the meaning of the combination *ba-* or *bu-* with other basic words will be the same. The explanation about the prefix *ba-* and *bu-* in this pattern is also for all pattern in this research.

Examples:

- (107) *bu- + jalon + R + kaki* → *bujalon-jalon kaki*
'street' 'foot'
Tiak ahi nakaik itouh bajalon-jalon kaki kalilen usong.

Every day grandfather that walk-walk foot surroundings village
 'Everyday the old man walks around the village **on foot.**'

(108) *bu-* + *pindah* + *R* + *umouh* → *bupindah-pindah umouh*
 'move' 'house'

*Keluarga itouh **bupindah-pindah umouh** terauh tiak taheng.*

Family that move-move house always every year

'That family always **has a change of residence.**'

The compound word *bujalon-jalon kaki* indicates 'intensity' and *bupindah-pindah umouh* indicates 'frequency'.

e) **ba-(bu-) + V + R + V**

The compound words here consist of a verb as the first and second component. The first component has prefix *ba-* or *bu-*, but in the repetition, *ba-* or *bu-* is not repeated.

Examples:

(110) *ba-* + *lumbu* + *R* + *masak* → *balumbu-lumbu masak*
 'competition' 'cook'

*Kamai sedong **balumbu-lumbu masak** di dapou.*

We being compete-compete cook in kitchen

'We are **having a cooking competition** in the kitchen.'

The example of the partial reduplicated compound verb above means or indicates 'mutual or one another.'

f) **ba-(bu-) + N + R + V**

The first component of the compound word here is a noun with prefix and the second one is a *verb*. The same as the partial reduplicated compound word in d), e), and f), the repetition here is just for the first compound word component without involving prefix *ba-* or *bu-* in the repetition.

Examples:

(111) *ba-* + *nasi* + *R* + *guron* → *banasi-nasi guron*
 'rice' 'fry'

*Kamai **banasi-nasi guron** tiak pagi.*

We with rice-rice fry every morning

'We **eat the fried rice** everyday.'

The partial reduplicated compound word above indicates 'frequency'.

g) **ba-(bu-) + V + R + Adv.**

The compound here consist of a verb with the affix *ba-* or *bu-* as the first component and an adverb as the second one.

Examples:

(112) *ba-* + *jagu* + *R* + *malam* → *bajagu-jagu malam*
 'watchman' 'night'

*Apak akah kuak **bajagu-jagu mala.***

Father my often stand guard guard night

'My father often **has a night watch.**'

The example of the compound word above indicates "frequency"

h) **maN- + V + R + N**

The pattern of the partial reduplicated compound words here consist of a *verb* with prefix *maN-* and a *noun* as the second one. To form the partial reduplicated compound verb, a verb without involving the prefix *maN-* is repeated.

Examples:

(115) *maN-* + *cuci* + *R* + *mato* → *mencuci-cuci mato*

‘wash’ ‘eye’
Inyo sedang mancuci-cuci mato di pasa.
She being wash-wash eye at market
‘She is **having a window shopping** at the market.’

The example of the compound word above indicates ‘intensity’.

i) **maN- + V + R + V**

The first and the second component of the compound word here are *verbs*. The difference between this pattern and the pattern in point a is that a verb as the first component here has prefix *maN-* while in point a has no prefix.

Examples:

(116) *maN-* + *bongka* + *R* + *pasang* → *mambongka-bongka pasang*
‘take apart’ ‘pair’

Montir itu sedang mambongka-bongka pasang TV.

Mechine that being take apart- take apart pair TV

‘The mechanic is **overhauling** the television.’

j) **maN- + Adj. + R + Adj.**

As we can see above, the components of the compound word here are an *adjective* with *maN-* and an adjective without prefix. The repetition is just for the first component without involving the prefix *maN-*

example:

(118) *maN-* + *hita* + *R* + *kela* → *manghita-hita kela*
‘black’ ‘dark’

Mukaunyo lah manghita-hita kela keno matauhai.

Face his already become black-black dark touch eye day

‘His face **becomes black and dark** cause of the sunshine.’

The partial reduplicated compound verb above indicates ‘intensity.’

k) **maN- + N + R + N**

The first component of the compound word here is a *noun* with prefix *maN-* and the second one is also a noun but without prefix. Although the basic word in the first component is a noun, but by combining the basic word with prefix *maN-*, its word class changes into a verb. The same as the partial reduplicated compound word here also formed by repeating the first component without involving the prefix *maN-*.

Example:

(119) *maN-* + *daheh* + *R* + *dagon* → *mandaheh-daheh dagon*
‘blood’ ‘meat’

Payah, kebiasaan itu lah mandaheh-daheh dagon ku inyo.

Difficult, habit that become blood-blood meat to him

‘It’s difficult, the habit has **become his blood relative.**’

The compound word above indicates ‘intensity’.

l) **di- + V + R + N**

The component of the partial reduplicated compound word here consist of classification verb with the prefix *di-* and a noun without prefix or suffix.

Example:

(120) *di-* + *mabuk* + *R* + *cinto* → *dimabuk-mabuk cinto*
‘drunk’ ‘love’

Adiknyo sedang dimabuk-mabuk cinto.

Sister his being (di) drunk-drunk love

‘His sister is **falling in love.**’

The compound word above indicates ‘frequency.’

m) /di-/ + V + R + V

The first component in this compound word is a verb classification prefix *di-* and the second one is a verb.

Examples:

(121) *di-* + *bongka* + *R* + *pasang* \longrightarrow *dibungka-bungka pasang*
 'take apart' 'pair'

*TV itouh **dibungka-bungka pasang** inyo.*

TV that (di) take apart-take apart pair him

'That television is **overhauled** by him.'

The example of the partial reduplicated compound words above indicates 'frequency'.

n) ta- + V + R + V

The first component in the compound words here is a *verb* with a prefix *ta-* and the second one is also a verb, but without classification prefix like in the first component.

Examples:

(124) *ta-* + *cere* + *R* + *beri* \longrightarrow *tacere-cere beri*
 'divorce' 'spread'

*Kalong adoik khak **tacere-cere beri**.*

Necklace sister (ta)divorce-divorce spread

'My sister's necklace is **in disorder**.'

3) Partial Reduplicated Compound Word as Adjective

There is only pattern of the partial reduplicated compound here.

a) Adj. + R + N

The first component of the partial reduplicated compound words here is an *adjective* and the second one is a *noun*. The repetition is just for the first component.

Examples:

(125) *kareh* + *R* + *palauk* \longrightarrow *kereh-kereh palauk*
 'hard' 'head'

*Iko neh **kereh-kereh palauk** lalu.*

You this hard-hard head all

'You all are **stubborn**.'

4) Partial Reduplicated Compound Word as Adverb

The researcher just found two patterns of the partial reduplicated compound adverb in the Tanjung Pauh Mudik dialect of the kerinci language: (1) the partial reduplicated compound adverb of which first component is an adjective and the second one is also an adjective; (2) the partial reduplicated compound adverb of which first component is an adjective and the second one is a noun. To form the partial reduplicated compound word is repeated. The compound words as an adverb are in small number. Most of the compound words need a function word to become an adverb.

a) Adj. + R + Adj.

example:

(127) *lemah* + *R* + *lembut* \longrightarrow *lemah-lemah lembut*
 'weak' 'soft'

*Mouknyo kicek dingan **lemah-lemah** lembak.*

Mother his speak with weak-weak soft

'His mother speaks **graciously**.'

The partial reduplicated compound word *lemah-lemah lembak* modifies a verb *kicek* 'speak' and indicates 'intensity'.

THE LANGUAGE USE OF SIGNS' EFFECT TOWARD CIGARETTE ADVERTISEMENT

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ABSTRACT

This writing is aimed at explaining form, function, and meaning in A Mild cigarette advertisement. The object of this research is to describe form, function, and meaning in A Mild cigarette advertisement. The source of data is internet in Padang city. Analysis is done by semiotic, non-referential method refers to theory proposed by Searle, Eco, Piliang and Barthes. Having done analyzed data, it is found that (1) there are two form of sign include verbal language and non-verbal language, (2) there are two function from five; directive function includes persuasion, suggestion, and influence; and co-missive function includes threaten and capable, (3) there are also two meaning of sign such as false sign and hyper-reality sign as signs' effect.

Key word: Sign, Effect, advertisement

I. INTRODUCTION

Play language is not only use for advertiser to promote their product, but also to send information, message, and meaning to audiences. There are many ways for advertiser to influence audiences' mind to make their advertisement seems like positive thought to see their advertisement. Besides that, if audiences are more careful to see and watch the advertisement, it would have many hidden sign behind advertisement.

Sign is not only see from what audiences watch by their eyes in television, but also there are some effects to create some signs as the play language in advertisement. While, there are several level of meaning can be explored from its watch or see advertisement as the signs' effect such create signs. For example A Mild cigarette advertisement "go ahead" version. This is one of the most popular cigarette advertisements in Indonesia. It can be said that, this version has many level of meaning signs' effect. It identifies advertiser use play language to their advertisement looks like more interested.

This phenomenon identifies as signs' effect to influence audiences' mind. To make this research more clear about the problem above, the researcher tries to implemented where advertisement publish with the context out of advertisement. It is because advertiser share the expression of play language on sign in television. This research is done when the use of play language as the language use to find signs' effect in A Mild cigarette advertisement.

For further discussion, play language is expressed in advertisement are myth and ideology, because advertisement is television is one of idea or message to express advertisers' meaning in advertisement language. From hidden sign is express form verbal language and non-verbal language. Verbal describe as picture setting, sign, logo or written text in advertiser, how are used many times how language use as play language as hidden sign, how language use as play language as hidden sign, how language create form, function, even meaning influence audiences' mind. This fact that makes this phenomenon is interested to be research. It is part of semiotics study to produce sign as signs' effect in A Mild cigarette advertisement.

II. METHOD

The theoretical framework needs to find further discussion of this research. First, accordance with Barthes theory, there is significations level of meaning to analyze signs' effect. First, it says denotative meaning. Denotative meaning consist of signifier and signified which

are implemented to verbal language in A Mild cigarette advertisement. While, connotative meaning also consist of signifier and signified related to non-verbal language in A Mild cigarette advertisement (in Sawirman, 2005:115). The table shows the signification level of meaning from Barthes below:

Tabel 1. Barthes Signification Level

¹ Signifier	² Signified	→ Makna Denotasi
³ Tanda		
I. Signifier	II. Signified	→ Makna Konotasi
III. Tanda		

To find signs' effect also proposed theory related to to Eco Menurut Eco (dalam Piliang, 2003:40), every sign, meaning the user of sign and signification process is pseudo. Then, the relation among of sign, meaning, and reality is simulation. Simulation is reality creation refers to out of reality in real world as its reference is called second reality (Piliang, 2003: 48-49). In other word, second reality is created from technology helping. This case makes second reality seems like real. It makes sign is unified with reality. Meanwhile, the process of denotative meaning and connotative meaning is also pass simulation process. This process is unconsciously making from advertiser to make the meaning is more understand by reader and audience. Simulation is object can't do anything and get anything except do simulation continually to explain the object captured by reader or audience as object (Sunardi, 2002:45). Another opinion stated that simulation is process to create real form on reality in order to make human has illusion, fantasy, imagination.

Moreover, sign, meaning and use of sign has potency false sign, pseudo sign, and superlative sign. False sign is sign has false signifier to explain wrong concept look likes real (Piliang, 2003:16). In other word, pseudo sign is sign has impurely sign, imitation, and reality reduction, the reduction have signified and signifier. Signified has truth meaning, whereas that meaning also pseudo (Piliang, 2003:54). Beside, superlative sign is sign which has hyper-signification model such as reality intensification, increasing the effect and extremity meaning, the most demonstrative than real reality .in order to make sign in imagination world and lose contact with reality that is presented is called hyper-reality sign.

Besides, advertisement has many functions behind message and meaning. The function refers to Searle theory (1976; Lavinson, 1994:161). In his theory, he divides five language functions are first, representative function is function to have relation with utterance statement, admit, report, show, say, give, witness speculate, etc. Second, directive function is function in order to make speaker does the action of speaker says such as enforce, invite, ask, suggest, order, and contradiction. Third, expressive function is function speaker has definition to evaluate something on her/his utterances, like compliment, thank you, critic, disappointment, congrats, complaint. Fourth, commissive function is function to relate someone to do what she/he says on utterances, such as promise, swear, threat, be able to. Fifth, declarative function is function speaker needs create something based on the condition, such as declare, decide, cancel, forbid, allow, categorize, and forgiveness.

In research, research finding has important point. To find that case needs appropriate way like method and research technique. Kind of research uses descriptive and qualitative approach (Sudaryanto, 1993:20). Purpose of this research is to illustrate form, function, and the meaning of sign in The Language Use of Signs' Effect toward Cigarette Advertisement. The research was conducted to A Mild cigarette advertisement in Padang city. Thus, the data is taken from internet (<http://amoyepai.blog.com>) where researcher doesn't need to collect the data which published and performed. Internet is only take website namely you tube to see and

analyze data is often. the data are collected by observational method, note taking, and recording technique. Data analysis are run by semiotic and with implementation between situation and context outside of advertisement and inside advertisement where the event is performed in internet (Sudaryanto, 1993:134).

III. DISCUSSION

Tabel 2. Data 1: Iklan rokok A Mild versi *Go Ahead* versi panjat gedung

		Lingual Sign
 (1.a.1)	 (1.a.2)	Go Ahead “Lanjutkan”
 (1.a.3)	 (1.a.4)	
 (1.a.5)		

Gambar 1	Sumber
Iklan rokok A Mild versi di pantai	(http://www.youtube.com/watch?v=MCIXnaL8IRg)

Based on table above, the situation and context when this advertisement came to television was related to Indonesian situation in robber bank and terrorism. It also shows the implementation of A Mild Cigarette advertisement to Barthes significations level of meaning. First, level of meaning from denotative meaning has verbal language are the written “go ahead” on the end of story board in A Mild cigarette advertisement. “go ahead” means whatever the problem come to life, life must go on or go ahead. Life must continue even has many problems come to life. Word “A” in go ahead has red color in top of building. The red color is interpreted as to make audiences forgetful about their problem even Indonesia has got problems itself and behind that also promote A Mild cigarette.

Second, connotative meaning creates non-verbal language. It sees from (1.a.1) story board; a man who wear t-shirt and long pants means many people have involve in robber bank and terrorism. (1.a.2) story board; a man thinks and sees around him and there are many people have their own problems is represented every problem have on their mind. (1.a.3) story board; a man is among of rope line around building tends to try resolve problem on his mind. (1.a.4) story board; a man has big confident to rich top of building, while there is a girl hesitate about man’s action. Man’s action sign as he finds his own happiness for awhile to forget his problem. (1.a.5) story board; men rich the building comes to written “go ahead” is analyzed happiness for while tends to enjoy A Mild cigarette and advertisement.

Furthermore, there are several messages and meaning to audiences is given by advertiser. Simulation process to create picture from advertisement in order to lose contact with

the real reality. It is reflected the real reality to produce signs' effect of false sign and hyper-reality sign. Advertiser also uses myth to make balance situation and context between advertisement and outside of advertisement. The context out of advertisement is social representation from Indonesia robber bank and terrorism. It gives influence to way of audiences' thinking to buy A Mild cigarette advertisement. Then, myth is contaminated audiences' mind to create ideology. This ideology makes audiences' unrealized about danger and addictive of cigarette. It also same as the International journal entitled the phenomena of billboards language as character of cultural identity in semiotics study by Sulastri, et al. They said that the concept of billboard is considered as cultural identity to built ideology refers to individual behaviors. This concept also useful to explore hidden meaning, sign, and symbol in billboards and use Semiotic Pierce to figure out visible and invisible reality is represented in billboard (2013:398-409). Besides, another effect from A Mild cigarette is to create negative thought about smoking and an increase in quitting related thought and action in advertisement. Then, it makes occurred in the context of considerable of smoking cessation activity (Borland, et.al; 2003:45-52).

From significations level of meaning Barthes above, it has sign function refers to verbal and non-verbal language. First, directive function; advertiser suggest to audiences to see and know the reality. Likewise, the use of word "A" in A Mild cigarette gives new solution and optimist in every problem come to life. Second, commissive function; advertiser shows audiences' ability resolve problem to appropriate people is government as responsible to find the solution.

IV. CONCLUSION

Having done analyzed the data, it concludes that form of sign are verbal such picture, symbol, and logo in story board of A Mild cigarette advertisement and non-verbal language. It finds two functions from five functions who stated Searle are directive function and commissive function. The sign's effect creates meaning of false sign and hyper-reality sign.

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LIAISON AND ENCHAÎNEMENT IN FRENCH PHONOLOGICAL SYSTEM AND IT'S PROBLEM FOR FRENCH LEARNERS

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ABSTRACT

The syllable plays an important role in perception, segmentation and comprehension in Spoken language in French. The fact that the group of words is pronounced in a chain of syllables in Spoken French, emerge a difficulty for the Indonesian students. The phenomene of 'liaison' and 'enchaînement' in French, the consequence of the opened syllabic system, relate to syllabic segmenting in spoken. The appearance of [z], [t], [n] as 'liaison' in the utterance is distinctive, while the Indonesian students do not have the same regulation in their phonological system, so they are careless of this case.

Key words: *liaison, enchaînement*, French phonological system, problem

I. INTRODUCTION

Pronunciation includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as suprasegmental features such as stress, rhythm, and intonation. Syllable as a unit of spoken language consisting of a single uninterrupted sound exists only to make speech easier for the brain to process. Human seem to need syllables as a way of segmenting the stream of speech and giving it a rhythm of strong and weak beats.

In French language, the syllables are grouped to form a word, when the people speak French, they produce a series of syllables. We hear then a succession of groups of syllables and not words separated like other languages, because this grouping coincides rarely with the way of writing a word, as such a group of words *une amie* 'a friend', it will be pronounced by the French [y / na / mi], as well as the sentence *Ils ont deux enfants* 'they have two children' will be pronounced [il / zɑ̃ / dø / zɑ̃ / fɑ̃]. From both these examples, we know that the syllables get in line orderly. Physiologically, all the syllables are pronounced in the same way with the same muscular tension except the final syllable which is the stressed syllable. There is no syllable more rapid than other syllables.

At the first example, the graphic consonant 'e' in the end of the first word is not pronounced as well as in the second example. We find then in the first example three syllables [y / na / mi] whereby in the second syllable a sonorous consonant [n] links narrowly to the vowel [a] and forms a new syllable, this we call *enchaînement*. While in the second example there is a *liaison* whereby a silent consonant in the end of a word is pronounced in the beginning of the word follows it and forms a new syllable. Separately, the graphic consonant 's' in the end of the word *ils* is not pronounced. This phoneme will be pronounced when a word begins by a vowel follows it, such as 'ont'. The clause 'ils ont' is pronounced [i l zɑ̃] not [i l sɑ̃] or [i l s] [ɑ̃].

The *liaison* and *enchaînement* are a part of the phonological system in French. The French will pronounce it automatically particularly in daily expression. However the students of Universitas Negeri Yogyakarta as French learners as foreign language tend to pronounce both these examples in [yn] [ami] and [ils / ɑ̃ / dø / zɑ̃ / fɑ̃] or perhaps they will say it in other way.

II. METHOD

Liaison and Enchaînement in Syllabic Rhythm

A syllable is a type of elementary combination of sounds in the chain of speech, consist of an onset, nucleus and coda. Nucleus is the core or essential part of syllable and most syllable nuclei are vowels. A syllabic rhythm is one of important traits of French language. To allow the regular defile of syllables, the French language have recourse a *liaison* and *enchaînement*, and a suppression of an 'e'.

1. Enchaînement

Spoken languages in French is spoken as a series of sounds that tend to form a pattern which is CVCV. When a word ends with a consonant is pronounced (sonorous consonant) and the word that follows begins with vowel, the consonant and the vowel will join to form a new syllable. For example the sentence *J'ai mal à la tête* [ʒɛ-ma-la-la-tɛt] consists of five syllables with the arrangement CV-CV-CV-CV-CVC. *Enchaînement* occurs on the third syllable [la]. The graphic consonant 'l' existing at the end of the word 'mal' joins with the graphic vowel 'à' that followed and become a new syllable.

Enchaînement in French can be found in all the consonants. These are the examples of various enchaînement of french consonants. Consonant [b] in *ta robe est prête* [t a r ɔ b ɛ p r ɛ t]; consonant [k] in *un sac à main* [s a k a m ɛ̃]; consonant [d] in *une grande amie* [y n g r ɑ̃ d a m i]; consonant [g] in *une bague en or* [y n b a g ɑ̃ n ɔ . r]; consonant [f] in *neuf enfants* [n ø f ɑ̃ f ɑ̃]; consonant [s] in *une fausse adresse* [y n f o s a d r ɛ s]; consonant [ʃ] in *la bouche ouverte* [l a b u ʃ u v ɛ r : t]; consonant [v] in *une cave à vin* [y n k a v a v ɛ̃]; consonant [z] in *une chose à faire* [y n ʃ ɔ z a f ɛ r]; consonant [ʒ] in *une page entière* [y n p a ʒ ɑ̃ t j ɛ r]; consonant [m] in *un homme heureux* [œ n ɔ m ø r ø]; consonant [n] in *une bonne idée* [y n b ɔ n i d e]; consonant [l] in *le bel âge* [l ə b ɛ l a ʒ]; consonant [r] in *un fer à repasser* [œ f ɛ r a r ə p a s ɛ]; consonant [j] in *une vieille armoire* [y n v j e j a r m w a r].

Besides consonantic *enchaînement* that includes all the consonants, there is also vocalic *enchaînement*. These happen when two vowels are in contact side by side and both are two different syllables in a word, as such the word *aéroport* [a / e / ro / p ɔ . r], *cacao* [ka / ka / o] and *sahara* [sa / a / ra]. The two adjacent vowels are not pronounced as a diphthong, each vowel is pronounced with the same muscular tension. The initial vowel in words is not spoken with a fort stress. There are also two adjacent vowels that are part of two different words as such *des hamacs* [de / a / mak], *moi et eux* [mwa / e / ø]. In this examples none liaison is realised because it is forbidden.

2. Liaison

A *liaison* is the phenomenon whereby a normally silent consonant at the end of a word is pronounced at the beginning of the word began by a vowel or mute H that follows it, and both of them form a new syllable. Between the two words whereby the silent consonant and the vowel or the mute H exist, there is a fort syntactic link.

The liaison is conditioned sometimes by the presence of a particular phoneme, particularly [t] written in *t* or *d*, [z] written in *s*, *x*, *z*, [n], and rarely [r] and [p], and the possibilities of a new cutting syllabic that make the consonant of liaison sounded as the first syllable of the word followed. Such as in french couple words *vous* [vu] compare with *vous avez* [vu-za-vay]. We know that the graphic consonant 's' in the first word *vous* is not pronounced while in the second one is pronounced. Consonant in *liaison* sometimes change pronunciation, an s is pronounced like z. Graphic consonant 's' and vowel 'a' form a new syllable and pronounced [za].

In fact the linguist divide the liaison into three categories, as such (1) required liaisons (*liaison obligatoires*), (2) forbidden liaison (*liaison interdites*) dan (3) optional liaisons (*liaison facultatives*).

a. Required liaisons (*Liaisons obligatoires*) must be pronounced no matter what register of French is being spoken. Required liaisons occur between syntactically-related words. The following guidelines should give us an idea about the kinds of grammatical situations where *liaisons* are required, but as always, there are some exceptions.

- Nominal group, presented through

article + noun *unhomme* [œ̃ n ɔ̃ m]

number + noun *deuxenfants* [d ø z œ̃ ɑ̃ f ɑ̃]

adjective + noun *petitami* [p t i t a m i]

-Verbal group

Pronoun + verb *Vous avez* [v u z a v e]

Verb + pronoun *Ont-ils* [ɔ̃ t i l]

Pronoun + pronoun+verb *Nousenavons* [n u z œ̃ n a v œ̃]

-Single syllable Adverb, conjunction, preposition

Toutentier [t u t œ̃ t j e]

Quandon va [k œ̃ ɑ̃ t œ̃ v a]

Chezelle [ʃ e z ɛ l]

-Many fixed expressions

C'està dire [s ɛ t a d i r]

Avanthier [a v œ̃ t j ɛ r]

Comment allez-vous? [k o m œ̃ t a l e v u]

b. Forbidden liaisons (*Liaisons interdites*) are those cannot be pronounced no matter what register of French is being spoken. Forbidden liaisons sometimes occur when their pronunciation would otherwise cause confusion due to a similarity with another expression.

- After singular noun

l'étudiant est prêt [l e t y d j œ̃ # e p r ɛ]

un garçon intelligent [œ̃ g a r s œ̃ # ɛ t ɛ l i z œ̃]

-After names

Thomas est parti [t o m a # e p a r t i]

Albert a une copine [a l b ɛ r # a y n k o p i n]

-After *et*

En haut et en bas [œ̃ o e # œ̃ b a]

Un garçon et une fille [œ̃ g a r s œ̃ # e # y n f i j]

-In front of *an h aspiré*

Les héros [l e # e r o]

En haut [œ̃ # o]

-In front of *onze* and *oui*

Les onze élèves [l e # œ̃ z e l ɛ v]

Un oui et un non [œ̃ # w i e œ̃ n œ̃]

-After interrogative adverbs and *toujours*

Combienen avez-vous? [k œ̃ m b j ɛ # œ̃ ɑ̃ n a v e v u]

Comment est-il? [k œ̃ m œ̃ # e t i l]

Toujoursici [t u z u r # i s i]

-After inversion

Sont-ilsarrivés? [s œ̃ t i l # a r i v e]

Parlez-vousanglais? [p a r l e v u # œ̃ ɑ̃ l ɛ]

c. Optional liaisons (*Liaisons facultatives*). These rules are listed more or less in order from the most to least common. The optional liaison usage can indicate someone sociolinguistic situation. When a person chooses to use the *liaisons* than *enchaînements* in his communication, that choice may indicate that he speak well. The optional liaisons are those

which are pronounced in higher registers (levels of formality) as such a discourses of the president, and not in lower registers. In the lower registers we find often an *enchaînement*.

- after plural nouns

	higher registers	lower registers
<i>Les hommes arrivent</i>	[lezɔmz ariv]	[lezɔm ariv]
<i>Des livres utiles</i>	[dɛlv rzytil]	[dɛliv r ytil]

-Between two-part of verbal structures

<i>Je suis allé</i>	[zəsɥizalɛ]	[zəsɥi#alɛ]
<i>Elle est avocate</i>	[ɛlɛtavokat]	[ɛlɛ#avokat]
<i>Nous sommes inquiets</i>	[nusɔmzɛkje]	[nusɔm#ɛkje]

-Present tense of *être* + adjectif, noun or adv.

<i>Il estheureux</i>	[ilɛtørø]	[ilɛ#ørø]
<i>Elle estici</i>	[ɛlɛtisi]	[ɛlɛ#isi]

-after multi-syllable adverbs and prepositions

<i>Assezutiles</i>	[asezytil]	[ase#ytil]
<i>Aprèsêtre venu</i>	[aprezɛtrvəny]	[apre#ɛtrvəny]
<i>Depuisun an</i>	[dɛpɥizænɑ]	[dɛpɥi#ænɑ]

-some conjunctions

Mais en fin	[mɛzɑfɛ]	[mɛ#ɑfɛ]
Puis on est arrivé	[pɥizɔnetarive]	[pɥi#ɔnetarive]

-After verbs (very high register)

<i>Ils arriverontà midi</i>	[ilzarivɔtamidi]	[ilzarivɔ#amidi]
<i>Elle prendun livre</i>	[ɛlprɑtɛlivr]	[ɛlprɑ#ɛlivr]

III. DISCUSSION

In the early stages of language learning particularly in foreign language learning or second language learning, listen and imitate the sounds of language in form of words or a group of words is a good way to know and practice the pronunciation. Lauret (2007: 95) stated that widely used and then criticized, the behaviorism or behavioral psychology (the interiority of the individual), which foregrounds the notions of habit and automation is the important concept in pronunciation. As well as Lauret, Jones (2002:180) stated that 'the listen and repeat' approach has persisted in the teaching of pronunciation. The imitation drills and reading aloud as a form of exercises is the oldest method of teaching pronunciation.

In reception, the majority of the difficulties in comprehension in French as a foreign language come from the prosodic case, such as the difficulty to change the rhythm in listening. In spoken French we hear often the same groups of syllables. Thereby the pronunciation of *il est ailleurs* 'he is elsewhere' and *il est tailleur* 'he is tailor' [ilɛtajæ.r] and the couple of *le pape a dit* 'the pope said' and *le papa a dit* 'papa said' [lɛpapadi] are strictly identical.

In the first couple, the graphic consonant 't' of 'est' is pronounced as a liaison and clings to the following vowel 'a' which is pronounced [ta]. In the second couple, a graphic vowel 'e' of 'pape' is not pronounced and the graphic consonant 'p' clings to the following vowel 'a' to form a new syllable, which is pronounced [pa]. In the second one we see a phenomenon of *enchaînement*. All four linguistic units are spoken in the same way as a rhythmic group (*groupe rythmique*) but they have different meanings. We find much the homophone such like in French language.

Another problems arise at phase of identification of suprasegmental phonemes. Identifying the number of *groupe rythmique* in a sentence seem to pose another problem prosodic for the French learners because the limit of *groupe rythmique* marked by an 'accent tonique' is not fixed and determined by the syntactic and semantic criteria. A *groupe rythmique* or

a rhythmic group is a group that has multiple words pronounced in the same rhythm than a groupe that contains a single word. Such examples,

- Jean, Louis, Jean-Louis. (3 groupes rythmiques)

To know how many *groupe rythmique* we have in this sentence, it is necessary to observe the final accent of group called 'accent tonique' that ensure an demarcative function. In this case there are three *groupe rythmique* such as Jean, Louis, and Jean-Louis.

The difficulty in pronouncing *liaison* or *enchaînement* occurs in reading a loud. The learners ignore the *liaison* either required or optional *liaison* and *enchaînement* contained in the sentence or texte. Some *enchaînement* and required *liaison* that are often used in communication such as 'vous êtes' [v u z ɛ t], 'il est' [i l ɛ], 'elle est' [ɛ l ɛ], 'nous avons' [n u z ɔ̃] are easy to remember. The students pronounce well the liaison in the number, particularly in number 21 that pronounced [v ɛ t ɛ ɔ̃]. It can happen because of the process of memorization drill in number. However some required *liaison* important that have to be pronounced such as 'ils arrivent' [i l z a r i v ɛ], 'ils ont' [i l z ɔ̃], 'leurs amis' [l œ r z a m i] are often neglected by the learners. The existence of a phoneme [z] in these lingual units is distinctive.

Moreover the usage of optional liaison in practice as seen in daily expression 'je suis indonésien' [ʒ ə s i z ɛ d o n ɛ s j ɛ] 'I'm indonesian', 'il est étudiant' [i l ɛ t e t y d j ɑ̃] 'he is student' are rarely pronounced by the students. The presence of the phonemes [z] and [t] in their pronunciation show that the learners master the phonological rule, and it shows that they are in higher register. The students can master the *liaison* and *enchaînement* relatively well during the course, but have lost this mastery next week if they do not traine.

Concerning to forbidden *liaison*, the overgeneralization happened where a consonant 's' in front of 'h aspiré' is pronounced such as *les haricots* [l ɛ z a r i k o]. Phoneme [z] should not be spoken, as well as 'en haut'. In the second one, the students pronounced [ɑ̃ n o]. They often pronounced a *liaison* after conjunction 'et' such as 'moi et elle' 'me and her'. Phoneme [t] in [m w a e t ɛ l] should not be spoken. Fortunately

IV. CONCLUSION

Liaison and *enchaînement* is the phonological habit in French and it's the important elements in spoken. The french learners or the students neglect often these either liaison or enchaînement, because they have not this regulation in their phonological language system. To master well the rhythmic structures, the french learners or the students have to use to produce these, not just to produce. Training is the way to achieve an automation.

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CHANGING OF MEANING IN TRANSLATION

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ABSTRACT

Meaning is something which must be maintained when doing the translation or translating one language to other language, but the problem raise when it is deals with translating the specific terms such as cultural terms, technological terms, political terms and so on. This research is aimed at finding the kinds of changing of meaning in translating cultural words from Indonesian to English in Pramoedya Ananta Toer short stories. The cultural terms going to be analyzed are the terms which are not translated by applying borrowing or transference technique. The method applied in collecting the data is observational methods with non-participant technique and the method for analyzing data is translational identity method. The theory used is proposed byNewmark related to cultural words and componential analysis. The result of analysis from15 data shows that some cultural terms are translated differently from the source language since there is no one to one equivalence among the terms. The changing of meaning can be categorized into more general meaning and blurring of meaning.

Key words : *translation, cultural terms, meaning*

I. INTRODUCTION

Nowadays many translation products can be found in book stores in Indonesia such as novels, science books, comics, manual instructions and so on. The aim of doing translation is to bridging over the people who need the information written in particular language but could not understand that language. In this case the translator is needed. Actually there are three form of translation, written to written, oral to written and oral to oral. In this occasion the writer is going to analyse about translation in form of written to written specially from Indonesian to English.

Doing a translation or becoming a translator is not an easy thing to be done. As the translator, someone has to master two or more languages as he/she understand the first language. In other words, a translator must know target language as well as she or he knows the source language, such as the grammatical construction, diction, collocation, the culture and the culture of the language, etc.

Many aspects of language can be analysed in translation like the translation of phrasal verb, noun phrase, imperative sentence, figurative language, idiomatic expression, pronoun, technological terms, cultural terms, children literature and so on. As Newmark said "translation is rendering the meaning of a text into another language in the way that the author intended the text." (1988:5). It means that translation is transferring the meaning found in source language to the target language.

Novel is one of literary works which has been translated into many languages in the word from the original language. Most of the novels are written in English since English is believed as a language which is largely known in the world. Novel can be divided into two kinds, that are fiction and non-fiction, in other words novel may tell the reader the true story someone's life, the culture of some regions or country, and in other occasion novel only consist of imagination of the writer only. Since the novel may also reflect the culture of one region or country, many terms related to the culture must be exist in the novel. According to Newmark, culture is "The way of life and its manifestation to uses a particular language as its means of expression" (1998:94). So that the translator must able to find the best equivalent for each cultural terms since different culture will have different cultural term terms and refers to different thing. To finding the equivalence of source language in target language, the translator may applied some translation techniques, but still some meaning cannot be delivered. The teory

about componential analysis in translation proposed by Newmark is used in order to find the real meaning of the cultural terms.

For example, *Selendang* in Indonesia is translated into scarf in English. Basically both of this thing have the sameness in term of shape but different in term of function. The form of *selendang* and scarf are rectangle, but the function of *selendang* is to cover the head for women in Minang, meanwhile scarf is usually used to cover the neck and can be used by man and woman.

In this occasion the writer wants to analyze how the translator translate the cultural terms found in Indonesian short story entitled *Inem*, written by Pramoedya Ananta Toer and the translated version with the same title by Wilem Samuel.

II. METHODOLOGY

This research is descriptive qualitative research in form of content analysis focusing on how the translator translate the cultural terms from Indonesian to English. In collecting the data total sampling technique is applied in which the researcher take all cultural terms found in short story entitled *Inem* by Pramoedya Ananta Toer and the English version with the same title by Wilem Samuel. In analyzing the data, translational identity and pragmatics identity methods are applied. Here the source language and target language are comparing and analyzed the term of form, function and cultural sense of the terms.

1. Theoretical Background

1.1 Translation and Translation Technique

Catford (1965:20) define translation as “The replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”. Meanwhile Newmark (1988:5) proposed that “translation is rendering the meaning of a text into another language in the way that the author intended the text”. Moreover Brislin (1976:1) give more complete definition of translation as follow: “The general term referring to the transfer of thoughts and ideas from one language (source) to another (target), whether the languages are written or oral form; whether the language have established orthographies or do not have such standardization; or whether one or both languages are based on signs, as with sign languages of the deaf”.

From those three definitions above can be seen that translation is an effort to transfer the meaning found in source language to target language. In addition Brislin also says that not only written and verbal language can be translated but non standard language such as sign language used by deaf person also able to be translated.

Molina and Albir (2002:499) said that “translation technique that allows us to describe the actual steps taken by the translators in each textual micro-unit and obtain clear data about the general methodological option chosen”. Moreover Newmark (1988:81) prefer to use the term procedure instead of technique. He said that “...translation procedures are used for sentences and the smaller units of language.” Both of the terms “translation technique and Translation procedure” refers to the same thing that is the micro unit of a text.

Molina danAlbir (2002:509) also proposed five characteristics of translation technique, that is:

1. They affect the result of the translation
2. They are classified by comparison with the original
3. They affect micro units of text
4. They are by nature discursive and contextual
5. They are functional

There are 18 techniques of translation mentioned by Molina and Albir (2002, 509-511) :
(1). Adaptation. (2). Amplification. (3). Borrowing. (4). Calque. (5). Compensation. (6).Description. (7). Discursive Creation. (8). Established Equivalence. (9). Generalization. (10). Linguistic Amplification. (11). Linguistic Compression. (12). Literal Translation. (13). Modulation. (14). Particularization. (14). Reduction. (16). Substitution. (15). Transposition. (16). Variation

Translation technique is the tool used by the translator when facing the problem in translating especially in word and phrase level. The change in meaning may happen when a translator applied other than borrowing or transference techniques, since borrowing means to borrow the term in source language and put it in target language.

3.2 Cultural and Cultural Terms

Cultural comes from the word culture, which refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meaning, hierarchies, religion, notions of time, roles, spatial relations, concept of universe, and material object and possessions acquired by a group of people in the course of generations through individual and group striving.

The Cultural word is one of types of non-equivalence at lexical items. The source language may express how source language can be understood by the speaker target language as same language. Based on Newmark (1988:95) categories cultural words are divided into five, there are:

1. Ecology
Ecological refers to geographical feature such as flora, fauna, winds, plant, and hills. As for the writer concern geographical areas in Indonesia and English is a different area, e.g.: *Harimau Sumatra* (small species of Indonesia).
2. Material Culture
Material culture related to foods, clothes, houses and towns, and transport. Every country has they own characteristic, these characteristics as identity and expression of national culture, e.g. *Rendang*, *rendang* is culture which refers to traditional food in minangkabau word is one of name of foods from Indonesia has famous as delicious foods.
3. Social Culture
Social culture related to social class and social group it also related to work and leisure. Social activity of certain country may be the characteristic of that country, e.g. *Syukuran*. *Syukuran* is respects grateful to god, in whom people gather in certain place, praying and eat.
4. Organization, Customs, Religious belief, Procedures, Concept
Organization, Customs, Religious belief, Procedures, Concept refers to political and administrative, religious and artistic, e.g. *Opera*. That word tells about the performance from each country of customs drama in Australian it is different to Indonesia of traditional drama is *Wayang orang* from Java. Even both are similar intern of performing but they have difference customs.
5. Gestures and habits
Based on Larson (1984:138) said "every culture, there will be certain actions this will be symbolic". This one of the cultural categories is occurs in our life often described in non-cultural language. This sometimes makes an ambiguous meaning. e.g. *India culture in move from side to side*. Those meanings from India's people are 'yes' or sign to agree about something. Meanwhile, Indonesian people get meaning of this sign as 'no' or sign to disagree about something.

3.3 Meaning in Translation

There are two meaning which has to be considered when doing a translation, literal meaning and implicit meaning. It is quite easy to find the literal meaning of a word since it can be found in dictionary. Different from literal meaning, implicit meaning is quite hard to be found since the translator have to know the cultural background of a language, grammatical construction, the diction and so on. For example, the equivalence of the word *kursi* in Indonesia is chair in English, but when it deals with the cultural terms such as *keris* the translator will not be able to find the equivalence of the term in English since there is no such kind of thing in English language. So that some techniques of translation may be applied, such as borrowing, means to borrow the term

found in source language and put it in target language or adaptation by means finding the terms which have the same form or function in target language.

3.4 Componential Analysis in Translation

Componential analysis is a term that refers to the description of the meaning of words through structured set of semantics feature which are presented as “present”, “absent”, or “indifference with reference to feature”. Componential analysis is a method typical of structural semantics which analysis the structure of words meaning. Thus it reveals the culturally important features by which speakers of the language distinguish different words in the domain (Ottenheimer, 2006: 20).

There are three fundamental classes of semantic features. Those are; (1) the common features, those are the features shared by all the meaning being compared, (2) the diagnostic features, those are the features which distinguish the meaning of any set, and (3) the supplementary features, those are the additional features which are important to describe all the aspect of meaning but which may not be strictly significant in contrasting a particular set of meaning (Nida, 1975: 182).

The four basic types of semantic features which are shared by the language being compared can be divided into: (1) object elements, (2) events elements, (3) relational elements, (4) Quality elements (Nida, 1975: 146). Related to the diagnostic features, a SL word may be distinguished from a TL word on the one hand in the composition, shape, size, and function of its referent, and on the other hand in its cultural context and connotations, as well as in its currency, period, social class usage, and its degree of formality (Newmark, 1988: 114).

Componential analysis attempts to go far beyond bilingual dictionaries, all componential analyses are based on SL monolingual dictionary, the evidence of informants, and the translator understanding of his own language (Newmark, 1988: 115). In working with a language informant, it is essential to avoid asking, “What does the term mean?” If the lexical unit refers to entity or object, it is necessary to ask questions such as: “What does it look like?”, “What does it sound like?”, “What does it feel like?” and the other questions which are designed to elicit descriptions based on various sensory perceptions of the object in question. If the lexical unit refer to an active agent or a normal participant in an event, it is necessary to ask: “What does it do?”, “Where does it live?”, “How does it act?” etc. If the lexical unit is an artifact, it is necessary to ask, “How is it made?”, “What is it made of?”, “What it is used for?” etc.

IV. DISCUSSION

There are 15 cultural terms found in the short story and most of them are translated by more general meaning than the terms found in source language. Even though in translation meaning is the thing which has to be maintained but in some cases it cannot be done, especially in translating cultural terms. The following are the example how meaning cannot be maintained when translating the cultural terms.

Example 1:

SL : Tapi kecewaanitu masih jugamenggulung-gulung dalam dadaku. Dan akumeneruskantangisku. Bundamengusap air mata kudengan **ujung kebaya**nya. (P.3)

TL : But I continued to sob. My mother lifted **the edge of her blouse** to dry my tears. (p.3)

Kebaya is identified as cultural term in source language. *Kebaya* is a women cloth wear in upper part with long hand. It can be worn in all situations, formal and informal. Until now *kebaya* still one of national attire formal for women. Formerly, *kebaya* is made by tailor or handmade not factory made. Usually *kebaya* is worn together with *kain panjang* as the lower part. According to Newmark, *kebaya* can be categorized as material culture. The translator uses the word blouse as the equivalence of *kebaya*. Blouse is a factory made of fashion which design is different from

kebaya. It is usually paired with trouser or skirt. Blouse can be worn in formal or formal situation such as to the office, to the market etc. Blouse is not national attire formal. From the explanation we can see that there are some differences between *kebaya* and blouse especially in the way of making it, the situation when it is worn, the design, etc. By analyzing the form, design, function and how it is worn, it can be conclude that the meaning blouse is more general than *kebaya*.

Example 2:

SL: Dan tamuitu, ibudanakududukdi *balé*rendahberwarnamerah.

TL: When mother went to greet the visitor, I tagged belong as they covered to the sitting room, where they arranged themselves on *a low wooden daybed*.

Bale can be categorized as cultural term, it is a short wooden chair made of jati or bamboo. It is carved objects create by Indonesia people. This chair has form square with back chair is carved object creation. This is used as a place for sit and located in the living room or in the terrace of a house without any bed on it. The translator applied descriptive equivalence technique when translating *bale* into a low wooden daybed. Wooden daybed is a kind of chair made of wood with mattress above this chair, can be used for siting and sleeping. Sometime it is put in front of television.

By translating *bale* into low wooden daybed, some meaning of *bale* cannot be maintained, especially in term of cultural function, the form and shape, and the place to put. The writer applied descriptive equivalent technique to translate this term by means the translator describes the form of *Bale* in target language. Low wooden daybed is more general than *Bale* based on the function and shape.

Example 3:

SL : Bapaksiinem, seorang*pengadujago*. (p.30)

TL : Inem's father, on the other hand, liked to *gamble-withgamecocks*, especially. (p.32)

Pengadujago is a people who like to pitted a rooster while gambling. The winner is those whose rooster can defeat other rooster. In the beginning, pitted the rooster is a kind of legal entertainment in society, even the king join this game. By translating *pengadujago* into *gamble-with gamecock*, there is a blurring in the translated version. *Pengadujago* is explicitly said that inem's father has the rooster and he like to pitted his rooster while gambling, meanwhile the English version is *gamble-with gamecock* do not stated explicitly whether the gamecock belongs to inem's father or not. There are two possible meaning can be derived from the translated version, first is inem's father has rooster and like to pitted his rooster while gambling and the second one is Inem's father like to gambling while watching other pitted their rooster.

Example 4 :

SL: Pengantinlelakisudahsampai di *pendopo*.

TL: At the door to the *verandah*, where the bridegroom now waited, she knelt before her husband-to-be and demonstrated her obeisance to him by washing his feet with flower water from a brass vase.

In Javanese culture *pendopo* is a fundamental element of Javanese architecture; a large pavilion-like structure built on columns. Either square or rectangular, it is open in all sides and provides shelter from the sun and rain, but allow breeze and indirect light. It can be said that *pendopo* is undoubtedly the simplest representation there is of the concept of 'roof'.

Derived from ancient Javanese architectural elements, *pendopo* are common ritual spaces primarily intended for ceremony, and also for a variety of purposes such as receiving

guests in the compounds of wealthy Javanese, and even as cottage industry work spaces. *Pendopo* can be constructed as a stand-alone structure or attached to walled inner structure called *dalem*, it formed the front part of *Joglo*, Javanese traditional house.

Meanwhile verandah is roofed open-air gallery or porch. Veranda is often partly enclosed by a railing and frequently extends across the front and sides of the structure. By translating *pendopo* into verandah some meaning of the term in source language cannot be maintained especially in the function of the place, the shape, and so on. It can be concluded that verandah is more general than *pendopo* because verandah located in front of the house while *pendopo* is a special building with all things in it.

Example 5 :

SL: Lima hari sebelum pernikahan dilangsungkan, keluarga Inem sibuk memasak-masak *juadah* dan makan danapur. (p.34)

TL: For five days before Inem's wedding, her family prepared food and *special cakes*. (p.39)

Juadah is categorized as a cultural term related to food or material culture. *Juadah* is a traditional snack from Sidoarjo made of glutinous rice, sugar and food colouring. Usually it has a green colour or pink with a white colour on the lower layer. *Juadah* is cut by using scissors because the texture is too springy and thick. *Juadah* usually serves on important events like wedding parties, *Iedulfitri* and so on.

The translator uses the term special cake to translate *juadah* in the target language. Special cake may vary in form and function. The reader cannot get the real meaning of *juadah* because special cake is a general term for a cake without explanation of the function, form and the ingredients.

V. CONCLUSION

After analyzing all cultural terms found in Inem's short story, the writer only found two types of meaning change, that is the meaning in the target language is more general and another one is blurring of meaning. The most type is the meaning of the target language is more general than the source language, both in form and function. Besides it is not easy for the translator to find the equivalence of the cultural terms because each term carries the cultural sense which is different from one language and another language.

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PROMOTING MANDARIN CHINESE LEARNING FOR PRIMARY SCHOOL STUDENTS THROUGH ONLINE COMICS AND COLLABORATIVE LEARNING

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ABSTRACT

Mandarin Chinese is popular and becoming the first foreign language to learn. There are more and more schools offering Mandarin Chinese as a subject. Online learning is inevitable in language learning as a consequence of technology development in the world. Online comics are an example of online apps in language learning that suits young learners. Collaborative activity tends to be the most promising model in language learning. The aims of this research were to develop Mandarin Chinese learning through online comics for elementary school students and to investigate students experience in applying online and collaborative learning. Three classes participated the research control group who created comics without internet resources; an individual online group who created online comics individually; and a collaborative learning group who created online comics collaboratively. The design of the study was based on the quasi experiment. The mixed method was applied to analyze data. The result of the study shows that online comics and collaborative learning activities develop students in Mandarin Chinese through the creation of comics. Based on the questionnaire and interview, students stated that comics were useful for them in learning Mandarin Chinese.

Keywords: online comics, Mandarin Chinese, collaborative learning, technology enhanced language learning (TELL)

I. INTRODUCTION

As the most widely spoken language in the world, Mandarin Chinese is an increasingly popular language to learn and it has the largest number of people who speak it as their first language. Lofholm (2012) states that Mandarin Chinese is becoming the first choice of a growing number of second language learners. Furthermore, she adds that teaching Mandarin Chinese is ranging from primary level schools to university and private language enterprises. Since then, some programs in learning Mandarin Chinese are popping up abundantly such as immersion, online learning, Chinese language clubs, etc. Moreover, some schools added Mandarin Chinese into K-12 and start offering Mandarin Chinese Kindergarten.

According to the Indonesian history, since the 1900s Chinese-Indonesians in Indonesia started opening Chinese schools (Kwartanada, 2007). Wen (1997) adds that there were more than 620 Chinese schools in Indonesia between 1965 and 1966. Unfortunately, due to the political problems, most of those schools were forced to close in 1967-1968. In 1998 was the resurrection year for Mandarin Chinese teaching in Indonesia after being prohibited for 30 years. Government's policy allowed Chinese-Indonesians to acquire Chinese names and learn and speak Mandarin Chinese, therefore, since then many schools began to teach Mandarin Chinese as an extracurricular subject (Sutami, 2007).

Following the reform era in 1998, new policies toward the teaching Mandarin Chinese were implemented. A number of private multilingual schools were established in Indonesia. National school of Budi Utama is one of these multilingual schools where three languages (Indonesian, English, and Mandarin) are used daily as the languages of instruction. Established

in 2007, this is the only multi-language school in Yogyakarta, Indonesia (Wilujeng, 2014).

Budi Utama Multilingual School offers Mandarin Chinese from Kindergarten to Secondary school. Presently, grade 8 is the highest grade in that school. The students from grade 5 who participated in this research have high competence in both pronunciation and speaking. According to the interview with one of the local teachers, some of the students have already achieved level 3 on the Youth Chinese Test (YCT). The school supports the students to take this Chinese proficiency test which is an internationally standardized test launched by Hanban National Office for Teaching Chinese as a Foreign Language (NOTCFL) in Mainland China. YCT is directed at examining non-native primary and secondary school students' capability in applying Chinese language in their studies, personal lives, and work (Wilujeng, 2014). This would mean that the students already have acquired more than 300 words and characters in their vocabulary (Hanban, 2010). Somehow, the students still have some difficulties in dictation and writing Chinese characters, particularly because these students have been accustomed to writing in pinyin. These students may attempt to apply techniques used when they were brought up learning the Indonesian language, which is written using the Latin alphabet. Therefore, students find it difficult to write Chinese characters (Cook, 2003; Jiang, 2008). Since the school was provided with some of computers, the use of technology to enhance language learning, especially in writing Chinese characters can potentially improve their ability (Zhao, 2003).

Children are different from adults in the way they think and learn. These differences evolve over time. Clark (2000), states that comics have positive effects on students. Comics not only engage our attention and serve as entertainment but also present information in a non-threatening manner. Rule and Auge (2005) shows that students who learn using comics achieve higher test scores and can provide examples of why they enjoy learning in this manner.

Nowadays, young children are surrounded with technology at school, at home, in their community, and increasingly in foreign language education. According to New Media Consortium (NMC) Horizon Report (2012), the workplace is increasingly collaborative, which subsequently leads to changes in the way student projects are structured. Therefore, the education paradigms are shifting to include online learning and collaborative models. As a result there will be a new emphasis on more challenge-based and active learning in classrooms, especially in language learning subjects. This paper will talk about the development of Mandarin Chinese competence by operating online comic creation and students' experience with online comic creation and collaborating activity.

II. LITERATURE REVIEW

2.1. Mandarin Chinese Teaching in Indonesia

To most of Indonesian learners, Mandarin Chinese stands as a foreign language and plays no major role in the community and it is primarily learnt only in the classroom (Alwi&Sugono, 2003). Therefore, Mandarin Chinese teaching in Indonesia is for mastery and use of the language, particularly in acquiring science and technology to enable the Indonesians in competing in the free global era. In other words, we learn Mandarin Chinese in order to be able to communicate with other people in the world who use that language such as people from the People's Republic of China, Taiwan, Singapore, Malaysia and many more (Sutami, 2007).

Today the elementary and high schools in Indonesia adopt the Curriculum of 2006 or School-Based Curriculum (SBC) and the Curriculum of 2013. In both curricula Mandarin Chinese stands in Group B Table 1 (SBC, 2006: 17) and Table 2 (KPK, 2013:3). In Table 1 Mandarin Chinese belongs to the local content in foreign language other than English (Group B), while in Table 2 it is integrated into the Culture and Art Crafts (Group B). The integrative thematic learning is implemented in both the 2006 and 2013 curriculum.

Table 1. *School-Based Curriculum 2006 for Elementary School*

Components	Grade and Time Allocation			
	I	II	III	IV-VI

A. Subject					
Religion Education					3
Citizenship Education					2
Indonesian Language					5
Mathematics					5
Natural Science					4
Social Science					3
Fine Arts and Arts Skill					4
Sport and Health Education					4
B. Local Content					
Local Language					1
Foreign Language Other than English					1
English Language					2
C. Self-Development					
Boy Scout					1
Computer					1
Total	26	27	28	36	

Table 2. Curriculum 2013 for Elementary School

Subjects	Time Duration of Learning in a Week					
	I	II	III	IV	V	VI
Group A						
Religion and Moral Education	4	4	4	4	4	4
Pancasila and Citizenship Education	5	5	6	4	4	4
Indonesian Language	8	9	10	7	7	7
Mathematics	5	6	6	6	6	6
Natural Sciences	-	-	-	3	3	3
Social Sciences	-	-	-	3	3	3
Group B						
Culture and Arts Crafts	4	4	4	5	5	5
Sports Science	4	4	4	4	4	4
Total	30	32	34	36	36	36

2.2. Mandarin Chinese Teaching in Budi Utama Multilingual School

The curriculum applied during the experiment was the curriculum of 2013. As an education unit, schools are allowed to teach Mandarin Chinese for grade 5 students up to 5 periods/sessions in a week. Each period/session lasts for roughly 35 minutes. However, the school forms a learning unit, meaning it has the right to develop its own curriculum based on the needs of the students. It precisely means that the school may reduce or add the number of periods/sessions and/or the time duration of subjects belonging to Group B in Table 2.

Budi Utama Multilingual School develops its curriculum and gives 7 periods/sessions of Mandarin Chinese for 5th grade students. Each period/session consists of 40 minutes. There are 3 Mandarin Chinese teachers, two of them being native Mandarin Chinese speaking teachers and one of them being a local Mandarin Chinese teacher (Wilujeng, 2014). The component of material and/ or language skills is listed in Table 3.

Table 3. Mandarin Teaching Composition for 5 Grade Students

Language Skills/ Contents	Periods per Week	Teacher
Mandarin Speaking	3	Native
Chinese Culture	2	Native
Mandarin Reading and Writing	2	Local

Despite this, Budi Utama is flexibly allowed to modify the periods/sessions of teaching the

subject in Group B in Table2; however, the language skills listed in Table 3 does not reflect the needs of the students. Students encounter more language differences in writing rather than other language skills (Sutami, 2007). Furthermore, since students in Budi Utama are used to using Hanyu Pinyin, the experiment consisted of both Chinese characters and Hanyu Pinyin. According to Saville-troike (2006) learners' characteristic and circumstances cannot be neglected.

2.3. Online Comics

Pinkley (2010) explains about the development of children in different activity types according to the multiple intelligence theory. Furthermore, those children who are strong in verbal-linguistics and visual spatial intelligences excel when they read comic book stories, learn with picture cards, play with game boards, participate in cooperative groups, work with films, posters, graphic organizers, posters and collages. A research conducted by Aram (2006) shows that a picture book is designed so that illustrations are as important as text when telling a story. Reading picture books to young people is seen as beneficial for fostering language ability. In addition, Liu (2004) states that because comics are highly visual texts, they have been shown to be especially effective for increasing reading comprehension for second and/or additional language learners. Students have assessed comics positively, as they make the course more entertaining and make learning easier. They can reduce repetition and allow teachers to run classes without the need of textbooks. They also make remembering words easier, promote creative skills and motivate students to learn. Figure 1 presents an example of an online comic.



Figure 1: Example of an Online Comic

2.4. Collaborative Learning

According to Barkely et al (2005), collaborative learning is based on the view that knowledge is a social construct. Therefore, the contribution of observing the collaborative learning can be divided into two aspects: academic and social (Liao, 2014). There are 4 aspects in collaborative learning, namely 1) the learners is the primary focus of instruction, 2) interaction and "doing" are the primary importance, 3) working in groups is an important mode of learning, and 4) structured approaches to developing solutions to real-world problems should be incorporated into learning. While Tielman (2012) mentions there are 5 main collaborative learning characteristics. They are 1) positive interdependence, 2) individual accountability, 3) promoting interaction, 4) interpersonal and small-group skills, and 5) group processing.

In the academic domain, studies have found that collaborative learning benefits students in academic achievement, as well as positive attitudes toward the subject matter, commitment to learning, critical thinking, and problem solving skills (Liao, 2006; Wong & Abbruzzese, 2011; Huynh, Jacho-Chaves, & Self, 2010; McDuff, 2012; Xie, 2011). In the social domain, studies have found that collaborative learning sharpens and strengthens students' overall communication skills, such as team working, emotional, and conflict resolution skills (Jarvenoja & Jarvela, 2009; Prichard, Stratford, & Bizo, 2006; Yates, 2006).

III. METHODS

3.1. Design

The research design was based on the quasi-experiment design. Qualitative and quantitative approaches have been used to collect and analyze data.

3.2. Participants

There were three(3) classes of grade 5 students from Budi Utama Multilingual School who participated into the experiment. Those students were divided into 1) control group who created comics individually without internet resources, 2) individual comic groups who created online comics individually, and 3) collaborative learning groups who created online comics collaboratively.

3.3. Instruments

3.3.1. Comic Lesson Plan

The lesson plan is arranged based on the school curriculum for grade 5 students and Mandarin writing activity for lesson 1.

3.3.2. Toondoo Online Comics

Toondoo (www.toondoo.com) is a free comic website which was used as a media source in the learning of Mandarin during the course of this research.

3.3.3. Questionnaire about Students' Attitude towards Applying Comics in Learning Mandarin.

The questionnaire was based on Lund (2001) Measuring Usability with the USE. There were three dimensions: usefulness, satisfaction, and easiness.

3.3.4. Interview List

There were five (5) questions about the application of online comics and collaborative learning.

3.3.5. PC Computers

There were eighteen (18) sets of computers which connected to the internet. On the keyboard, the Simplified Chinese Language feature has been added to the language choice.

3.4. Procedure

All the classes took place between July 8th and September 6th, 2013. Each group received two (2) periods/sessions of learning once a week. Figure 2 shows the procedure in collecting data.

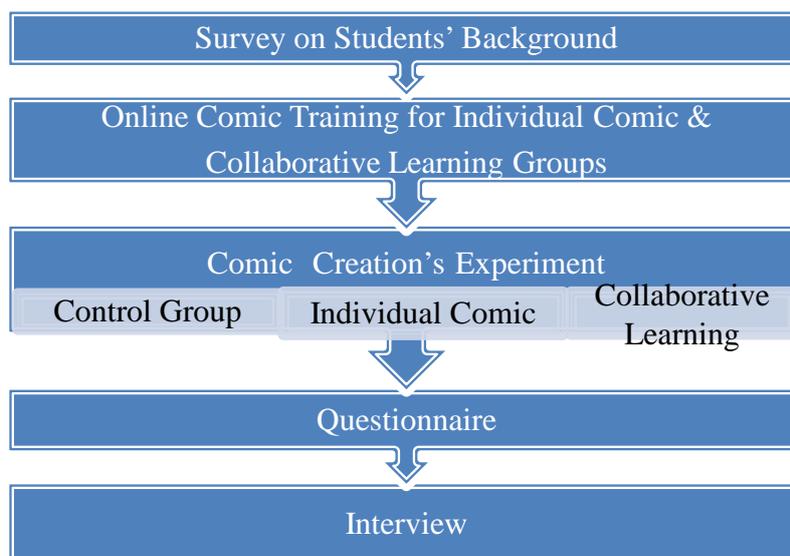


Figure 2: Procedure of Mixed Model

3.5.Data Collection

There were two types of data, quantitative and qualitative. Quantitative data were collected from the comic score creation of two teaching units and qualitative data was collected from questionnaires and interviews.

3.6.Data Analysis

The quantitative data was analyzed with one-way ANOVA. The qualitative data was analyzed using the descriptive statistics analysis.

IV. RESULT AND DISCUSSION

4.1. Comic Creation

Comics created by each group were scored based on a writing rubric (Jacobs et al, 1981). The final comics score stood as the dependent variable in a one-way analysis of variance. Table 4 presents a summary of the one-way ANOVA on students' scores of comics' creation.

Table 4 shows that the groupings for creating comics was divided into 3 groups; the control group without internet support, the individual online group, and the collaborative online learning group and how they significantly differ in their creation of comics. This analysis is followed by a post hoc analysis which is shown in table 5. This result depicts that the collaborative online learning group's comics' creation was more outstanding than the other two groups.

Table 4. *One-way Analysis of Variance of Comic Creation*

Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	428.826	2	214.413	33.523	.000***
Within Groups	275.027	43	6.396		
Total	703.853	45			

Note * $p < .05$ ** $p < .01$ *** $p < .001$

Table 5. *Post Hoc Analysis*

(I) Students Group	(J) Students Group	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval		
					Lower Bound	Upper Bound	
Tukey HSD	Control Group	Individual Comics	-0.64286	0.92553	0.768	-2.8895	1.6038
		Collaborative learning	-6.68750*	0.89415	.000***	-8.858	-4.517
	Individual Comics	Control Group	0.64286	0.92553	0.768	-1.6038	2.8895
		Collaborative learning	-6.04464*	0.92553	.000***	-8.2913	-3.798
	Collaborative learning	Control Group	6.68750*	0.89415	.000***	4.517	8.858
		Individual Comics	6.04464*	0.92553	.000***	3.798	8.2913

Note * $p < .05$ ** $p < .01$ *** $p < .001$

4.2. Students' Experience about Comics Learning

Students' experience about comics learning is presented in Table 5. The table shows that the students from the collaborative online comics learning group presented the highest appreciation on 3 dimensions of online comics. These students are the most satisfied towards online comics' activity and feel that the online comics are useful for them in learning Mandarin Chinese.

Table 6. *Usability of Comic Learning*

Questionnaire Dimensions	Control Group (N=16)		Individual Comics (N=14)		Collaborative Learning (N=16)	
	M	SD	M	SD	M	SD
The whole questionnaire	3.122	0.678	3.259	0.652	3.396	0.626
Usefulness	2.990	0.692	3.208	0.649	3.426	0.606
Easiness						
Ease of Using	3.185	0.693	3.223	0.692	3.262	0.692
Ease of Learning						
Satisfaction	3.188	0.658	3.381	0.597	3.574	0.535

4.3. Interview

Table 7 listed the interview report.

Table 7. *Interview Reports*

Questions	Individual Comics Group (N=14)		Collaborative Learning Group (N=16)	
	Yes	No	Yes	No
Q1. Can you create comics using Toondoo?	100	0	100	0
Q2. Do you like create comics using Toondoo?	100	0	100	0
Q3. Do you practice Toondoo at home?	71	29	75	25
Q4. Do you like the activity?	50	50	54	44
Q5. If you are interested in Toondoo, will you tell your friends about it? How?	42	58	75	25

DISCUSSION

This research was aimed at investigating the development of Mandarin Chinese by creating comics. The result shows that students from the collaborative learning group who created online comics collaboratively showed the highest score. This means the online resource and collaborative activity significantly differentiated them from the other students who worked individually and without internet resources. This finding implies that working individually is not bad at all, as there were some students who still got high scores. But on average those scores did not exceed the scores from those who worked collaboratively. The internet resources through online comics' activity certainly made the students better developed in Mandarin Chinese. According to the NMC Horizon Report 2014 especially in the K-12 edition, it is strongly suggested to bring authentic learning into classrooms by utilizing the benefits of technology.

Consequently, teachers and educators are supposed to create authentic learning, and in the end prepare students for further education, career and citizenship. It should be underlined that the NMC report of 2012 suggested that in the future, workplaces would be everywhere and anytime, therefore, students really need active learning. Furthermore, Saxena (2013) in Edtech Review added that technologies often help educators to develop real-world settings 'scenarios', this means bringing learning closer to the real world. Online learning is one of the tools educators can use to support projects, simulation and reflection.

Since it is noted that students have smart phones, tablets, and computers at home, all the school needs is to merge this resource into a Bring Your Own Device (BYOD) activity. After training in classroom activity, it is suggested that students continue the activity at home and do/make their own circle of online collaborative activities.

Indonesia has a high number of online app users and is actually fourth after the USA, India, and Brazil (Statistica, 2014). Indonesian educators should see this as an opportunity that can benefit learners through online learning, especially in language learning such as Mandarin Chinese as the device provides the tools.

Collaborative activities definitely develop students' performances when learning Mandarin Chinese. This can be seen from how the student understands the instruction, job division, sharing the findings, discussion, and reflection. Collaborative learning does give much advantage not only academically, but also socially. This finding is underlined in some previous researches done by Liao, 2006; Wong & Abbruzzese, 2011; Huynh, Jacho-Chaves, & Self, 2010; McDuff, 2012; Xie, 2011, Liao (2014)

The experience through comic learning satisfies students, more so the online method with internet support. This implies that learning Mandarin Chinese through comics offers students the opportunity to express their ideas freely, starting from the ability to choose the shape, color, ornament, and language. Students also admit that comic learning is also useful for them in developing Mandarin Chinese. This finding strengthens Sutami (2007) that learning Mandarin Chinese for Indonesian learners have specific challenges as we still use the Pinyin. When the language support switched into Chinese characters, this really helps the students to write in Chinese. While the students are online, they may check their spelling through google translate or other translation apps to support their activity. This also parallels France (2010) that online comics attract high school students to learn foreign languages. Somehow, France also mentioned that online comics have some limited collection so that users cannot freely choose the best characters, the best pose, or mood to depict their ideas. These kinds of problems were also encountered during this study, however, collaborative learning seem to have been the solution.

Based on the results from the interview that showed that students from the collaborative learning group will inform their friends and siblings about 'toondoo' online comics show great advantages in promoting online comics or other apps across neighborhoods. This is certainly a promising opportunity for educators to spread online learning.

V. CONCLUSIONS AND FUTURE RESEARCH

The Mandarin Chinese of the grade 5 students developed sharply and successfully for the collaborative learning group, individual comics group, and the control group. The comic learning satisfies the students and they feel the application is useful for them in learning Mandarin Chinese. Collaborative learning shows great advantages for the students as is shown by their achievement in online comic activity.

There should be a new formula or study about how to help the students who still cannot be involved in collaborative activity. Indeed individual learning also benefited the students, but collaborative learning benefited them more.

Online learning should be promoted more as there are more and more students familiar with gadgets, smartphones, computers, etc. Budi Utama Multilingual School as the pioneer in Mandarin Chinese teaching may stand for the pilot project with other similar schools in developing Mandarin Chinese teaching in Indonesia.

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DRACULA IN THE INDONESIAN CONSTELLATION

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ABSTRACT

The story of a vampire has spread to Indonesia. Even the word of Dracula has become the vocabulary in Indonesian though often mingle with the vocabulary of a vampire. The story of the beginning of the Gothic novel, Bram Stoker (Irish) titled Dracula 1897, which tells the blood-sucking character long lasting age or in the region of Transylvania, now enter the territory of Hungary. A century later, the story of Dracula strengthened by the emergence of the novel by Elizabeth Kostova's The Historian, published by Little, Brown and Company in 2005 and has been translated into Indonesian, published by Gramedia in 2007. The fictional stories and also the stories about the film are a form of the reproduction of the real person who lived in the 15th Century were opposed to the rule of the Ottoman Empire from 1456 to 1462. Vlad Tepes, the name of the legend of Dracula is actually cruel in the various action figures, so he is also known as Vlad the Impaler. But the history of the West "save" and created it into the fiction. The transfer of the atrocities of the West into a myth becomes the fiction that no longer trusted anymore existence. In Indonesia, the image of a Vampire is often just as the successor to what is mythologized in the West. Knowing the history of the Western culture could actually be the key to view the West as more fully. The vocabulary of a vampire in Indonesian language is clearly not identical with the ghost pocong.

Key words: vocabulary, vampire, Dracula, fiction, cruel, West

I. Introduction

Dracula has been known in Indonesia as a blood-sucking human longevity or lasting. He has used typically canines to bite prey (humans) usually in the neck and suck their blood. It is a part of the "ritual" in order to remain immortal. He was afraid of the sunlight. Therefore he will move freely at night and sleep in the coffin in the daytime. He was wearing the suit complete with the tie, signifying the Christian West is buried.

The story of a vampire has spread to Indonesia. Even the word of Dracula has become the vocabulary in Indonesian though often mingle with the vocabulary of a vampire. Actually, Dracula is one form of a vampire, he is one of a vampire. As has been told in a number of the literature about the blood-sucking man, someone who was bitten by a vampire will become the vampire also infected. This is the Western vampire known in Indonesia. On the other hand, we also know the other vampire types originating from China, as we see in the Mandarin movie.

The story of Dracula or the Count Dracula begins exactly the Gothic novel, Bram Stoker (Irish) titled *Dracula* 1897, which tells the blood-sucking character long lasting age or in the region of Transylvania, now enter the territory of Hungary. How does the story of this man in the context of the literature or in the historical context will be discussed in this article. The final part will be presented an exposure of how actually the story of Dracula as a form of a discourse or a meaning to it. How the constellation of the meanings of the vocabulary of a vampire in Indonesian? How do the Indonesian people or the Indonesian nation to form a discourse on the meaning of this vampire story?

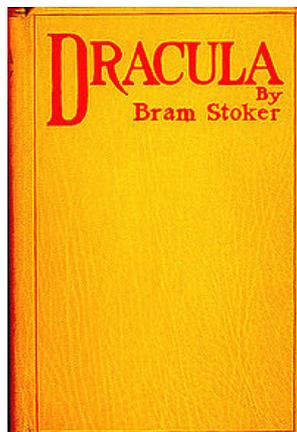
1. Dracula in Bram Stoker's Novel

Bram Stoker's the novel *Dracula* published the first time on May 26 1897 by Archibald Constable and Company (UK). About the novel, the story is told in epistolary format, as a series of letters, diary entries, and ships' log entries, whose narrators are the novel's protagonists, and occasionally supplemented with newspaper clippings relating events not directly witnessed. The events portrayed in the novel take place largely in England and Transylvania during the 1890s.

The tale begins with Jonathan Harker, a newly qualified English solicitor, visiting Count Dracula in the Carpathian Mountains on the border of Transylvania, Bukovina, and Moldavia, to provide legal support for a real estate transaction overseen by Harker's employer. At first enticed by Dracula's gracious manners, Harker soon realizes that he is Dracula's prisoner. Wandering the Count's castle against Dracula's admonition, Harker encounters three female vampires, called "the sisters", from whom he is rescued by Dracula. After the preparations are made, Dracula leaves Transylvania and abandons Harker to the sisters. Harker barely escapes from the castle with his life (Swandayani, et al, 2012)

Not long afterward, a Russian ship, the *Demeter*, having weighed anchor at Varna, runs aground on the shores of Whitby. The captain's log narrates the gradual disappearance of the entire crew, until the captain alone remained, himself bound to the helm to maintain course. An animal resembling "a large dog" is seen leaping ashore. The ship's cargo is described as a silver sand and boxes of "mould", or earth, from Transylvania. The story of Bram Stoker's *Dracula* continues with the story as follows. Soon Dracula is tracking Harker's fiancée, Wilhelmina "Mina" Murray, and her friend, Lucy Westenra. Lucy receives three marriage proposals from Dr. John Seward, Quincey Morris, and the Hon. Arthur Holmwood (later Lord Godalming). Lucy accepts Holmwood's proposal while turning down Seward and Morris, but all remain friends. Dracula communicates with Seward's patient Renfield, an insane man who wishes to consume insects, spiders, birds, and rats to absorb their "life force", and therefore assimilate to Dracula himself. Renfield is able to detect Dracula's presence and supplies clues accordingly.

When Lucy begins to waste away suspiciously, Seward invites his old teacher, Abraham Van Helsing, who immediately determines the cause of Lucy's condition but refuses to disclose it. While both doctors are absent, Lucy and her mother are attacked by a wolf; Mrs. Westenra, who has a heart condition, dies of fright, and Lucy dies soon after. Following Lucy's death, the newspaper report children being stalked in the night by, in their words, a "bloofer lady" (i.e., "beautiful lady"). Van Helsing, knowing Lucy has become a vampire, confides in Seward, Lord Godalming, and Morris. The suitors and Van Helsing track her down and, after a confrontation with her, stake her heart, behead her, and fill her mouth with garlic. Around the same time, Jonathan Harker arrives from Budapest, where Mina marries him after his escape, and Mina and him join the coalition against Dracula (Swandayani, et al, 2012).



The cover of the first edition and the photograph of Bram Stoker 1906

Furthermore, the story of the man is described as the following quotation. After Dracula learns of Van Helsing's plot against him, he attacks Mina on three occasions, and feeds Mina his own blood to control her. Under his influence, Mina oscillates from consciousness to a semi-trance during which she perceives Dracula's surroundings and actions. After the protagonists sterilize all of his lairs in London by putting pieces of consecrated host in each box of Transylvanian earth, Dracula flees to Transylvania, pursued by Van Helsing and the others under the guidance of Mina. In Transylvania, Van Helsing repulses and later destroys the vampire "sisters". Upon discovering Dracula being transported by Gypsies, Harker shears Dracula through the throat with a kukri while the mortally wounded Quincey stabs the Count in the heart with a Bowie knife. Dracula crumbles to dust, and Mina is restored to health. The book closes with a note on Mina's and Jonathan's married life and the birth of their son, whom they name after all four members of the party, but address as "Quincey" (Swandayani, et al, 2012).

There is an interesting note of this novel groove in the form of the elimination at the end of the story. "The original final chapter was removed, in which Dracula's castle falls apart as he dies, hiding the fact that vampires were ever there. Apparently related to Dracula's castle in the 21st century have made attractions as described in the writings Cruz (2015). "Tourists who would like to learn more about Dracula's secrets can begin exploring the site where he was held, as the tunnels at Dracula's dungeons have just been opened to the public." Further Cruz (2015) indicate that, "Dracula's dungeon was first discovered by archaeologists while doing restoration work at the Tokat Castle in northern Turkey in 2014. The tunnel, which extends to about 100 feet before it is blocked off, has just been opened to the public, according to Hurriyet Daily News."

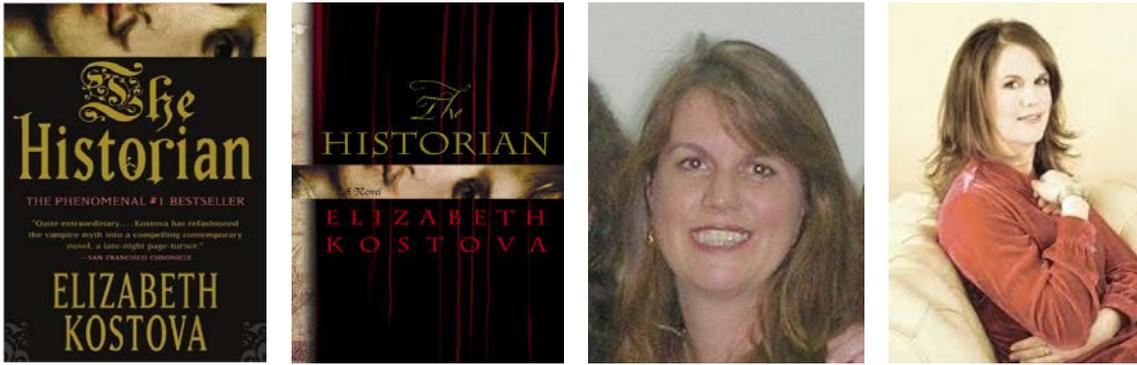
That is, begins with the story of Bram Stoker's novel, the story of Dracula can bring in a number of commodities, not just a work of the fiction but also visiting the other tourist packed with regard Dracula tale. According McCrum (2014), the novel Dracula is in the order of 31 of the world's top 100 best novels. Of course this illustrates an importance of the position and the role of this novel in the constellation of the world literature. There is not necessarily the Indonesian novel were able to enter the ranks of the world's 100 best novels.

2. Dracula in the Novel Elizabeth Kostova

A century later the story of Dracula strengthened by the emergence of a novel by Elizabeth Kostova's *The Historian*, published by Little, Brown and Company, New York in 2005 and has been translated into Indonesian, published by Gramedia in 2007.

Elizabeth Z. Johnson Kostova was born Elizabeth Z. Johnson in New London, Connecticut and raised in Knoxville, Tennessee where she graduated from the Webb School of Knoxville. She received her undergraduate degree from Yale University and a Master of Fine Arts from the University of Michigan, where she won the 2003 Hopwood Award for her Novel-in-Progress. She is married to a Bulgarian scholar (Swandayani, et al: 2012).

Kostova finished the novel in January 2004 and sent it out to a potential literary agent in March. Two months later and within two days of sending out her manuscript to publishers, Kostova was offered a deal—she refused it. The rights to the book were then auctioned off and Little, Brown and Company bought it for US\$2 million (US\$30,000 is typical for a first novel from an unknown author). *Publishers Weekly* explained the high price as a bidding war between firms believing that they might have the next *Da Vinci Code* within their grasp. One vice-president and associate publisher said "Given the success of *The Da Vinci Code*, everybody around town knows how popular the combination of thriller and history can be and what a phenomenon it can become." Little, Brown, and Co. subsequently sold the rights in 28 countries. The book was published in the United States on 14 June 2005.



Coverof the novel *The Historian* (English and Indonesian Edition) andthe photo of Elizabeth Kostova

More about this novel, the linkagesof the novel *The Historian* by BramStoker,the novel and the historical figures, namely Vlad Tepesas in the following quotation.

The novel blends the history and the folklore of Vlad Țepeș and his fictional equivalent Count Dracula and has been described as a combination of genres, including Gothic novel, adventure novel, detective fiction, travelogue, postmodernhistorical novel, epistolaryepic, and historical thriller. Kostova was intent on writing a serious work of literature and saw herself as an inheritor of the Victorian style. Although based on Bram Stoker's *Dracula*, *The Historian* is not a horror novel, but rather an eerie tale. The novel is concerned with questions about history, its role in society, and how it is represented in books, as well as the nature of good and evil. As Kostova explains, "Dracula is a metaphor for the evil that is so hard to undo in history." The evils brought about by religious conflict are a particular theme and the novel explores the relationship between the Christian West and the Islamic East (Swandayani, et al,2012).

The background of this novel is based on studies Swandayani, et al (2012) can be presented in table form as follows.

Table 1: Tabulation of the Background of *The Historian*

Background/Setting			Context
Place	Time/Period	Social	
A number of places in the various European countries, particularly the Eastern Europe	1973 but stretches during the life of Vlad Tepes (1431-1476)	The figures of the intellectual who readthe books,including the mysterious books that become the novel's central, ie: about Drakula.	A young girl discovered an ancient book and a pile of the old letters in her father's personal library. After asking of his father, finally she came their story in a surprising events which associated with a lifetime of Vlad Tepes (1431-1476), better known as Dracula. The story of the life of Dracula extends from Transylvania, Hungary up to Bulgaria, and Turkey. With the storytelling of the techniques back and forth between the period of 1973's and the days of the 15th century, the story takes place at a variety of the events that carries on the past historical events, a myths about a vampires, and a number of the other events.

Based on the novel *The Historian* description above, Dracula figure refers to the historical figure named Vlad Tepes or Vlad Dracula. Who is this character? How is their work? Why does appear to be a fairly legendary of the fictional character? Even now his name has become an icon of a human vampire, included in the repertoire of Indonesian literature, including in the constellation of the Indonesian vocabulary?

3. Vlad Tepes

Vlad or Dracula, was born in 1431 in Transylvania into a noble family. His father was called "Dracul," meaning "dragon" or "devil" in Romanian because he belonged to the Order of the Dragon, which fought the Muslim Ottoman Empire. "Dracula" means "son of Dracul" in

Romanian. Therefore young Vlad was "son of the dragon" or "son of the devil." Scholars believe this was the beginning of the legend that Dracula was a vampire (Johnson, 2015).

In a note that Vlad III, Prince of Wallachia (1431–1476/77), was a member of the House of Drăculești, a branch of the House of Basarab, also known, using his patronymic, as (Vlad) Drăculea or (Vlad) Dracula. The describing of Draculacan be read as follows.

He was posthumously dubbed Vlad the Impaler and was a three-time Voivode of Wallachia, ruling mainly from 1456 to 1462, the period of the incipient Ottoman conquest of the Balkans. His father, Vlad II Dracul, was a member of the Order of the Dragon, which was founded to protect Christianity in Eastern Europe. Vlad III is revered as a folk hero in Romania as well as other parts of Europe for his protection of the Romanians both north and south of the Danube. A significant number of Romanian common folk and remaining boyars (nobles) moved north of the Danube to Wallachia, recognized his leadership and settled there following his raids on the Ottomans (Johnson, 2015).

As the cognomen "The Impaler" suggests, his practice of impaling his enemies is part of his historical reputation. During his lifetime, his reputation for excessive cruelty spread abroad, to Germany and elsewhere in Europe. The name of the vampire Count Dracula in Bram Stoker's 1897 novel *Dracula* was inspired by Vlad's patronymic and reputation.

In 1436, Vlad II Dracul ascended the throne of Wallachia. He was ousted in 1442 by rival factions in league with Hungary, but secured Ottoman support for his return by agreeing to pay the tribute to the Sultan. At 13, Vlad and his brother Radu were held as political hostages by the Ottoman Turks. During his years as hostage, Vlad was educated in logic, the Quran, and the Turkish language and works of literature. He would speak this language fluently in his later years. He and his brother were also trained in warfare and horsemanship. In the course of his life, Vlad finally opposed to the rulers of the Ottoman Empire. He was confronted by Sultan Mehmed II even in some wars with the Turks, Vlad Radu dealing with his own who were in the Ottoman Empire. Why then known as Vlad the Impaler and cruel character? Here is an overview of the atrocities that he did, including his favorite punish his enemies by means impale his body.

The story of a life of a small Vlad and his brother Radu is described in the following quotation. Despite increasing his cultural capital with the Ottomans, Vlad was not at all pleased to be in Turkish hands. He was resentful and very jealous of his little brother, who soon earned the nickname "Radu cel Frumos", or "Radu the Handsome". Radu was well behaved and quickly earned the friendship of Sultan Murad's son, Mehmet; he eventually converted to Islam and entered Ottoman service. Conversely, Vlad was defiant and constantly punished for his impudence. It has been suggested that his traumatic experiences among the Ottomans may have molded him into the sadistic man he grew up to be, especially in regards to his penchant for impaling (Johnson, 2015).



The Ambras Castle portrait of Vlad III, c. 1560, reputedly a copy of an original made during his lifetime



Transylvanian Saxon engraving from 1462 depicting Vlad Țepeș



1499 German woodcut showing *Dracula waide* dining among the impaled corpses of his victims

In the course of his life, Vlad finally opposed to the rulers of the Ottoman Empire. He was confronted by Sultan Mehmed II even in some wars with the Turks. Vlad was dealing with Radu, his own brother who was in the Ottoman Empire. Why then known as Vlad the Impaler and cruel character? Here is an overview of the atrocities that he did, including his favorite punish his enemies by mean simple his body.

He roasted children, whom he fed to their mothers. And (he) cut off the breasts of women, and forced their husbands to eat them. After that, he had them all impaled. Vlad Țepeș's reputation was considerably darker in Western Europe than in Eastern Europe and Romania. In the West, Vlad III Țepeș has been characterized as a tyrant who took sadistic pleasure in torturing and killing his enemies. The estimates of the number of his victims range from 65,000 to 100,000. He also had whole villages and fortresses destroyed and burned to the ground.

Impalement was Vlad's preferred method of torture and execution. Several woodcuts from German pamphlets of the late 15th and early 16th centuries show Vlad feasting in a forest of stakes and their grisly burdens outside Brașov, while a nearby executioner cuts apart other victims. It has also been said that in 1462 Mehmed II, the conqueror of Constantinople, returned to Constantinople after being sickened by the sight of 20,000 impaled corpses outside Vlad's capital of Târgoviște (Johnson, 2015).

In the study of the history of the Islamic Ottoman Empire after the Crusades, the West is often biased in its telling. However Crusade is a trauma for the West. The image of the Ottoman Empire is often portrayed negatively in comparison with the parties West. Therefore, in the context of the battle between Sultan Mehmed II with Vlad Tepes, the West is in a position to defend figures on his side and discrediting the opponent.

In this case Vlad Tepes representing West and East present Sultan Mehmed II if it can be considered a form of subtle to say the Christians against Islam. "Romanian and Bulgarian documents from 1481 onwards portray Vlad as a hero, a true leader, who used harsh yet fair methods to reclaim the country from the corrupt and rich boyars. Moreover, all his military efforts were directed against the Ottoman Empire which explicitly wanted to conquer Wallachia (Johnson, 2015)."

So that the cruelty of Vlad Tepes was not much discussed or highlighted, but instead highlight of his heroism against Turkey. Instead, Sultan Mehmed II heroism or the Sultans of the Ottoman Empire more often omitted and the cruelty that more highlighted. This is what the West against Vlad Tepes. He did not appear in the reality of history but instead obscured cruelty becomes a work of fiction. Bram Stoker's novel *Dracula* in the late nineteenth century one of them. Then the number of reproductive work, either in novels, movies, and more. Novel *The Historian* by Elizabeth Kostova at the beginning of the XXI century, including one form of reproduction to it.

4. Dracula in Fiction

Vlad Tepes mysterious death. There are five variants of Vlad's death. Some sources say he was killed while fighting the Turks, surrounded by the bodies of his loyal Moldavian bodyguards. Others say he was killed by disloyal Wallachian boyars also fighting the Turks, or killed during a hunt. Still other reports claim that Vlad was accidentally killed by one of his own men. The exact date and location of Vlad's death are unknown, but he was dead by 10 January 1477. He is presumed to have died at the end of December 1476, somewhere along the road between Bucharest and Giurgiu. There is also depicting death as contained in the following quotation.

According to Bonfinius (Antonio Bonfini) and a Turkish chronicler, Vlad was decapitated by the Turks as a trophy, and his head was sent to Constantinople (now Istanbul), preserved in honey. After, the head was displayed on a stake as proof that he was dead. Vlad's body was buried unceremoniously by his rival, Basarab Laiota, possibly at Comana, a monastery founded by Vlad in 1461. The Comana monastery was demolished and rebuilt from scratch in 1589 (Johnson, 2015).

Johnson (2015) menyatakan Vlad killed in December 1476 fighting the Turks near Bucharest, Romania, Dracula's head was cut off and displayed in Constantinople. The Figure of Vlad Tepes with all exploits were later known as Dracula who actually meaning as "son of the dragon" later evolved into the vocabulary of the later meaning "bloodsucking character". Dracula is now known as the fictional character is no longer a historical figure. It has been quite a lot of fiction in this context literature or novels that elevate this figure. In addition to entering into the ranks of 100 world-famous novel, is in a position to-31 works of Bram Stoker's *Dracula* inspired many novels including the novel *The Historian* by Elizabeth Kostova.

Twilight novel by Stephenie Meyer which is also published Little, Brown and co. in the United States on October 5, 2005 are also not spared from the effects of Bram Stoker. *Twilight* and its sequel *New Moon, Eclipse, and Breaking Dawn* is also a story about the human vampire that sucks the blood of humans (Meyer, 2005). Is not a coincidence if the *Twilight* novel, *The Historian* and equally published by Little, Brown and co. in 2005 and by both women authors?

In the world of a movie or miniseries at least there are 80 titles of films related to the figure of Dracula. This means that the figure of Dracula has become a topic of storytelling masiv enough, especially in the world of the film. The 80th title of the film is related to Dracula can be seen in the following table.

Table 2: The titles of the films of Dracula

Films Title about Dracula				
Abbott and Costello Meet Frankenstein	The Creeps (film)	Dracula II: Ascension	The Legend of the 7 Golden Vampires	Scooby-Doo! and the Reluctant Werewolf
Batman Dracula	Dark Prince: The True Story of Dracula	Dracula III: Legacy	The Librarian: Curse of the Judas Chalice	Scream Blacula
Batman Fights Dracula	Doctor Dracula	Dracula Reborn	Love at First Bite	Scream
The Batman vs. Dracula	Dracula (1931 English-language film)	Dracula Untold	Mad Mad Mad Monsters	Son of Darkness: To Die For II
Billy the Kid Versus Dracula	Dracula (1931 Spanish-language film)	Dracula vs. Frankenstein	Mad Monster Party?	Son of Dracula (1943 film)
Blacula	Dracula (1958 film)	Dracula's Daughter	Monster Mash (1995 film)	A Taste of Blood
Blade: Trinity	Dracula (1979 film)	Dracula's Dog	The Monster Squad	Taste the Blood of Dracula
Blood for Dracula	Dracula (miniseries)	Dracula: Pages from a Virgin's Diary	The Night of the Living Duck	Tender Dracula
Blood of Dracula	Dracula (2006 film)	Dracula: Prince of Darkness	Nocturna: Granddaughter of Dracula	To Die For (1989 film)
Castle	Dracula 2000	Dracula's Death	The Return of Dracula	Vampira (1974 film)
Bram Stoker's Dracula	Dracula 2012	Fracchia contro Dracula	Saint Dracula 3D	Vampire Hunter D (1985 film)
Bram Stoker's Dracula (1973 film)	Dracula 3000	The Halloween That Almost Wasn't	The Satanic Rites of Dracula	Vampire Hunter D: Bloodlust
Bram Stoker's Dracula's Curse	Dracula 3D	House of Dracula	Scars of Dracula	Vampire in Venice
The Brides of Dracula	Dracula A.D. 1972	House of Frankenstein (1944 film)	Scooby-Doo and the Ghoul School	Vampyros Lesbos
Count Dracula (1970 film)	Dracula and Son	House of Frankenstein (miniseries)		Van Helsing (film)
Count Dracula (1977 film)	Dracula: Dead and Loving It	House of the WolfMan		The Vulture's Eye Waxwork (film)
	Dracula Has Risen from the Grave			

The latest film about Dracula, titled *Untold Dracula*, produced in 2014, precisely on October 10. The film, starring Luke Evans, Sarah Gadon, Dominic Cooper, Art Parkinson's, and Charles Dance is directed by Gary Shore and produced by Legendary Pictures and Michael DeLuca Productions, USA as in the following images.



Image 4: IMAX exclusive theatrical release poster

5. Conclusion

The fiction stories and also stories about the film is a form of reproduction of a real person who lived in the 15th century were opposed to the rule of the Ottoman Empire from 1456 to 1462. Vlad Tepes, the name of the legend of Dracula is actually cruel to the various action figures, so he is also known as Vlad the Impaler because often torturing their enemies by the way her body impaled. But the history of the West "save" and created it into a work of fiction. And the transfer of Western atrocities face this into a myth, becomes a fiction that no longer trusted anymore existence.

In Indonesia, the image of the vampire is often just as the successor to what is mythologized in the West. Knowing the history of the Western culture could actually be the key to view the West as more fully. Indonesian people have known the word "vampire" as well as the stories about him. However, the Indonesian people do not realize or do not even know if the story of Dracula is cruel forms of transfer of figures owned by the West. This historical reality about to be obscured as only fiction, only fairy tales. This is the meaning or form of the fight discursive process. Vlad Tepes cruelty is not much discussed or highlighted, but instead highlight heroism against Turkey. Instead, Sultan Mehmed II heroism or the sultans of the Ottoman Empire more often omitted and the cruelty that more highlighted. This is what the West against Vlad Tepes and Sultan Mehmed II.

Dracula has become the vocabulary in Indonesian. Sucking human blood has a long life or eternal. He has canine teeth to bite its prey neck and suck their blood. He was afraid of sunlight. He will move freely at night and sleep in a coffin in the daytime. He was wearing the suit complete with the tie, which indicates he was buried as a Christian people. The vocabulary of vampire in the Indonesian language is clearly not identical with the ghost *pocong*. If Dracula is derived from the Indonesian Muslim, he will not wear the suit and the tie but he wear a white shroud *pocong*.

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THE STUDENTS' LIVED EXPERIENCE IN USING PECHA KUCHA

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ABSTRACT

As a relatively new method of presentation which is trending nowadays, Pecha Kucha is believed to enable people to improve their oral presentation skill. Thus, it is necessary to conduct a research on the students' lived experience in using Pecha Kucha to improve their oral presentation skill. One research problem was formulated: "What does using Pecha Kucha mean to students in improving their oral presentation skill?"

To answer it, phenomenological research method was employed. Qualitative progressive model was used to described the students' lived experience. The data were obtained through observations, unstructured in-depth interviews, general themes extraction and a composite summary making. The participants were three students of the English Language Education Study Program from 2014/2015 academic year, Sanata Dharma University, Yogyakarta.

The result of the research is the description of the students' experience in using Pecha Kucha to improve oral presentation skill and my interpretation of the common themes emerged from the students, which are: creativity, motivation, satisfaction and confidence. The limitation of time and students' control in Pecha Kucha motivated them to be more creative in composing the contents of their talk. The satisfaction was the result of their success in delivering their Pecha Kucha flawlessly. The students' self-satisfaction also increased their confidence in speaking in public.

Key Words: *Pecha Kucha*, lived experience

I. INTRODUCTION

Speaking is one of the four basic skills, along with listening, reading and writing. Speaking and writing are classified as active or productive skills whereas listening and reading are considered as passive or receptive skills. Nunan (2003) states that in learning a language, speaking can be considered as the hardest skill to be learnt among all skills for two reasons. First, the person whom we are talking to is waiting for our response right then. Second, we cannot edit and revise what we wish to say, as we can do in writing skill.

English Language Education Study Program (henceforth ELESP) curriculum divides the sequences of learning to speak into five different compulsory courses. The courses are Speaking 1, Speaking 2, Critical Listening and Speaking I, Critical Listening and Speaking II, and Public Speaking. Throughout their semesters in ELESP, the students progress from using simple expressions to speaking in public. This research is going to focus on Critical Listening and Speaking II, one of the courses offered in ELESP for the fourth semester students. In the Listening part, the students should be able to employ strategic skills, to comprehend advanced, extended discourse such as news reports, narratives, expository passages; paraphrase, take notes and summarize advanced, extended discourse such as news reports, narratives, and expository passages. Afterwards, for the Speaking part, the students should be able to give oral critical response and reflection based on the given topics in the form of short group and individual presentation.

After observing halfway through the semester, the students seem to experience boredom towards the lengthy and elaborate presentation format that has been used, causing them to be unmotivated to participate in the class presentations. Therefore, *Pecha Kucha* presentation format is introduced to help them develop their oral presentation skills in a motivating way. This research aims at interpreting the students' lived-experience in using *Pecha Kucha* format for their presentations. The results of this research were beneficial for the students because they can self-assess and self-adjust their oral presentation skills as they recall their experience in learning. In turn, they can improve their learning performance by becoming autonomous learners to become excellent in their own right. Therefore, they can have self-actualization as the ultimate goal of education.

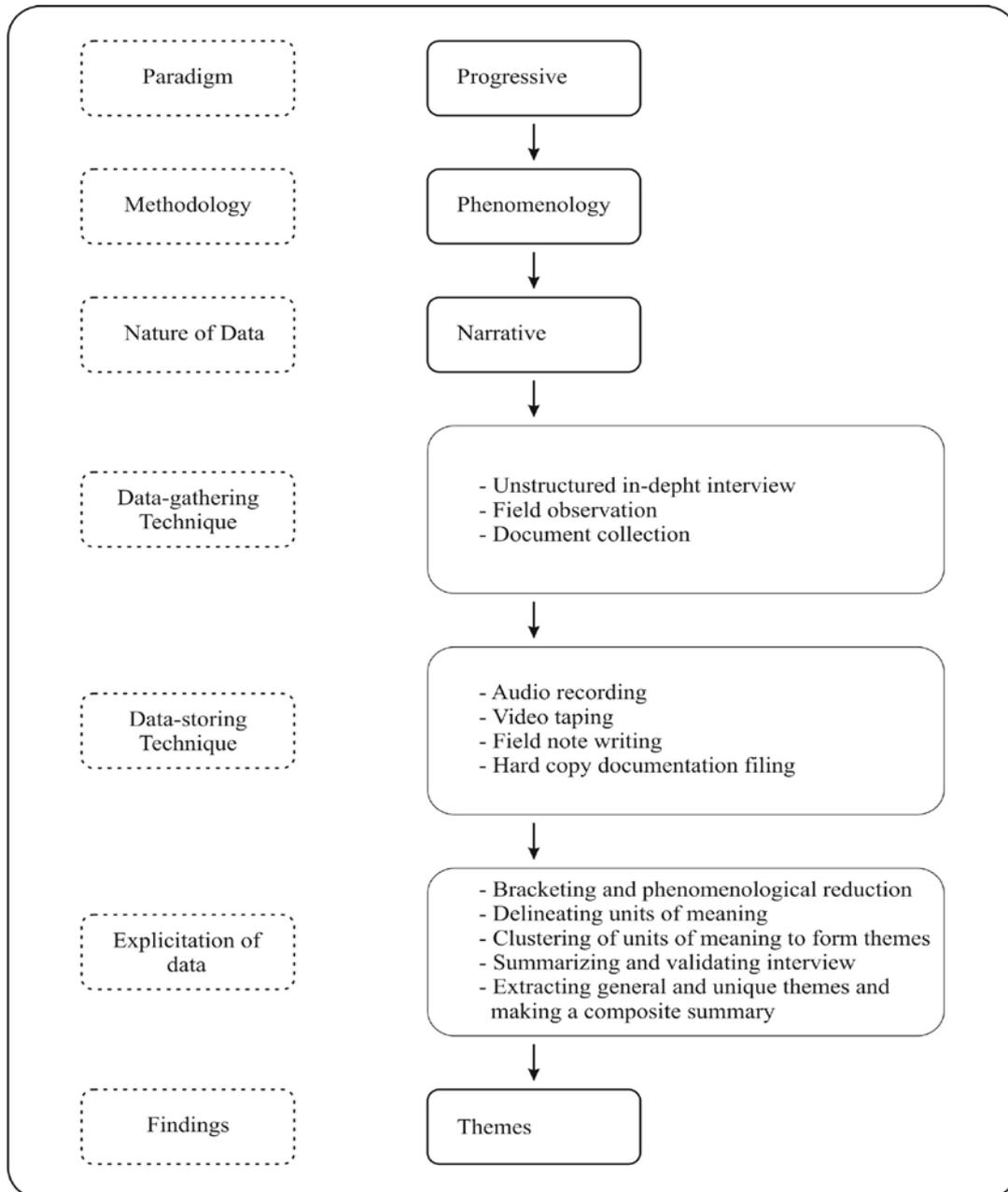
II. METHOD

2.1. Research Participants

Van Manen (1990) mentioned that the best way to enter a person's lifeworld is to participate in it. Therefore, this research is conducted in Sanata Dharma University. The participants of this study are the fourth semester students of ELESP in Sanata Dharma University. They are the 25 students who are taking Critical Listening and Speaking II course in ELESP, Sanata Dharma University.

2.2. Research Method

According to Holliday, this research is categorized into qualitative since it tries to describe actions within a specific setting and invites rather than control the possibility of a rich array of variable (2002). Characteristics of a qualitative research proposed by Creswell are: (1) take place in the natural setting; (2) use multiple methods that are interactive and humanistic; (3) emergent rather than prefigured; (4) fundamentally interpretive; (5) the researcher views social phenomena holistically; (5) s/he systematically reflects on who s/he is in the inquiry and is sensitive to her or his personal biography and how it shapes the study; (6) s/he uses complex reasoning that is multifaceted, interactive, and simultaneous; and s/he adopts and uses one or more strategies of inquiry as a guide for the procedures in the qualitative study (2003). McMillan and Schumacher (2006) propose that qualitative research is inquiry in which researchers collect data in face-to-face situation by interacting with selected persons in their settings. The research method is illustrated below.



Research design (adapted from Moustakas (1994) and Cresswell (2007))

Observations and in-depth interviews were conducted to gather the data needed. The observation provided a record of what happens on site. The researcher also conducted unstructured in-depth interviews with the participants to identify and on the same time clarify the participants' response to the questionnaire.

2.3. Lived Experience

Dilthey (1985) suggests that lived experience involves a person's immediate, pre-reflective consciousness of life. It is lived experience because it can never be grasped in its immediate manifestation but only reflectively as past presence (van Manen 1990, 36).

2.4. Pecha Kucha

Pecha Kucha is a simple, concise and effective presentation format created by Astrid Klein and Mark Dytham of Klein Dytham architecture in Tokyo, February 2003. In Japanese, *Pecha Kucha* means “chit chat”. Using this format, the presenter should talk while showing 20 images that will advance automatically for 20 seconds each (*Pecha Kucha*, 2013). Therefore, the presenters are required to use less words and more relevant pictures and graphics appropriate to the topic (Artyushina, et al., 2011). Presentations are expected to be well-organized by having interesting introduction, clear main points and memorable conclusion that will surely engage the audience to follow the whole presentations. *Pecha Kucha* is acknowledged to be an effective and efficient way to give oral presentations. Each presentation will only take 6 minutes and 40 seconds, which gives audience plenty of time to ask questions and make comments about the presentation. Using *Pecha Kucha* format in CLS II class enabled students to be more confident and creative in giving oral presentations.

2.5. Critical Listening and Speaking II

Critical Listening and Speaking II is one of compulsory subjects offered for semester four students of English Language Education Study Program of Sanata Dharma University. In each even semester, normally ELESP opens six parallel classes for this subject with more or less 30 students in each class. This subject is designed to enable students to develop their listening skill and to give personal response towards the issues. On completing this course, the students will be able to employ strategic skills, to comprehend intermediate extended discourse such as news reports, narratives, expository passages; paraphrase, take notes and summarize intermediate extended discourse such as news reports, narratives, and expository passages. Afterwards, the students will be able to give oral critical response and reflection based on the given topics in the form of short individual/group presentation. The class activities for this subject are discussion, group work, pair work, and individual work. Before taking this course, the students should pass Speaking I, Speaking II, Basic Listening, Intermediate Listening and Critical Listening and Speaking II.

III. DISCUSSION

3.1. Description of the Participants' Stories

The first participant is a 20-year-old female from Solo. She started studying English since she was in kindergarten. It was her kindergarten teacher who made her love English. Therefore, she enrolled herself in an English course since elementary school. Her exposure in English before entering ELESP focused on communicative skills. She focuses a lot in her speaking skill because her English course teacher told her that if she is good in speaking, her listening skill would be improved as well. This was her first experience in using *Pecha Kucha* to give an oral presentation. She believes that *Pecha Kucha* helps her a lot in improving her speaking skill. She is also enthusiastic because the atmosphere of the class is supportive. She struggles hard for this *Pecha Kucha* project. At the beginning she got depressed because she had difficulties finding an interesting topic to present. Her lecturer told her that the topic was not up to date and there were already many people talked about the topic. However, she was happy because they discussed some possible topics that she could present. Individual consultation is something important. In CLS II, the students are given a general theme and then asked to find a specific topic to present. The fixed rules of *Pecha Kucha* also helps her a lot in delivering her idea well, improving her pronunciation and grammar awareness. She could discuss and practice her presentation with her friends who had similar topics. As a result, she was able to create a well-organized presentation with good grammar and pronunciation.

The second participant was born 20 years ago in Yogyakarta. Her parents are farmers and she did not have sufficient financial support from her family to continue her study. She was able to join ELESP because she received full scholarship. She was interested in studying

English because she got positive impression from her English teacher in vocational school. During her study in ELESP, she excels in almost every subject. She has little difficulties in expressing her idea using English. She got many experiences in giving oral presentations from her previous speaking classes in ELESP. She believes that drilling and practicing help students' performance in learning languages. Therefore, she supports the implementation of *Pecha Kucha* in CLS II class. She considers herself as a perfectionist person and this assumption leads her to always double check her works. Getting full scholarship also motivates her to perform better in every subject she takes. She does not want to let her sponsor down. This motivation helps her to be excellent in ELESP. She was used to speak in front of people as a step that she had to go through to get scholarships for her study. Nevertheless, for her *Pecha Kucha* is a new, fun and interesting way to give an oral presentation because it is simple yet engaging. She believes that the challenging nature of *Pecha Kucha* in terms of the limited time and control of the speaker has motivated the students to give their best performance.

The third participant is a 20-year-old student from Jakarta. He never joins any English course outside his school. His father is an entrepreneur who often brings him along to meet his clients. He is strong in listening but weak in speaking because he used to be merely a listener whose job is to observe. As a result, he tends to avoid speaking. He mostly feels uneasy when he is in speaking courses. During his study in ELESP, he excels in listening and reading classes but struggles in speaking and writing classes. Although at the beginning he felt reluctant joining this course, at the end he felt that *Pecha Kucha* has helped him a lot in boosting his self-confidence in speaking. He did not perform very well in his previous presentations. In *Pecha Kucha* round, he was the 20th presenter; putting him in the third and last week to perform. As he watched his classmates strive and finally manage to do *Pecha Kucha* fairly well, he became motivated to do like what his classmates have done. He struggles hard to be creative in opening the presentation and delivering his ideas. In his opinion, giving an oral presentation using *Pecha Kucha* is more interesting than the usual power point presentations. He prefers *Pecha Kucha* because he already knows the limitation of time that eventually forces him to use the time optimally in delivering his ideas. He practised continuously so that his talking was in sync with the advancing images. It gave him satisfaction when he managed to present smoothly. As a result, he became more confident in speaking in front of people.

3.1. General Themes Extraction

Creativity is the first common theme emerged from the three participants. When taking the lottery to decide the order of the presentation, none of them got the turn to perform in the first week. Consequently, they had to find ways that are different from the first week presenters to interest the audience to listen to their presentations. Their creativity was reflected from the way they opened and closed their presentation, the images they chose to display, the vocabulary they used in their talk, and the way they delivered their ideas.

The second common theme emerged is motivation. In a *Pecha Kucha* presentation format, the speakers have to display exactly 20 slides. The slides will also advance automatically every 20 seconds, without any interference from the speakers. These restrictions have motivated the three of them to do their best. All of them were then motivated to practice a lot in order to have a smooth *Pecha Kucha* presentation like the presenters before them.

The key to a successful *Pecha Kucha* is through a lot of practice. As what has been acknowledged all this time, practice makes perfect. When they managed to present their *Pecha Kucha* presentation smoothly, they got positive feedback from their classmates and their lecturer. The positive feedback was in the form of enthusiastic applause as well as encouraging comments from the audience. Because of that, they have gained a sense of self-satisfaction for being able to complete the challenge successfully. Thus, self-satisfaction was the third common theme emerged from the three participants.

Finally, the self-satisfaction that they feel after successfully finish the *Pecha Kucha* presentation made them believe that they would be able to accomplish something when they

practised hard enough. This experience then formed and improved their confidence. Not only were they more confident in speaking in front of people, but also in other courses. This confidence that they possess would then enable them to be more autonomous learners and affect their achievement positively in other aspects as well. Confidence leads to the ultimate goal of education which is self-actualization, enabling students to be excellent in their own right.

IV. CONCLUSION

This research was aimed at uncovering what the students have toward the use of *Pecha Kucha* in CLS II class. In order to do this, observations and in-depth interviews with three students were conducted. From the interviews, themes were extracted in the form of a composite summary. The three participants have different background from one another. Nevertheless, there are common themes emerging from them, which are: creativity, satisfaction, confidence and motivation. The limitation of time and students' control in *Pecha Kucha* encouraged them to be more creative in composing the contents of their talk. The satisfaction was the result of their success in delivering their *Pecha Kucha* flawlessly. The students' self-satisfaction also increased their confidence in speaking in public. In conclusion, the students were benefited by using *Pecha Kucha* presentation format in developing their presentations skills and encouraging them to be autonomous learners.

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THE BEAUTY OF ROMANCE AND RELIGIOUS THOUGHTS IN HAMKA'S NOVELS

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ABSTRACT

*Have we ever imagined the world without love? In any field, approach and culture, people will talk about love and the importance of feeling the sense of belonging. Every religion either, promotes love. In such areas as religious preaching in Islam, the term "love" mostly used to relate mankind with God. Nonetheless, it is rare to find a prominent scholar to describe or write about love of a romantic relationship between a man and a woman before the marriage contract been signed. It is neither the essential context nor the substantial significance, rather, it is regarded as a serious issue in Muslim community. Hence, the creative writing of this thematic relationship is apparently isolated. Ironically, this was among the remarkable works of Hamka, a well-known prominent Nusantara Muslim scholar in the early twentieth century. In his famous novel *Di Bawah Lindungan Ka'bah*, Hamka portrayed an Islamic theme on the absolute title, but he made a very different atmosphere in the contents of the whole dramatic novel. On the other hand, he had cynically criticized the tradition of Minangkabau in his splendid romantic novels *Tenggelamnya Kapal Van Der Wijck*, and *Merantau Ke Deli*. Here, there are some questions to be pointed out, is it an Islamic acceptance by an-attempt of advising Muslim societies through a romantic writing? Instead of politely criticizing the traditions of his people, are there other purposes in his creative writings? How can the Muslim communities, in specific, accept the ideas of dakwah in this clash style?*

Key Words: Romance, *Dakwah*, Minangkabau traditions

I. INTRODUCTION

Hamka is an example of the world's extraordinary role model. He was a religious preacher and teacher, a nation builder, an author of philosophy, tasawuf and love stories and a public figure of his well-known Minangkabau people who regard women at a higher standard than men. Ironically, Hamka stood against his realm's tradition. He left the biggest legacy in Nusantara's world of culture and education. His popularity started earlier at the age of twenty when he began to write a novel called '*Si Sabariah*.'

Later in between 1935 to 1940 in his late twenties, Hamka wrote the prestigious romantic novels, religious and philosophical books of its time. A. Kasim and Muhamad (2015) listed in their article some of his popular novels such as *Di Bawah Lindungan Ka'bah* (translated Under the Shade of Ka'bah), *Tenggelamnya Kapal Van Der Wijck* (The Sink of the Van Der Wijck Ship) *Tuan Direktur* (The Director), *Di Jemput Mamaknya* (Invited by Aunt), *Di Dalam Lembah Kehidupan* (In the Valley of Life), *Keadilan Ilahi* (Lord's Justice), *Merantau Ke Deli* (Migrated to Deli) and many more. In addition, among his scholarly books such as *Tawasuf Modern* (Modern Tasawuf), *Falsafah Hidup* (The Philosophy of Life), *Lembaga Hidup* (The Institution of Life), *Lembaga Budi* (The Institution of Character), *Kenang-Kenangan Hidup* (Memories of Life), *Sejarah Umat Islam* (The History of the Nation

of Islam), and the most influent one in the Islamic academic and education is his interpretation of Al-Quran known as *Tafsir Al-Azhar*.

When talking about love, people can easily imagine the romance scene or romantic words and songs. This is in fact normal in any piece of lifestyle, culture and even religion. Basically, it is rare to find a prominent Muslim scholar to describe or write about love of a romantic relationship between a man and a woman before the marriage contract been signed. But this was among Hamka's remarkable works. Everyone made known that there is no romantic relationship in Islam between man and woman before marriage and the love story should only begin after the solemnization declared. Having said that, Hamka seemed had twisted the idea of this 'love story' in most of his novels. Furthermore, if it involved the religious practice of Islam, the term "love" mostly used to relate mankind with God.

The article proposed three important aspects. Firstly, to what extent a romantic writing style is accepted as an Islamic approach as according to its objectives and significances? Secondly, to what extent people may understand Hamka's creative writings are beyond criticizing the traditions of his people? And thirdly, to what extent the Muslim communities, in specific, accept the ideas of *dakwah* (Islamic preaching) in this clash style of writing?

Therefore, Hamka's approaches in his romantic novels are of unlimited exploration. In this article, the linguistic and literary features will be the contagious links between the beauty of romance and religious thoughts in Hamka's novels. Thus, it shows that Hamka's style of romance in novel writing is a part of semantic approach and contains the subliminal messages. It finally proves that Hamka actually had included the element of *dakwah* as a major objective in his literary works, wholly and quietly.

The method that has been used in this study is qualitative research method and consists of the scholarly books and academic articles source of data, and at the same time refers Hamka's well-known creative and critical writings.

II. DOES ROMANCE REALLY EXIST IN MINANGKABAU'S CULTURE?

In his cynical critics about the norms of the Minangkabau practice, there are some perspectives that can be explained. It illustrated the existence of ideal and real cultures which are seemed to be akin but in fact both are different. Macionis (2002) said that the norms ideally describe what people should do, but what really occurs may have the opposite view. Hamka spoiled the beautiful romantic relationship of a married couple in teaching his realm not to do that. In the novel *MerantauKe Deli*, Hamka expressed that the matrilineal tradition of Minang broke the relationship of Leman and his wife Poniem, a Javanese woman who had followed her husband back to his village but was hated by the people. Because of his pride and strong belief in his tradition, Leman, who had succeeded solely because of Poniem's sacrifices, divorced her and soon married a Minang woman. Poniem was very sad and forcedly left the village and all what she had started with Leman.

It is clear from this novel that the romance is not at all a cultural norm, rather, it is formed by a sincere heart and a soul who is fear of its God. Divorce without a concrete and valid reason is not an ethical action to be made by a husband. As a matter of fact, Allah has made men the protectors and the maintainers to the women. Allah says in Surah Al-Nisa, verse 34:

"Men are in charge of women by (right of) what Allah has given one over the other and what they spend (for maintenance) from their wealth. So righteous women are devoutly obedient, guarding in (the husband's) absence what Allah would have them guard. But those (wives) from whom you fear arrogance— (first) advise them; (then if they persist), forsake them in bed; and (finally), strike them. But if they obey you (once more), seek no means against them. Indeed, Allah is ever Exalted and Grand."

As a religious man, Hamka silently inserted the Islamic values and it is upon those who

can see the light will feel the wisdom. Hamka also quoted a beautiful statement about a woman's heart, and in this novel it told the love of Poniem to Leman was sincere and faithful. Hamka said:

'Ajaib hati perempuan! Dia tidak suka ditipu, dia tidak sudi dipermainkan. Cintanya kepada orang lain, adalah berarti cinta terhadap dirinya sendiri.'

This has shown that the author of this secretive value of romance was really a great teacher and interpreter. In the footsteps of our Prophet (peace be upon him), the best Muslim is the one who does the best to his wife and family, and the best woman is the one who obeys Allah, the Prophet and her husband. This is one of the levels of understanding which the readers should sort out when they are analyzing the romantic elements in Hamka's novels. By thoroughly studying his novel, more Islamic perspectives can be related and dug up.

Likewise, the story of Leman and Poniem can be categorized as inter-cultural influence on a thematic romance story. Perhaps to understand this, it is better to look into the Minangkabau culture itself, whether it created constraint or freedom. Macionis (2002) identified that culture as constraint symbolizes material orientation. Unlike culture as freedom that promotes the right of choice and improvement, culture as constraint encompasses habit, choice limitations and troubling patterns repetition and it breaks the excellence that a particular society looks for instead of its emphasis in competitive achievement towards the people. This is mostly the matter that Hamka tried to carry out in his novels by criticizing his society particularly on marital issues.

Hamka made a romantic cynical story of the Minangkabau tradition when the maternal uncles have the final decision in his niece's future of marital status. This tradition killed Hamid and Zainab, whom had fallen in love to each other without anyone knew and the only matter that denied both to get married was this solid Minangkabau tradition. Moreover, Hamid was a very poor man and was supported by Zainab's family in his upbringings in the village.

Hamka once again portrayed the hard core tradition of the Minangkabau people that was very oppressive. Hamka wrote beautiful passages which were full of imaginations and in a constructed rhetorical way to tell the audience the effect of love in Hamid's life. He just found that Zainab was really in love with him after about two years he had been separated himself from the village and the people:

"Tuhan!" ... telah bertahun-tahun saya berjalan di dalam gelap gulita, tidak tentu tanah yang akan saya tempuh, tidak kelihatan suatu bintang pun di atas halaman langit akan saya jadikan pedoman dalam menuju perjalanan itu. Demi setelah sampai berita yang demikian, seakan-akan kegelapan itu terang dari sedikit ke sedikit, sebab dari timur mengelemantang cahayaf ajar, cahaya yang saya nanti-nanti. Cahaya itu lebih benderang daripada cahaya surya, lebih nyaman dari cahaya bulan dan lebih dingin dari kelip-kelip bintang-bintang.

Saya hidup laksana seorang buangan yang tersisih pada suatu padang belantara yang jauh, laksana seorang bersalah besar yang dibuang ke pulau, tiada manusia yang dating menengok, tidak ada kawan yang melihat, ditimpa haus dan dahaga. Sekarang saya telah lepas daripada pembuangan, saya telah dibolehkan pulang dan beroleh ampun, telah ada manusia, yang lalu lintas, telah hilang haus dan dahaga. Sekarang baru saya tahu, baru saya mengerti, bahwa suka cita itu ada juga dijadikan Tuhan di dalam dunia fana ini.

In Surah Ali Imran, verse 14, Allah explained the nature existence of lust in a normal human being, as He said:

"Beautified for people is the love of that which they desire – of women and sons, heaped-up sums of gold and silver, fine branded horses, and cattle and tilled land. That is the enjoyment of worldly life, but Allah has with Him the best return."

Based on this Quranic verse, Allah made a clear conclusion that the desire for love of woman is a natural existence created in human's soul. Every man deserves love. It is not a sinful act unless it is done in the ways prohibited by God. The beautiful arrangement of cultural, religious and rhetorical elements marked up Hamka's cynical way in criticizing yet indirectly advising his people in this matter. Not only that, the power of imaginations also remarked in his novels and it proved the world that Hamka is a symbolic Nusantara heritage of language and literature, as well as a nation builder for the next generation after him who probably have been familiarized with a freedom culture as identified in his authentic advice.

III. THE QURANIC STYLISTIC OF 'SPECIAL RELATIONSHIP'

As the primary source, Al-Quran has been referred by both Muslims and non-Muslims to study about the Islamic legislations and regulations in the daily life. Allah highlights the law of attractions between man and woman in very significant yet semantically understandable verses. This is something that Hamka did not follow in his romantic novel writing. The question is; did Hamka make mistakes in his attempt to do *dakwah* to other people of Minang tradition?

The answer is; no. He had made no mistakes in his style of writing. It was a descriptive writing about the societies and not to insult any kind-soul; male or female. Here is the judicious observation between the Book of Guidance and the mankind's writing.

Before going into depth, have a look into the Quranic stylistic. The verses that mentioned about the basic or special relationship between both genders are indirectly made clear. This is for the purpose of honour and educational attitudes. Hence, it is exactly corresponded with the linguistic and semantic systems. The methods used in Al-Quran to describe either the factual, permissible or prohibited relationships are respectively according to the contexts and the responders.

Meanwhile, there is no prohibition to make explanation or to obtain the fundamental knowledge from Al-Quran. As well as the examples of those 'semantically understandable' verses of the relationship between both male and female, the meaning can still be extracted and applied into daily life.

In the same factual verse of 14 from Surah Ali Imran, Allah explained in a long explanation that the desire of a normal man is not limited to the lust upon a beloved spouse only but also expended to having offspring, properties and nobility. This, as a matter of fact, brings such a deeper reflection on a nature of a human being that wants and needs 'everything' that related to himself.

Undoubtedly, Hamka followed this verse interpretation and made a symbolic meaning of having a soul mate. In the novel *Tenggelamnya Kapal Van Der Wijck*, he described Zainuddin's fall-in-love conditions:

“Demikianlah perjuangan batin yang begitu hebat telah terjadi, perasaan cinta yang mulai subur, tetapi dilambai oleh angin ketakutan. Sehingga besoknya pagi-pagi, setelah matahari terbit dan Zainuddin bangun dari tidurnya, dia merasa takut dan malu akan bertemu dengan Hayati, takut suratnya tidak akan diterima. Bila dia lalu pada suatu jalan, dia berjalan tergesa-gesa, takut akan bertemu dengan Hayati, akan menentang wajahnya yang molek, seakan-akan menyesal dia rasanya mengirim surat itu. Apalagi telah sehari, setelah dua hari surat dikirimkan, tidak mendapat balasan apa-apa, sehingga mengalir keringat di keningnya mengenangkan itu, terasa benar olehnya kasar budinya.”

The stylistic and structured sentences of an easy Malay-Nusantara language formed by Hamkawere outstanding and concrete. Hamka's brilliant similes and logical metaphors were exposed dramatically and no secondary interpretation needed to explain Zainuddin's (and earlier Hamid's) unfamiliar feeling because it is visible and natural.

The stylistics created by Hamka in describing people or occasions are somehow

following the flow of the Quranic descriptive explanation of Allah's power and closeness. In a scene in the same novel when Zainuddin's heart was broken by the same lady, Hayati, Muluk came to him and counseled him with a long Islamic advice. In a paragraph, Hamka wrote as Muluk said to Zainuddin this beautiful speech:

“Di dalam alam yang terbentang di muka kita, di awan-awan yang berarak, di sungai yang mengalir, di burung yang terbang tinggi, di kulikelang tengahari, di kokokayam, di halaman, di puncak gunung meningkat awan, pendeknya di mana-mana pun, terbentanglah pengobat hati dan jiwa. Di sana tersembunyi pokok-pokok untuk kebahagiaan hidup.”

And earlier, we should see the Quranic verses as Allah says in Surah Al-Baqarah, verse 163-164:

“And your god is one God. There is no deity (worthy of worship) except Him, the Entirely Merciful, the Especially Merciful. Indeed, in the creation of the heavens and earth, and the alternation of the night and the day, and the (great) ships which sail through the sea with that which benefits people, and what Allah has sent down from the heavens of rain, giving life thereby to the earth after its lifelessness and dispersing therein every (kind of) moving creature, and (His) directing of the winds and the clouds controlled between the heaven and the earth are signs for a people who use reason.”

It has shown very clearly that Hamka, as a man of Islamic knowledge who studied religion at his early teenage age, was conscious about the importance of Al-Quran as a primary source and made it reference in every kind of writing. Indirectly, the readers will see his most wise advice appears from the behind of every romantic sentence.

Another great point that can be related to romance-religious factor in Hamka's creative writing is the existence of God's love. As mentioned earlier, the love of God is the essential component in religious approaches. Hamka made a tremendous short love story between a Muslim man and a Christian woman entitled '*Malam Sekaten (Bulan Sabit dan Kayu Palang)*' or translated as 'The Night of Mawlid (The Crescent and The Cross) in a compilation entitled '*Di Dalam Lembah Kehidupan.*' Mawlid refers to the Prophet Muhammad SAW's birthday. Atma, a faithful Muslim man had fallen in love with a woman whom he had helped at a festival on a Night of Mawlid and he found out her name as Warnidah. According to the name, she must be a Muslim Malay woman. After the night, they separated and did not meet for a few months until they accidentally bumped into each other while they were both having vacation in the same place. Atma finally told Warnidah that he loves her, and she told him that she also had the same feeling towards Atma. However, Warnidah revealed the truth about her religion and showed the cross she wore on her neck to Atma. Previously, Warnidah had told Atma not to ask and know her name because it would not be a good thing for him and in fact, she insisted this matter to herself too.

After recognizing the major difference of religious background, Atma quickly realized the reality that already awaited him and Warnidah, if they were meant to continue the love relationship. Again, Hamka provided a bright factual declaration of Atma's faithful decision:

Setelah perasaan yang sangat terharu itu mulai agak reda, Atma pun berkata: “Sudahlah, Warnidah! Sesungguhnya kehidupan kita ini tengah merasai cubaan Allah, cubaan atas iman dan keyakinan kita masing-masing. Tetapi sebagai kau katakana tadi, cinta itu adalah bebas. Kian sulit langkahnya, kian suburlah hidupnya, hanya kewajipan kita menjaga supaya suburnya itu dalam kesucian.

Agamaku tiada melarangaku kahwin dengan engkau, Warnidah, tak berhalangan. Tetapi hal itu pun bergantung kepada perasaan hatimu, paksaan dalam agamaku tak pula ada. Sebab itu, kalau sekiranya cinta itu tak dapat kita paterikan dengan perkahwinan, marilah kita paterikan dengan benda yang lebih suci, yang tak mahu putus selama-lamanya, iaitu persahabatan.”

In Al-Quran, Allah has made some faith confirmations which Muslims cannot disrupt. He says in Surah Ali Imran, verse 31-32:

“Say, (O Muhammad), "If you should love Allah, then follow me, (so) Allah will love you and forgive you your sins. And Allah is Forgiving and Merciful." Say, "Obey Allah and the Messenger." But if they turn away - then indeed, Allah does not like the disbelievers.”

Also, Allah says in Surah Ali Imran, verse 19:

“Indeed, the religion in the sight of Allah is Islam. And those who were given the Scripture did not differ except after knowledge had come to them - out of jealous animosity between themselves. And whoever disbelieves in the verses of Allah, then indeed, Allah is swift in (taking) account.”

When Atma mentioned to Warnidah that Islam does not force anyone to be a Muslim, it was basically according to Allah’s word in Surah Al-Baqarah, verse 256:

“There shall be no compulsion in (acceptance of) the religion. The right course has become clear from the wrong. So whoever disbelieves in Taghut and believes in Allah has grasped the most trustworthy handhold with no break in it. And Allah is Hearing and Knowing.”

The remarkable part of the story was its ending when Hamka once again wrote a meet-up moment between Atma and Warnidah. At this scene, Hamka portrayed Warnidah in a religious attire walking with other nuns and suddenly she saw Atma, who has just finished his Islamic studies and on his way back to hometown. No word came out from both of them, while the church gate was opened and the church bell began to call its faithful followers to prayer.

The scene was serene, each faithful soul tried to recall the unforgotten memories that they shared. Finally, they chose the religion and act like strangers to each other. Here, Hamka left to the believers the right answer and it was the love of Allah:

“Di muka sebuah klooster dia berhenti, terkejut, sebab di antaranya ialah.....Warnidah! diatelah memakai pakaian rahib.

Maka bertemulah pandangan keduanya; Warnidah berhenti langkahnya. Belum sempat kedua-dua mereka bersahut-sahutan mulut, tiba-tiba pintu gereja itu terbuka, dari puncak menaranya yang tinggi kedengaran dengong loceng amat kerasnya, menyeru para paderi masuk ke dalamakan sembahyang.

Warnidah menoleh kepada Atma sebentar, Atma tegak dengan bingung dan sayu. Paderi-paderi perempuan itu pun masuklah beriring-iringan, dalam dengongan bunyi loceng. Warnidah pun berserta dengan mereka itu.

Beberapa saat kemudian kedengaranlah suara orang sembahyang di dalam gereja itu, diiringi dengan nyanyian yang merdu, akan meneguhkan imannya.....

Atma melangkahkan kakinya pergi dari tempat itu, dan Magelang hilanglah selamalamanya dari matanya.

IV. CONCLUSION

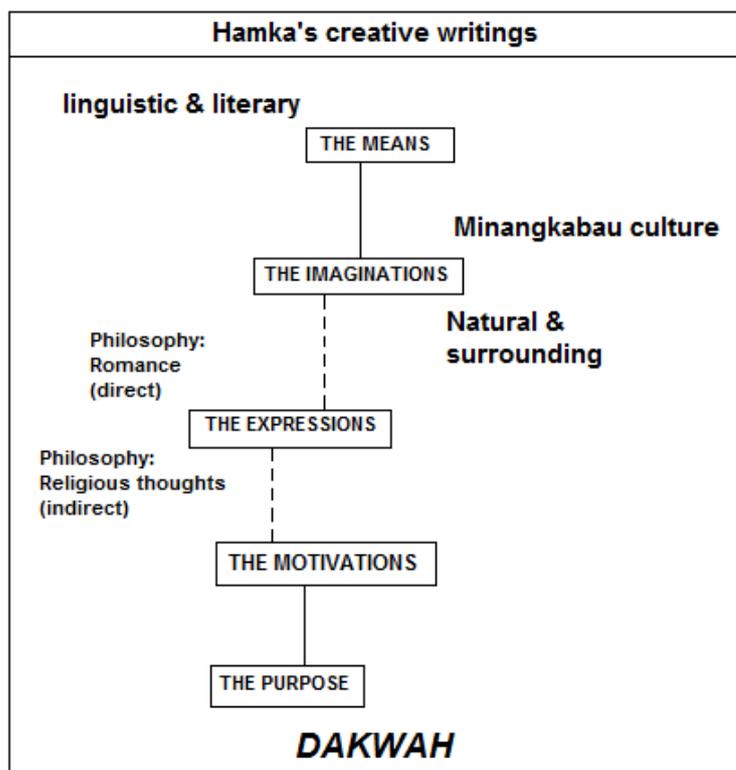


Figure 1: The Components of Hamka’s Creative Writings/Novels

Hamka’s romance is a thematic approach to convey the Islamic awareness and teachings. There is no surprise that he used critics, wordlessly, to reach everyone’s attention. As a prominent Muslim scholar, Hamka had put Al-Quran and hadith as his sources. The stylistics of the words used in his romance novel proved it. He translated his religious thoughts into an ordinary paperwork where all levels of nations can benefit from his deep philosophy of beautifulness. In fact, love, according to Hamka, is always a beautiful thing created by Allah.

The creative writings in Hamka’s legacy are full of imaginations too and this is, ironically, an achievement after putting the commands of Allah at the highest level. Abdussalam (1999) said that the three stages of internal processes of speech act identified by Al-Nawawi and Ibn al-Qayyim are clues which exist in man’s mind, imagination which is regarded as the translation of the clues and intention which is a strong motivation to change the imaginations into words. Both agreed that as a believing Muslim, his imagination and motivation to use the words are not controlled by himself, rather, it is guided by the virtues taught by the religion.

According to Hamka in his book ‘Kenang-KenanganHidup,’ an artist is the one who reflected what he sees and hears around him. He deeply feels the beauty and ugliness which finally guide him to imagination. He understands all kinds of events of life; poverty, killing, oppression and colonialism and these lead him to create imaginations. Because of those miseries, he can imagine the meaning of richness, peace, justice and freedom. The creation of arts, which combines all elements that he imagined, becomes the second pillar. Here is where the literature starts either in words, writings, drawings or even music. With the strong combination of deep feeling and imagination, an artist will reach the peak of beauty.

Besides, it is important to understand the main purpose in creative writing. It is basically a reflective-natural way to express the true life that a person lives in it. It requires not only the surrounding and the reality, but also the powerful intelligence of mind and emotion on

how to send the messages to other people to make them see the meanings, and finally do something good with those meanings. Izutsu (1956) who was keen on this bond had given his estimation and said:

“The point is that language has an intrinsic expressiveness of a very peculiar sort: besides the well-known functions of directly referring to the ‘things meant’ and of arousing feelings and emotions, it has a certain power of making the ‘things meant’ real and alive once again at the level of linguistic expression. It is not exactly the power to evoke images, for imagery, though in actual fact it is very often a powerful help to intuition, is not in itself a necessary ingredient of the intrinsic expressiveness of which we are now speaking. It is rather a peculiar power of evoking something of the living reality, the very colour and flavour of the living concrete which surrounds the denotatum of a word.” (pp. 110).

Hamka is a role model. His thoughts skipped over his time and made a huge contribution to the next generation. He had built in specific elements in his writing style and had given chances of explorations to the scholars and the students after him. *Dakwah* is a not a new theme in studying Hamka’s works which is specifically related to Minangkabau tradition, yet the new findings are still available from his world of knowledge and wisdom.

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DEVELOPING THE SPIRITS OF ENTREPRENEURSHIP: SPEECH ACTS ANALYSIS ONTEACHER TALKS AT ELEMENTARY LEVEL OF EDUCATION

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ABSTRACT

This study aims at describing the spirit of entrepreneurship developed in formal education. With the curriculum of thematic learning in elementary education, teachers are expected to be a 'leader' for all activities at schools, not only explaining the concepts but also motivating learners to succeed and giving creative and innovative examples. Teachers' understanding on the spirit of entrepreneurship was observed through teacher talks in the way on how teacher's language may realize the concept of entrepreneurship. 10 elementary school teachers were observed and their talks were analyzed to identify speech acts in relation to the spirits of entrepreneurship; need for achievement and internal locus of control. The finding showed that most of teacher talks focus on both need for achievement and internal locus of control. It is related to the most activities assigned for learners, involving team-work, self-existence, and extroversion. These are represented in the dominant occurrence of directive speech acts emphasizing that the learners are supposed to be active and creative in their learning process.

Key words: *spirit of entrepreneurship, teacher talks, speech acts.*

I. INTRODUCTION

Entrepreneurship is commonly associated to economic development on creating new entrepreneurs or new job opportunities. Today, it is developed more on personality or character development of a creative, innovative and independent individual which are highly needed as the capital of well being human. Therefore, the development of spirits of entrepreneurship should be started earlier and in family since it influences cognitive and personality. As seen from the previous research (Suhairi dan Suraiya, 2011), the knowledge of entrepreneurship in informal settings in the Tionghoa and Minangkabau families influence an individual's personality in the future. In these cultures, the knowledge is supported by intrroducing the children to dreams, which is accompanied by the belief and independence to reach the dreams.

The similar efforts may be also introduced in formal education, at schools (Littunen 2000 and Hansemark 1998) during the leaning of each topic, for example by narrating certain national figures who are sucessful in reaching their dreams, by improving belief and independence. Considering this factor, government has introduced the spirits of entrepreneurship in the school system. It has been initiated by the vice minister of education, Fasli Jalal (2009), that entrepreneurship is necessarily inserted in the curricula of the basic and higher education with the hope that the spirits of entrepreneurship may prepare the graduates for the global competition. Yet, the fact reveals that formal education fails to produce graduates with the spirits of entrepreneurship. One of the indicators is the small amount of graduates who are entrepreneurs and able to create job opportunities that support the movement of the national econmic. From the Bureu of Statistics, on February 2013, the majority of college graduates chooses to work as employees (83.1%). The interest for entrepreneurship is only 5.92%. Added

to this, in the serial surveys in Padang (Suhairi; 2004, 2005, and 2006), it is found that the common goal of the final year college students is being a civil servant. It indicates that they do not want to take risks since civil servant is regarded as the safest career for the future. This concept is already stressed in the family, that college graduates are suppose to be the civil servants. Also at the lower level of education, the study on the students of vocational schools in Padang (Suhairi, 2009) indicates the weak spirits of entrepreneurship. One of the problems is probably the focus of entrepreneurship education on the concept and theory-based, not on the development of the spirits. Therefore, government keeps improving the national educational system at primary and socondary levels of education by improving the curricula. One of the aspects is by improving teacher quality, particularly on the ability to communicate the educational programs in the learning. The teacher talks implementing the spirits of entrepreneurship are analyzed from the skills, vision and spirit of the teachers in running the learning. They are able to identify from the language forms of the teachers, the medium to motivate learners to gain knowledge and develop the spirits of entrepreneurship. Therefore, this study observes the elementary school teachers' understanding and implementation of the spirits of entrepreneurship in learning.

II. LITERARY REVIEW

2.1 The Role of Education

Hornaday and Chruchill (1987) emphasized the importance of education in entrepreneurship. They said that the common failure of an entrepreneur is relying only on business experience and neglecting education. The combination of both is the main factor deciding the successful entrepreneurship. Usually, the higher the level of education, the higher the possibility to be a successful entrepreneur since education supports the developed logic and wide knowledge. Therefore, a college graduate should be able to run two roles, a manager and an idea inventor. The first role supports the action to solve problem based on the managerial and technical knowledge. The second role emphasizes the creative ability to find alternatives based on the complete and comprehensive knowledge. This concludes that a potentially successful entrepreneur is an individual who is aware of the role of education to support business and who has the willingness to develop knowledge. Education is always utilized as a medium to gain a goal. It takes role in understanding a problem based on knowledge and theories.

Indonesia is considered failed in education that produces prospective human recourses (from Kasmir, 2011:3 and Nor Aishah and Murni (2006:34). One of the factors is the lack of topic on the spirits of entrepreneurship. They also mentioned that the promising human resources are those with the high spirits of competition, innovation, creation, in order to be able to face the local, regional, and global challenges. To produce the prime human recourses, a creative education is required from a teacher that creates the creative, dynamic and innovative generation since they will be able to develop the creative economic potentials into the creative industry.

Creative teachers are those who are able to motivate learners to develop their individual potentials in the society. They are also able to motivate learners to keep leaning in the context of live long learning. In that case, they motivate the learners to keep learning even after graduating, in the changing society or workplace. In the creative educational process, there are three aspects needed to develop; the hard skill (technical and analytical skills), soft skill (social and interactional skills), and life skill (lively skills). Hard skill refers to the core ability of certain field, which is gained from classroom learning. It is easier to measure since it is standardized in the curricula and used as the basis of program evaluation. Soft skill is usually gained outside classroom. It covers (a) the personal quality, like responsibility, confidence, sociability, self-control, integrity of honesty; and (b) interpersonal skills, like the abilities to participate in an organization, sharing knowledge, servicing customers, leadership, negotiating and working in diversity. Life skill is the ability to face various problems and figure the solution in society. With the complexity of education, it seems that finding solution to educational problems is automatically relevant to providing solutions to the national problems.

2.2 The Spirits of Entrepreneurship

Say (1803) mentioned that the spirits of entrepreneurship are the skills to create job opportunities relevant to the needs of the society. The ability to maximize the chance for entrepreneurship is related to the trait (trait approach) or behavioral (behavior approach) factors (Gatner, 1989, Carland, 1988). As the trait factor, entrepreneurship is related to the traits and personalities of entrepreneurs, while as the behavioral factor, it is related to the active efforts of the entrepreneurs in the developing their businesses. This last factor has influenced the effort to mediate the spirits of entrepreneurship in the formal education, which is later developed into a certain discipline, entrepreneurship. Suryana (2003) said that entrepreneurship is defined as a discipline that introduces a personal values, abilities, and behaviors in facing life challenge and risks in order to gain a better life. The spirits of entrepreneurship are not effectively developed when they are started to introduce only to adults. Therefore, entrepreneurship education is highly required at primary level of education, even though it is not associated directly to business (Suderadjat, 2009). The support of education on the spirits of entrepreneurship is also mentioned in Nor Aishah and Murni (2006:89), stating that it opens to the educational concept with the aims of producing the creative, innovative, and knowledgeable outputs (learners). In addition, from the study conducted by Littunen (2000) and Hansemark (1998), the spirits of entrepreneurship can be developed through education.

Some researches related to the spirits of entrepreneurship in educational contexts discuss various angles. Suhairi (2006 and 2009), for instance, evaluated the entrepreneurship education at vocational schools (SMK) and higher education (college). Taking the settings in Padang, he found that the specific education of entrepreneurship has not yet able to boost motivation of the learners. However, it indicates that the process of entrepreneurship has not yet support the target spirits of entrepreneurship since the course is usually conducted only on knowledge on entrepreneurship and how to manage small and medium businesses. It has not yet covered how to motivate learners into the creative and innovative individuals who dream for upper level entrepreneurs. On the other hand, at the college level, he found that the freshmen are more motivated than the last year students in terms of becoming entrepreneurs. As in Andalas University, the entrepreneurship education and public lectures with successful entrepreneurs have not yet able to motivate the graduates to be entrepreneurs.

Fakharzadeh (2011) conducted a research on the entrepreneurship education at the primary level of education in Iran. The analysis follows the content analysis, covering the aspects of cognitive, affective and psychomotor. The results show that the content of the textbooks of class 1 to 3 contain more attitudes of entrepreneurs, comparing to the higher level. Therefore, he suggested the development of materials containing more spirits of entrepreneurship in order to face the future economic development. One of them is by providing cases showing attitude development. In addition, the guide book for entrepreneurship education is necessarily improved to support a better entrepreneurship education. Similar to the study, Suraiya et al. (2014) conducted a language research in relation to the spirits of entrepreneurship contained in the school textbooks of curriculum 2013 at all level of education in Indonesia. The findings indicate that the textbooks are rich in language expressions supporting the introduction of the spirits of entrepreneurship. The language is already adjusted to the psychological level of the learners. It also suits the cognitive needs of the learners. This shows the efforts of the government to improve the textbooks, particularly the language forms that present the knowledge.

To implement the spirits of entrepreneurship in education, Nor Aishah and Murni (2006:81) have compiled the ideas of Gasse (1985), Meyer (1993) and Zakaria (1995), that the effective approach to form the spirits and to comprehend entrepreneurship process is by presenting the reality of entrepreneurship in the learning process. Therefore, the role of teachers in presenting the concepts by using appropriate language choices is related to their understanding on the spirits of entrepreneurship. Following the idea of Lee and Tsang (2001:599) and of McClelland (1961) and Rotter (1966), the indicators of the spirits of entrepreneurship are

1. Need for Achievement

Need for Achievement refers to the spirits to keep improving the target. It is shown from the ability to be persistent, optimist and commit on the target. In achieving the target, the person will keep trying until it is achieved.

2. Internal locus of control

This concept is related to the abilities to be independent, to decide goal, to control self. The person understands that hard work of self ability and effort is the key to gain a goal. Therefore, advantage and risk are decided by himself.

3. Self reliance

Self-reliance refers to the ability of an individual to rely mainly on himself. It is related to self independence which is performed through the abilities to compete, to be a strong minded and to socialize. The person believes that he could do whatever others could, takes own decision and shares role, as well as involves other parties.

4. Extroversion

The indicators of this spirit are the willingness to see new parties, to initiate communication and to do many activities.

2.3 Speech Acts

Austin (1962) proposed speech acts as the 'action performed through speech'. Searle (1969: 23-24) developed this concept and formulated three acts of communication: (1) locutionary act, what is said; (2) illocutionary act, what is meant by the speaker; and (3) perlocutionary act, the effect resulted by the utterance on the listener. In order to perform a proper, acceptable or successful speech act, the speech should not only grammatically correct but also felicitous. Austin (in Levinson, 1983:229) mentioned three main felicity conditions to perform an utterance 1) the is a procedure or act which is agreed and conducted by the involved participants 2) the act must be conducted correctly and holistic, 3) the participants-speaker and hearer-interacted must will to conduct his aim. In relation to the utterances of teachers, their speech acts containing the spirits of entrepreneurship are analyzed using the felicity condition in order to identify whether the intention of the expressions are comprehended by the learners.

In terms of the forms, there are five possible types of action contained in an utterance (Searle 1976);

1. Representative covers the utterance that tie the speaker to the consequence of what he had said, on its content and truth. It also covers the utterance that states a condition relevant to the reality. It is found in admitting or mentioning, for instance.
2. Directive can be found in the utterance that is used to ask the hearer to perform an action as required by the speaker.
3. Commissive is the speech acts that tie the speaker to a future action mentioned in his utterance, like in promising or threatening.
4. Expressive is related to the feeling and attitude of the speaker which are uttered to the hearer.
5. Declaration is the speech acts that creates or changes a condition, like in legalizing, declaring (a marriage), or canceling.

Meanwhile, in terms of the relation between the form and meaning (intention), speech acts is classified into the direct and indirect speech acts. The direct shows its function in the direct and literal act. The utterance conventionally follows the reality, or its form is similar with the intention. For example, a statement is used to deliver thought, that the form is similar with the intention of the utterance. The indirect is performed indirectly or non conventionally, which is performed impliedly in utterances. For instance, a statement is used as an order, in which the language form is different from the intention of the speaker.

Related to the utterances of the elementary school teachers, the analysis focuses on the linguistic forms and the meanings derived from the interpretation of the speakers (teachers)' intention.

III. METHOD

The study is a qualitative research on 10 elementary school teachers, particularly on their language expressions, their speech acts, describing the spirits of entrepreneurship within the categories of need for achievement and internal locus of control. These two were chosen due to the explicit responses of the learners in the interaction to develop knowledge and in the learning activities. The teachers are the elementary school teachers in Padang and Padang Panjang, West Sumatera, Indonesia. The data derive from the teacher talks during the learning activities, their utterances in interacting with the learners in running school courses. The interactions were observed and video recorded.

The data are analyzed by applying pragmatic approach following three steps: description, interpretation and explanation. In the description stage, the data are analyzed on the forms of the language expressions containing the chosen spirits of entrepreneurship. They are coming from the talks of the teachers. In other words, this step answers the question 'what is said by the speaker'. The data were sorted based on the categories of the spirits of entrepreneurship. In the interpretation step, the relation between the utterances and interaction between the teachers and learners were observed by seeing the utterances as the oral texts. The linguistic signs contained in the utterances are interpreted following speech acts theory. Last, in the explanation step, the rational and representative explanations are elaborated to identify the meaning of the linguistics signs, the utterances of the teachers. Explanation is based on the cognitive, social and cultural contexts.

V. RESULTS AND DISCUSSION

Nor Aishah and Murni (2006:89) emphasized on the roles of teachers in entrepreneurship education as the conceptor, facilitator, learning partner, leader and knowledge provider. Even though they talk in relation to entrepreneurship education, the idea correlates to the general roles of teacher in education. The roles can be seen from and strengthen by the utterances of the teachers in their interaction with the learners. Their successfulness in presenting utterances containing the spirits of entrepreneurship is able to support the effort to gain the highly motivated entrepreneur graduates.

In general, elementary school teachers are more active, explicit and expressive in presenting speech acts. This is adjusted to the psychological background of the learners who are in the initial cognitive development; the concrete, explicit and expressive logic and language stages. In terms of the speech acts, the language is adjusted to the common choices of the direct speech acts, particularly directive. This act type is considered able to direct learners act more than just receive knowledge content. In line with the previous study, (Suraiya et al., 2014), the content of knowledge at the elementary level is presented in the direct activities and direct speech acts. The speech acts are used to communicate the four spirits of entrepreneurship. However, there are two of the spirits which commonly occur the teacher talks, need for achievement and internal locus of control. To see how speech acts communicate them in learning interactions, here are some examples:

1. Need for Achievement

This spirit is commonly presented in the direct speech acts, and in the direct discourse. Here, teacher communicates or explains either the target of the knowledge or the learners' achievement explicitly, like in

(01) Guru : Nah, **sekarang coba anak ibu bikinkan ke dalam bentuk peta konsepnya. Bisa kan? Nah, seperti ini, tapi nanti (topik) berdasarkan (contoh)**

(01) Teacher : Well, **now, try to draw the conceptual map. You can do that, right? Just like this one, but later (topic) is based on (example)**

Here, the teacher explicitly communicates the goal of the topic on the day, the ability to draw the conceptual map by using the direct order (directive speech acts): **coba bikinkan ke dalam peta konsep** (now, try to draw the conceptual map) and **(lakukan) seperti ini...berdasarkan (contoh)** (Just like this one, but later (topic) is based on (example)). Achievement on the target is usually provided by a kind of support to do/act something or to the learners' opinion because compliment and support of the teacher is important to make learner comprehend what is the standardized target of the knowledge or boost their confident that they already do the right target. As presented in the tag question, **Bisa kan?** (You can do that, right?), the indirect strategy to direct learners to do an activity, the teacher makes the learners believe that they are actually able to do the activities and reach the target. Another example of this category of the spirits of entrepreneurship,

(02) Murid : (menguraikan tujuan dari ujian)
Guru : Bagus! Tepuk tangan untuk yang berkomentar...
(semua bertepuk tangan)

(02) Learner : (explains the aims of examination)
Teacher : Good! Give some applause to the one who commented...
(all cheer and applause)

This interaction occurs in a situation when the school prepares the learners to face examination. It can be seen here the teacher's strategy to communicate the concept and meaning of examination to the learners, by asking them the importance of the examination. In the example, the teacher's utterance, particularly the response on the learners' opinion, shows the support to the introduction of the program goal. On each learner's participation or opinion, the teacher always supports and stresses the importance. The expressive compliment **Bagus** (Good) and the directive **Tepuk tangan untuk..** (give some applause to...) show her encouragement to direct the learners' participation, the first is implied and indirect while the second is in direct.

In a different strategy of presenting the spirits of entrepreneurship, teacher may also direct the learners indirectly on the spirits of need for achievement by reminding them, like in,

(03) Guru : **Kapan kita ujian?**
Semua : Satu Juni...
Guru : **Ujian apa itu namanya...?**
Semua : Ujian kenaikan kelas...
Guru : **Ujian kenaikan kelas... semester du...**
Semua : Dua...
Guru : **Dua... Ada, ada lagi yang lain? Ayo...!** (mencari murid lain yang mau menyampaikan pendapatnya)
(semua bertepuk tangan)

(03) Teacher : **When are we going to have the text?**
Learners : One June...
Teacher : **What is the name (of the text)...?**
Learners : Examination for being in the next level ...
Teacher : **Final examination... semester se...**
Learners : Second...
Teacher : **Second... Is there any, any other? Come on...!** (searching for learners who want to express opinion)
(all applause)

This interaction occurs after the discussion on the preparation for final examination based on a learner's opinion. The teacher then reminds the learners indirectly by asking them the type of the test. It indicates the teacher's effort to remind the target that their efforts are going to be

utilized for a specific event, the final examination. Reminding the learners on the target probably helps them prepare themselves.

Enhancement on the spirits of entrepreneurship may also presented more directly, like asking self ability to achieve the target, as in,

(04) Guru : Apakah bisa kamu melakukan atau ndak? Itu yang dikatakan si M, “menguji” katanya. Misalnya, **bisa ndak mencari volume tabung? Bisa ndak mencari sudut?** Ha...itu menguji itu. **Kalau masih belum bisa, itu berarti, kita belum paham dari apa yang dipelajari, dari tema 6 sampai tema 9.** Karna pada tiap-tiap tema, itu ada matematikanya. Ya. Ada lagi?

(04) Teacher : Are you able to do that, or not? That’s what M said, “testing” he said. For example, are you able to calculate the cylinder’s volume? Calculate the size of a angle? Ha...that’s testing. If you are not able to, it means we do not understand what we have learnt, from theme 6 to 9. Because in each theme, there is a math. Yes. Is there any else?

Here, the teacher communicates the achievement’s standards in class, for theme 6 to 9, which seem burdening. She explicitly stresses by uttering **bisa (ndak)** (are you, aren’t you), even thought the strong utterances, the description of some standards, have been weaken into the question form. Therefore, her effort may help the learners to enjoy the study since the targets are correlated to the achievement of being able to complete and do something, not to the final decision of not being able to miss certain part in the learning.

Other than targeting on personal achievement, need for achievement may be also correlated to tem work in gaining communal target. In the following example,

(05) Guru : **Kalau membuat kertas ada seninya, sebagian mencetak, sebagian menggunting**

(05) Teacher : There is a certain art in cutting papers, some of you print, come other cut the paper

the teacher supports team work by guiding the learners into taking part in different responsibilities. She makes them realizes that working in a team is sometimes needed in achieving a target, particularly when the target forces them to involve in a team, to work together and share roles. Like in the example, the teacher states the target that the learners should produce an artistic art, which contains an art in committing the action, by taking different roles in order to share responsibilities. The statement **Kalau membuat kertas ada seninya**, states the target, while the rest directives ask the learners to do particular action, to print and cut.

2. Internal Locus of Control

The self-control coming from the self-existence of an individual is commonly presented in the indirect speech acts due to the teachers’ efforts to guide the learners to extrovert their personal potentials. The teachers usually do this kind of spirit by giving certain encouragement, stating that every individual has certain value to dig form inside himself. Therefore, the learners are guided to have the control coming from themselves.

(06) (semua bertepuk tangan)
Guru : Ya... Ayo, siapa lagi? Satu baru. Banyak lagi tujuannya. **Jangan malu, ndak usah malu.** Ayo, siapa lagi? Ha...

(menunjuk salah seorang murid yang mengacungkan jari)
Murid : (menguraikan pendapat)

(06) (all applause)

Teacher : Ya... come on, is there any other? We have only one. There a lot more aims (of examination). **Don't be shy, no need to be shy.** Come on, is there any other? Ha... (points one learner who raises hand)

Learner : (express opinion)

In this case, the teachers support more on the learners to dig the benefits of a program, like the function of an examination, by explaining its importance. With the explicit explanation, the learners are able to comprehend their roles that they may learn to be the decision makers of certain actions. The teacher also supports the learners to take risks of personal opinion by saying **Jangan malu, ndak usah malu** (Don't be shy, no need to be shy). This directive utterance asks the learners to express their opinion and be brave on the risk of making mistake. Another example,

(07) Guru : **Kelihatannya kamu tidak kuat lagi jadi harimau, kamu mau jadi apa nak?**

(07) Teacher: It seems that you are not able to be the tiger anymore, **what would you like to be, son?**

This interaction occurs in a game in which the learners play in various roles. By the question form **kamu mau jadi apa nak?**, the teacher directs the learner to choose a role indirectly and play according to the role chosen. However, before letting the learner to choose the role, the guides the learner with the statement **Kelihatannya kamu tidak kuat lagi jadi harimau** which is the indirect speech act to stop the person from playing as the tiger. Showing the control of what a person is not able to do and what he is possibly able to do does not only make the learners alternatives but more taking control in choosing the alternatives. The similar situation is also found in the following interaction,

(08) Guru : **Ayo cari gelas ke luar, ya nak**

(08) Teacher: **Come on, go find a glass outside, son**

This interaction takes place in a class when the learners are practicing making handmade crafts. At a time, the learners were previously asked to cut color papers by using certain template. In the process, the teacher guides them to find the faster way to copy the template, by using a side of glass. This idea coming from a learner has let the group to take control to conduct the alternative they found. Then, the teacher supports the group to freely pick up a glass outside the classroom in order to prove their idea. Here, even though the utterance is directive in form of asking to pick up a glass, but it is related to the implied form of **You may cut the paper following your invented idea**, which allows the learners in the hidden statement.

VI. CONCLUSION

For the elementary school teachers, the spirits of entrepreneurship are more comprehended as teaching the basic concept of character building, like independence and discipline, which are regarded as the important spirits, the capitals for the learners in the coming future. This is due to the indirect association of elementary school program to entrepreneurship since it is not programmed as a specific course. However, the teachers commonly express the spirits of entrepreneurship in the explicit and direct choices of language expressions considering the psychological development of the learners. The younger the learners, the more direct the

utterances since they are aimed to make the learners involve in the active interactions. Then, with the more demand of knowledge content, the upper level learners are common to the more indirect forms of speech acts which seem to prepare them to be more initiative and creative in taking self-role. Therefore, to adjust knowledge content and values with the learners' development, teachers need communication skill, including linguistic competence, in order to present materials in the communicative teacher talks. Teachers' understanding on the concept of the spirits of entrepreneurship makes learning interaction more fruitful that the ability to use various language choices to present them is considered necessary.

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THE VIOLENCE OF COOPERATIVE PRINCIPLE IN AUTISTIC CHILDREN'S INTERACTION: A Case Study

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ABSTRACT

This study is aimed at describing the use of language by autistic children related to cooperative principle in communication. The objective of the writing is to identify the violence of the maxim of cooperative principle by an autistic children. The data are utterances of an autistic children while having interaction--named Vinsen. The data are collected by observational method with note-taking, recording, and interview technique. The analysis is done by pragmatic and referential identity method, in line with the concept purposed by Grice (1976). The result of analysis is descriptively done. Having analyzed the data, it is found that there are three maxims violated by Vinsen, that autistic children. They are (1) qualitative; (2) quantitative; and (3) relevance.

Keywords: *perlocutionary act, cooperative principle, maxim*

I. INTRODUCTION

Language is keysin human interaction. Human uses language to communicate each other in order to be able in giving information, share ideas, and also express their feeling. According to Oktavianus (2006), without language, human find difficulty in conducting social activities. It's happened because language give a big influence and a great power in communication. So, it makes differences between human and another creatures (Bloomfield, 1995)

Language as social activity will be realized if human are involved in it. In speaking, the speaker and listener realize that there are rules that govern their actions, how to use the language, and interpretation of acts and speech of the opponent speaker. According to Allan in Putu (1996), speech act is responsible for the acts and irregularities against the rules of the language in the lingual interaction. Based on Allan's statement illustrates that the violation toward the rules of language is common happened, either the sentence structure or the principle.

The Violations of the sentence structure is of course could be addressed by syntax. It's different with the violation of the principle. Violation of this principle is to do with the meaning externally and speech situation. So, Pragmatic study is suitable to handle this problem.

One manifestation of violation utterances against the principle in pragmatics study is cooperative principles. Grice argued that human's utterances as members of society guided by a basic principle, namely cooperative principle. According to Yule (1996), cooperative principle is the involvement of participants in forming a complete conversation with the elements it needs, both in the form of speech language and language support.

The principle of cooperation that exists in this communication are manifesting four maxim, namely (1) quantitative maxim, provide appropriate information requested; (2) qualitative maxim, stating based on the right thinking or provide the truth evidence (3) relevance maxim, to contribute relevant information; and (4) Manner maxim, avoid obscurity disclosure, to avoid ambiguity, revealed briefly, expressing uniformly (Gunarwan 2004: 11 and Thomas 1995: 63-64).

The object of research is an autistic children. In communicating, autistic children have difficulty in responding and often repeating what was the opponent speaker's said. According Johnson (2011), defines autism as a disorder affecting cognition and language development that

makes autistic people have problems in producing words and sentences for communication, both verbal and non-verbal. The aims of this analysis to identify violations of the maxim of cooperation in the speech of autistic children.

This research was conducted at Yayasan Mitra Kasih Karunia (YMKK) in West Sumatra. Data is all the utterances produced by an autistic children. The method of collecting data is with *Simak Libat Cakap* with note taking and record technique. In addition, it is also used noted and recorded techniques. The data are analyzed by referential and pragmatic identity method. The result of analysis is descriptively and narratively done. Data analysis was performed using a unified referential, pragmatic, and translational linked to the concept of the principle of cooperation by Grice (1976) the results of analysis presented descriptively-narrative.

II. THEORETICAL FRAMEWORK

A. Cooperative principle

The cooperative principle in a conversation that was pioneered by Grice. In implicature theory, Grice suggests two sub-theories, namely the meaning of communication and involves the use of language. The principle of cooperation is a sub theory about the use of language. Sub theories about the use of language was intended as an attempt to guide the speaker to be able conducting a conversation cooperatively (Leech, 1993).

The cooperative principle set up what should be done by the participants of the conversation (the speaker and listener), so that it sounded coherent conversation. Speakers who do not contribute to the coherence conversation, its means that they are not following cooperative principle.

Cooperative principles reads: "Make your conversational contribution such as is required, at the stage which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (Jaszczolt, 2001). The point is Make your conversation contribution as desired at the time of speaking, based on agreed goals or the direction of the conversation that was to follow.

In Dewa Putu Wijana (1996) and Austin Grice put forward the opinion that in order to implement the principles of the cooperation, each speaker must adhere to the four maxims of conversation, they are quantitative maxim, the qualitative maxim, the relevance maxim, and the implementation of the maxim

1. Quantitative maxim

- a. Make your contribution informatively that is appropriate information requested
- b. Do not give your contribution in excess of what is required.

Quantitative maxim in speech act regard the amount of contribution to create coherence conversation. This Maxim direct the speaker to give adequate contribution from their conversation. For example in this speech below:

(1) My sister has been married.

Kakaksayatelahbersuami.

(2) My sister that is women who had been married

Kakaksaya yang perempuantelahbersuami.

The first speech would have been speakers in a reasonable conversation rather than the second speech. It happened because a reasonable conversation only requires a contribution as well as on speech (1). Speech (2) give contribution in excessively into a reasonable conversation, this contribution is violence quantitative maxim in cooperative principle

Sub maxims (a) and (b) intended to the speaker in giving contributions should be appropriate as requested. If the conversation required little bit contributions, thus speakers also give a few contributes in it, and vice versa. B utterances in data (3) below are more cooperative than B utterances in data (4).

(3) A: Siapanamamu? (What is your name?)

B: Zulaika. (Zulaika)

A: Dari manaasalmu? (where are you from?)

- B: Dari Padang. (from Padang)
A: Sudahbekerja? (have you got the job)
B: Sudah (yes)
(4) A: Siapanamamu? (what is your name?)
B: NamasayaZulaika. Sayaberasaldari Padang, kota yang terkenal dengan rendangnya yang lezat. Sayabekerjasebagai guru di Taman Kanak-Kanak Amanah. Sayasukadengan anak-anak karena mereka lucu. (My name is zulaika. I'm from Padang where the city is very famous with delicious Rendang. I am a teacher at Amanah kindergartens. I love children, because they are very cute).

B utterances in data (3) more cooperative rather than utterances B in data (4). It happened because of data (3) give contribution with adequate quantities in communication. Meanwhile, utterances B in (4) does not deviate from cooperative principle because it contributes to excessive and unnecessary by A.

2. Qualitative maxim

- a. Do not say something that you believe it's wrong.
- b. Do not say anything that you do not have proof.

Qualitative maxim contains advice to contribute the right statement with specific evidence. Both sub-maxim requires speaker to say something truth and supported by sufficient evidence.

Speech in data (5) are cooperative or deal with qualitative maxim, while the utterances in data (6) is not cooperative or deviate from quality maxim.

(5) Universitas Negeri Padang (UNP) terletak di Jalan Hamka, Air Tawar Barat Padang.

(6) UNP adalah singkatan dari Universitas Negeri Padjajaran

Speech in data (5) is correct, because speakers contribute the fact condition and have adequate evidence. Sufficient evidence that such as the speaker is the students at Padang State University. While the utterances in data (6) deviates from qualitative maxim because their speech are not true. UNP stands Padang State University. While State University of Padjajaran stand UNPAD.

3. Relevance maxim

Relevance maxim suggest speakers to say anything relevant. This maxim ask the speaker to contribute relevant issue being discussed. For example, B utterances in data (7) is an utterance that follow relevance maxim.

- (7) A: Aduh, perut kusakit lagi. (ow, I get stomach)
B: Cepat minum obatnya. (Let's drink the medicine)

Speaker B response is relevant to the issues facing to the speaker A. speech that delivered by A is complained that he get stomach. So, the response from speaker B expressing appropriate or related to the subject matter expressed by A. Deviations maxim relationship occur if utterances B in (7) was changed to (8)

- (8) A: Aduh, perut kusakit lagi. (owh, I get stomach)
B: Akusukalagu D'Masiv. (I like D'masiv Song)

In data (8), B utterances is not relevance with the issue facing to speaker A. the illness and the favorite song are not related each other.

4. Implementation maxim

- a. Avoid unclear expression
- b. Avoid confusion

- c. brief
- d. regular

Implementation maxim requires speakers to speak directly, do not run away, don't ambiguous, moderation and cascading. Speak clearly means speakers seeking clear speech, can be heard and understood clearly. Speech in data (9) is require sub-maxim above.

(9) Bersihkankamarmu! (Clean your bedroom!)

The normally participants can catch the speech (9) clearly. Meanwhile, Speech in data (10) contains ambiguities that deviate from the maxim)

(10) Apaarti kata seri? (What does the word series means?)

Confusion of speech (10) was due to the vagueness said series. In the Indonesian language, there are two meaning of the word series. The first means "the same" and the second means refer to the first growing of teeth. In this maxim, the speaker suggested to speak briefly.

It is clear that these rules are important and have relationship each other. Based on Grice's theory in cooperative principle can help us understand human activities in their interaction.Cooperative principle needed to be able to use in any language efficiently and effectively that is very useful to regulate the relationship between the speaker and listener. However, the violations of cooperative principle is also occur in a real human interaction.

III. ANALYSIS

The situation in analysis data is the researcher and the informant are in the classroom. The participant's name is Vinsen, he is 14 years old. He is an autistic student at YMKK School. After finishing his study, the researcher sat in front of his table and made conversation with him by asking some questions. The following analysis are the violence of cooperative principle from the autistic's utterances:

1) The violence of qualitative maxim

NO	Researcher's questions	Informant's response	Data analysis
1.	Vinsenlahirtahunberapa? (Vinsen, when was you born?)	Tahun ... delapan November (year ... eight November)	The informant's answering is not cooperate with the researcher requested. The answer is not correct with the data description that the researcher found. In informant's identity, he was born on November eighteen. So, the utterances deviate from the adequate evidence.
2.	Di mana Inez sekarang Vinsen? (where is Inez, Vinsen?)	Inez djaya (Inez djaya)	The informant's response is not cooperate with the researcher's question. He should answer the question by saying the location or places.
3.	Pintar, papa Vinsen punya motor di rumah? (Smart, have your farther	Motor	An autistic children's repeat the question that is given by researcher.so, the utterances is deviate quantitative maxim in

	got motor cycle at home?)	(motocycle)	this conversation, an autistic children just say, yes, he has, or not.
4.	Jangan keras-keras menulisnya Vinsen!	*narasumber menghapus tulisannya sambil bertutur, "salah".	The informant's utterance and the action is not cooperate with the instruction that the researcher's given. So, there is no correlation between the instruction and the action

2) The violence of quantitative maxim

NO	Researcher's questions	Informant's response	Data analysis
5.	Siapa yang memakai baju merah itu Vinsen?	Baju merah Alvin	The informant's response is exceed from the question that the researcher gave. Based on quantitative maxim, the informant just answer the name of the person. Because the informant deviate cooperative principle, so, unclear utterances that given make the researcher difficult to understand the informant's intended.
6.	Kapan kamu mandi?	Setiap sore	The answer that given by the informant exceed of the researcher's expectation. Supposedly, to create a cooperative conversation, the informant give contributes informatively as required. The informants just say the time of his activities.
7.	Vinsen punya mobil di rumah?	Mobil warna putih avanza	The informant's response is exceed from the question that the researcher gave. From his utterance, he give unclear information, then the additional explanation from the informant is not in a correct word order. The speaker try to direct the conversation with answering yes, or not.
8.	Apa rasa gula Vinsen?	Sangat manis	The informant's response is exceed from the question that the researcher gave. From his utterance, additional explanation "very sweet" is not cooperate with this maxim. Because the additional word "very" deviate contributes that the speaker requested. The informant just say "sweet" in expressing the taste of sugar. Because everyone knows the

			taste of sugar is sweet.
9.	Apa rasa garam Vinsen?	Sangat asin	The informant's response is exceed from the question that the researcher gave. From his utterance, additional explanation "very salty" is not cooperate with this maxim. Because the additional word "very" deviate contributes that the speaker requested. The informant just say "salty" in expressing the taste of salt. Because everyone knows the taste of salt is salty.
10.	Apa rasa kopi Vinsen?	Sangat pahit	The informant's response is exceed from the question that the researcher gave. From his utterance, additional explanation "very bitter" is not cooperate with this maxim. Because the additional word "very" deviate contributes that the speaker requested. The informant just say "bitter" in expressing the taste of coffee.
11.	Iya, di mana tinggal ibu Ria, Vinsen?	<ul style="list-style-type: none"> - Tinggal ibu Ria di Indarung - Warna kesukaan ibu Ria merah - Makanan kesukaan ibu Ria nasi goreng 	The informant's response is exceed from the question that the researcher gave. In this situation, the researcher just ask a question "where does Ms. Ria live? But, the informant also give additional description about Ms. Ria. In this maxim, the informant should give explanation about the location or addresses of Ms. Ria.
12.	Iya, bagus, Siapa nama kakak ibu Ria, Vinsen?	<ul style="list-style-type: none"> - Nama kakak ibu Ria, Dodi - Teman dekat ibu Ria, Andre - Ibu Ria bekerja di YMKK 	The informant's response is exceed from the question that the researcher gave. In this situation, the researcher just ask a question "who is Ria's brother names? But, the informant also give additional description about Ms. Ria. In this maxim, the informant should give a clear answer by saying the name "dodi".
13.	Iya, papa Vinsen punya motor di rumah?	Papa motor vario di rumah	The informant's response is exceed from the question that the researcher gave. From his utterance, he give unclear information, then the additional explanation from the informant is not in a correct word order. The speaker's intended, the informant just give the information by using yes or no answer.
14.	Apa gunanya telinga	- Untuk	The informant's response is exceed

Vinsen?	<p>mendengar</p> <ul style="list-style-type: none"> - Mata untuk melihat - Hidung untuk mencium bau 	<p>from the question that the researcher gave. In this situation, the researcher just ask a function of Ear. But, the informant also give additional explanation about the function of eyes and nose. So, the additional utterances deviate cooperative principle because it contributes excessive and unnecessary information.</p>
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3) The violence of relevance maxim

NO	Researcher's questions	Informant's response	Data analysis
15.	Tahun berapa?	Tahun	The informant's utterances is not relevance with the question that is given by researcher. He just repeat the researcher's question. So, in this situation the utterances is not relevance with the issue facing to the question. The information should give information about the year of his born such as "1999".
16.	Ibu siapa itu Vinsen?	Ibu siapa?	The informant's utterances is not relevance with the question that is given by researcher. He just repeat the researcher's question. So, in this situation the utterances is not relevance with the issue facing to the question. The information should give information about the name of person such as "Ms. Ratih".
17.	Iya, kenapa tangan Vinsen Merah-merah?	Tangan merah	The informant's utterances is not relevance with the question that is given by researcher. He just repeat the researcher's question. So, in this situation the utterances is not relevance with the issue facing to the question. The information should give information about the reason from his hand's problem. He just say "bitten by mosquitoes". This utterance is clear and relevance with the issue being discussed.
18.	Vinsen, ibu Ratih pakai baju apa?	Baju apa?	The informant's utterances is not relevance with the question that is given by researcher. He just repeat the researcher's question. So, in this situation the utterances is not relevance with the issue facing to the question. The information should give information about kind of the clothes such as T-Shirt, dress, or blouse.
19.	Vinsen suka pakai baju batik?	Orange batik suka	The informant's utterances is not relevance with the question that is given by researcher. Based on the question, the

			informant's just say yes or no answer. But, the informant explain his favorite color of batik in this conversation. It means that it is totally irrelevance contribution from speaker's intended.
20.	Ini buku apa Vinsen?	Ini apa?	The informant's utterances is not relevance with the question that is given by researcher. He just repeat the researcher's question. So, in this situation the utterances is not relevance with the issue facing to the question. The information should give information about the name of the book such as "mathematic book".
21.	Vinsen, di mana kamu sekolah?	Ke sekolah	The informant's utterances is not relevance with the question that is given by researcher. He just repeat the researcher's question. So, in this situation the utterances is not relevance with the issue facing to the question. The information should give information about the name of his school such as "YMKK".

IV. CONCLUSION

Language can't separate in human life. By using their speech to give response to the opponent speaker, sometime the response is not cooperate with the speaker's intended. The opponent' speaker deviate the rule of cooperative principle. Based on data analysis above, there are three violence of cooperative maxim. They are qualitative maxim that requires each participant conversation telling the truth. The participant provide contributions of conversation based on sufficient evidence. 2) Quantitative Maxim give contribution informatively that is appropriate information requested. 3) Maxim relevance requires each participant to contribute relevant issues being discussed. Based on the data analysis, there are 21 data obtained the violence of cooperative principle. The violence consist of 4 qualitative maxim, 10 violence of quantitative maxim, and 7 violence of relevance maxim.

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THE DISCOURSE SMS SCAMS IN INDONESIA: AN ANALYSIS OF PRAGMATICS

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Abstract

This research is an attempt to observe the form and the function of SMS scams which analyzed by using three elements of speech act theory (Austin, 1962) namely locution act, illocution act and perlocution act. Further, theory of speech act proposed by Wijana (1996) namely direct, indirect, literal and non literal act also used in this research. This research used qualitative-descriptive method along with pragmatic analysis approach. The result showed that SMS scams mostly expressed in indirect nonliteral types. Moreover, most speakers used representatives to represent a statement but actually the function of speech act intended by the SMS sender (O1) is a directive in order to command or request the SMS receiver (O2) to do an action.

Keywords: pragmatics, speech act, SMS scams.

I. INTRODUCTION

Language is the most important tool of communication that used by humans in conveying the message and intention. People use certain media to communicate with others. One form of communication media is mobile phones or hand phone. At this time mobile phones have become a primary need for the world community, including Indonesia, with a reason to facilitate communication between people. Users can also take advantage from one of the facilities provided by the mobile phones, namely short message service and it is often known as SMS (short message service). However, as a media of communication, the use of mobile phones has advantages and disadvantages. With mobile phones, one can facilitate communication with others in some activities such as work, business, politic, family, love, and culture. But, on the contrary, the use of mobile phones in almost every individual leads many cases of fraud which often happens these days by utilising mobile phones facilities which is SMS.

Based on the background, this study aims to describe the forms of discourse SMS scams and analyze the function of the discourse as seen from the speech act that exists in SMS scams. Hopefully, through this research can be identified how to characterize the range of SMS scams so that everyone could be more alert and careful when getting SMS in the form like this.

The discourse is the highest and biggest grammatical unit in linguistic hierarchy. Discourse can be realized in the form of words, sentences, paragraphs, or whole bouquets (books), which brings the full mandate (Kridalaksana, 2001:231). Austin (1962:101) mentions that saying something will often, or even normally, produce certain consequential effects upon the feelings, thoughts, or actions of the audience, or the speaker, or of other persons. For example, when the speaker uses the verb 'promise' in *I promise I will take good care of her*, the speaker is not just merely uttered a speech but also promised to take an action. The actions taken by Austin called speech acts and it can be analyzed through three different levels, namely locutionary act, illocutionary act, and perlocutionary act. A locutionary act as the act of that used to express something whereas illocutionary act is part of speech act which has function is not only to state something but also to do something. The last one is perlocutionary acts. It is the act of affecting someone (Wijana, 2009: 212). Beside that, Yule (1996:53) classifies five types of general functions performed by speech acts which are declarations, representatives, expressives, directives and commissives.

According to Parker in Wijana (2009: 126), delivering purpose in communicating according to theory of speech act can be divided at least into four types, those are direct speech act, indirect speech act, literal speech act, and non-literal speech act.

The sentence is divided into declarative sentences, interrogative sentences and imperative sentences. Conventionally declarative sentences are used to give the news or something (information), interrogative sentences are used to ask something, and imperative sentences are used to declare, invitation, request, or petition. This phenomenon called as direct speech act. But if imperative sentence is uttered with declarative sentences or interrogative sentences, the speech act is formed as indirect speech acts. Literal speech act is a speech act which has the same meaning with the words contained in that sentence, while the non-literal speech act is speech act which has different meaning or opposite to the meaning of the words from that sentence. Furthermore, Wijana (1996: 33) stated that the direct and indirect speech acts can be integrated with literal and nonliteral speech acts as the following categorization: 1.) direct literal speech acts, 2.) indirect literal speech acts, 3.) direct non literal speech acts, and 4.) indirect nonliteral speech acts.

The data used in this research is written data with actual observations taken from some informants that directly get SMS scams. In analyzing the data, the researcher rewrites the complete abbreviated words so that its meaning can be understood well. This is because SMS is limited to 160 characters so that shortening or abbreviation commonly happens in the language of SMS.

This research uses a descriptive qualitative method. This research relates to the use of language in the discourse SMS scams in Indonesia. In this case the pragmatic approach used to assess the purpose and function of speech in SMS. Pragmatic approach is to assess the intentions of speakers either explicitly or implicitly behind the speech that he used. SMS discourse analyzed through speech acts using two categories of speech acts. First of speech acts according to Austin ie, locutionary act, illocutionary act and perlocutionary act. The second is the classification of speech acts according to Wijana; direct-indirect and literal-not literal speech acts.

II. DISCUSSION

This discussion will be analyzed in the communication between the sender of SMS scams (O1) and the receiver of SMS (O2) as one of language events that formed by various speech acts.

Datum 1:

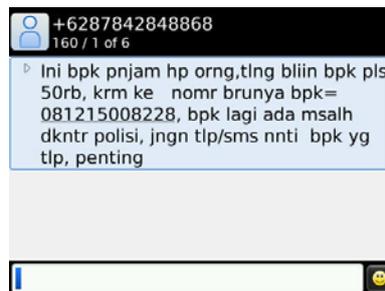


The sentence above contains three meanings at once, that are locutionary, illocutionary and perlocutionary. Locutionary meaning in the sentence is the SMS sender (O1) expressed his agreement of land and house for sale. The sentence also has the illocutionary meaning that serves to trick people who really are selling the land or house and they expect someone to buy the land or house. As for the expected perlocutionary effect is SMS receiver (O2) that is actually being sells the land or house would contact the SMS sender (O1) to discuss this further.

SMS above has a form of speech that uses formal language. This can be seen from the standard words like *mohon, saya, terimakasih, mengenai*. Those words showed formality in sending the SMS. From the speech event above, we found the tone of a serious conversation about the land and house that have been approved so that the sender of the SMS (O1) looks really want to buy and pay for the house.

The sentence used by SMS sender (O1) is indirect nonliteral speech acts caused the words that he arranges is not same as what he meant because the sender of the SMS (O1) do not actually intend to ask the price the land and house. SMS sender (O1) uses indirect speech i.e. declarative sentences in terms of decided to buy a house and the land of others, while the real intention is to get the SMS receiver (O2) in order to reach him.

Datum 2:



In the datum 2, the SMS delivered by the sender of the SMS (O1) to the SMS receiver (O2) contains three meanings; locutionary, illocutionary and perlocutionary. Locutionary meaning on the SMS is the sender (O1) stated that another person who has a close relationship with the SMS receiver (O2) as his father was arrested by the police. In addition, the SMS sender (O1) asks SMS receiver (O2) to immediately send a pulse on the number given. Illocutionary meaning contained in the sentence is the sender of the SMS (O1) want to deceive others i.e. SMS receiver (O2) by way of pretending to be someone nearby like family. Therefore, the effect of perlocutionary contained in that sentence is the receiver of the SMS (O2) will be affected to immediately send a pulse to the corresponding number because he did not want bad things happen to his family as a problem with the police and soon.

SMS above uses informal language as spoken language in everyday communication. The words used in the sentence are informal form such as *beliin, lagiada, jangan, nanti*. The SMS used representative and directive speech act that inform someone if a person is arrested by the police and ask to give him a pulse.

This speech act is direct non literal because SMS sender (O1) directly using the imperative sentence for the request the SMS receiver (O2) to give him a pulse but the SMS sender (O1) is not completely arrested by the police and he do not really need a pulse at the time so it makes the sentence becomes non-literal.

Datum 3:



SMS above can be classified based on the meaning contained in the speech acts, namely locutionary, illocutionary and perlocutionary. Locutionary meaning of the SMS is a statement that the SMS receiver (O2) won the prize of a car from cellular operators. While the illocutionary meaning contained in the presence of such information is the sender of SMS (O1) could deceive others who receive the SMS to believe the truth of the news. This causes the effect of perlocutionary is the receiver of the SMS (O2) would do something like call SMS sender (O1) or seek information from the website address provided.

Speech acts presented in indirect nonliteral way. On the SMS, the SMS sender (O1) is not meant to tell that the SMS receiver (O2) won a car, otherwise he intends to let the SMS receiver (O2) contacted him to ask more information about the prize. In this case, the sender of the SMS (O1) does not use imperative sentence that commonly used to order, but rather using a representative sentence that gives information, so the sentence in the SMS above belong to type of indirect speech acts.

Datum 4:



The SMS can be analyzed into three kinds of speech acts, which are locutionary, illocutionary and perlocutionary. Locutionary act seen on the SMS is the information that offers transparent glasses. But illocutionary act contained is not only to provide information but also to invite the SMS receiver (O2) to buy the rare glasses. This is seen in the language used by the sender of the SMS (O1) like *jual*, *fungsi* and *untuk*. The perlocution effect is the person who receives the SMS (O2) affected and wants to buy glasses offered so that the receiver of the SMS (O2) will contact the sender of the SMS (O1) to inquire the goods, prices and so on.

The speech acts above delivered in indirect nonliteral way. At this SMS, the SMS sender (O1) intends to let the SMS receiver (O2) is attracted by the offer and then the SMS receiver (O2) would contact him for more information. But actually the SMS sender (O1) is not someone who really sells the transparent glasses. The utterance used is indirectly since the language used by SMS sender (O1) is representative sentence that serves to provide information while what he actually means is asking the SMS receiver (O2) to contact him.

Datum 5:



The same as the previous SMS, the SMS above can be analyzed with three different types of speech acts; locutionary, illocutionary and perlocutionary. Locutionary act on the data above is to give information about the lottery numbers that will bring a good fortune to the SMS receiver (O2). The illocutionary act of the SMS is to let SMS receiver (O2) that needs lottery numbers want to trust the accuracy of information provided. So the perlocutionary act of SMS contained is the receiver of the SMS (O2) will contact the sender of the SMS (O1) to ask things related to the lottery numbers that will bring luck to his live.

This speech acts presented in indirect nonliteral way. The SMS is not literal because the words that arranged by SMS sender (O1) is not the same as what he meant. The SMS sender (O1) does not really mean to offer something but he uses toggle shaman mode to make SMS receiver (O2) want to contact him related to the offers. Indirect speech acts was used because the sender of the SMS (O1) uses a representative sentence to inform an offer while his real intention is to give command.

Datum 6:



The SMS above could be classified based on the meanings contained in the speech acts, namely locutionary, illocutionary and perlocutionary. Locutionary meaning of the SMS is the statement that provides information to collect fund for victims of natural disasters. Besides providing information, illocutionary implies is to invite the SMS receiver (O2) to give a help to victims of natural disasters through accounts that have been mentioned. This leads to the perlocutionary meaning contained is the SMS receiver (O2) want to send their help to victims of natural disasters as a kind of social solidarity.

This speech act is direct non literal because the SMS sender (O1) intended the theSMS receiver (O2) immediately send the money into his personal account, but it in the name of an institution or one of the programs on television that concerned with natural disasters. Directive speech act is directly used as a form of imperative sentence that characterized by a basic verb *salurkan* at the beginning of the sentence that implied the meaning to ask or command.

III. CONCLUSION

In line with the research question and discussion that have been presented in the previous chapter, it can be retrieved some of the summary. There are three main things that need to be delivered in this summary:

1. The most strategy used in the discourse SMS scams is indirect nonliteral speech act.
2. Most of the locutinaryacts of SMS scams inform a news/ event and the SMS containing the same illocutionary acts which is the SMS sender (O1) want to deceive or trick the SMS receiver (O2) through text messages sent.
3. The function of speech acts that actually intended by the sender of the SMS (O1) is a function of the directive. The SMS sender (O1) asks the SMS receiver (O2) to reach him related to something that he offers or inform. Then, over the phone, the perpetrator can fool or deceive another person who received the SMS.

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THE LANGUAGE USE OF PROVINCIAL LEGISLATIVE CANDIDATE CAMPAIGN IN YOGYAKARTA

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ABSTRACT

*The research analyzed the language used by provincial legislative candidates in their 2014 campaign in Yogyakarta. The research focused on: (1) describing elements in legislative candidate campaign advertising; (2) describing diction used on banner, poster, and billboard; (3) describing speech-act function contained in the legislative candidate campaign. The research data are words and sentences on political campaign poster, banner and billboard in Yogyakarta in 2014. Words and sentences on legislative campaign poster, banner, and billboard are photographed, classified, and analyzed. Diction and speech are analyzed by using pragmatics theory. The research result reveals some conclusions: 1) The main elements are speeches characterized as persuasive, candidate photos, political party symbols; meanwhile the supporting elements are color of political party; 2) diction used by candidates shows local identity and contains local wisdom, for example Javanese words *ayom ayem* 'peaceful'. The speech used contains illocution and perlocution forces that are aimed to persuade voters to support the legislative candidate.*

Keywords: speech-act, language use, legislative candidate campaign

I. INTRODUCTION

Recently Indonesia held democracy party in 2014. The election had an important meaning for the people of Indonesia because this election would determine president and vice president and also legislative representative in provincial area. On 9th of April, 2014 every provincial area conducted legislative representative election. Before the election every candidate had a chance to carry out political campaign. In the political campaign every candidate tried to introduce himself or herself and to approach his candidate voter as soon as possible. Advertising then became one of main options for the candidate to introduce himself for political interest and it was usually called political advertising. Generally, advertising is meant as a system of signs which is organized to reflect attitude, belief, and certain values. Every message in advertising has two levels of meaning, namely explicitly and implicitly stated meaning (Wells, et. Al., 2006: 1). Meanwhile, political advertising is image advertising, which is intended to maintain an official's reputation in the government or to create a good reputation for someone who expects to be an official; to give information to audience on politician qualification, experience, background, and personality; and to improve candidate prospect in election or to promote certain programme and policy (Nimmo, 1999:135). Furthermore, Beard (2000: 22-24) highlights the strong influence of outdoor medium on attitude and mindset of voters because of three reasons. The first, banner, billboard, and poster can strengthen the choice of voter. Secondly. Banner, billboard and poster can influence the result of election until 11 percent as it had been done by British political party, The Valley Party. The third, banner, billboard, and poster are useful to develop psychological nuance. Therefore, elements in billboard, poster, and banner are chosen carefully in order to influence voter to choose the politician who make them.

Components of campaign poster have semiotic signs. Van Zoes affirms that semiotics is a science of sign and all related with it such as how it functions, its relation to other words, its sender, and its receiver. Dyer mentions semiotic dimensions covering object, context, and text or dialogue as explanation of object and context, as shown in the following diagram (Piliang, 2007:263).

	Object	Context	Text
Entity	Visual/ Writing	Visual/Writing	Writing
Function	Sign element that represents adverted object or product	Sign element that gives (or given) context and meaning on adverted object	Linguistic sign that functions to confirm and to anchor meaning
Element	Signifier/Signified	Signifier/Signified	Signified
Sign	Semiotic sign	Semiotic Sign	Linguistic Sign

Table 1.1 Dimensions of Semiotic Sign Proposed by Dyer, Vestergaard, and Williamson

On political campaign, object dimension functions as sign element that represents object or something on the poster such as picture, colour, and illustration. Context functions as sign element that gives and given context and meaning on object of poster. Text or sentence that is used on poster is a sign that functions to affirm and to anchor meaning.

Some chosen texts or sentences contain local wisdom that describe background of candidate legislative voter, such as *'Diparingi Sehat Kudu Manfaat'* (blessed by health should gives goodness) portrays Javanese philosophy that health is bless to give good deeds to others. Quaritch Wales in Poespowardojo states that local wisdom is *the sum of cultural characteristics which the vast majority of people have in common as a result of their experiences in early life.*" The meaning of wisdom refers to two matter that are character or attitude (emotion) and intellect (cognition). Wisdom can be a medium to learn for each individual to be smart, clever, and wise.

From pragmatic aspect, sentences on the poster can be categorized as speech act. Speech act theory views that word or sentence is not merely as word and sentence because it carries action to be performed or as Austin called it as how to do thing with word. Based on its type speech act is divided into three speech acts: locutionary, illocutionary, and perlocutionary act. Locutionary act is the act of saying something; it means saying has appropriate condition. Illocutionary act is informed with a certain tone, attitude, feeling motivate, or intention. Perlocutionary act is effect which produced by saying something (Austin in Wijana, 1996:17-22). Language use in the campaign poster and billboard is part of language politics. Political language is meant as political communication that is aimed at directing and delivering message, instructing, hoping, asking, and interest to give influence and vice versa. Tampubolon says that political register is language in political function that in politics study political register is called language of politics. In this matter language in political communication has certain characteristics which are different from other register. Therefore, campaign poster, billboard, and banner have significant character which is persuasive character.

In point of view linguistics, political campaign language is interesting to observe since the activity shows how the language is used effectively for significant and focused the intended aim that is to persuade. The use of language is also part of a system of signs or semiotics. The system of sign is realized through the use of pictures, colours, choice of words and utterances which have clear aim and focus. This situation can be found in the legislative candidate campaign poster or billboard which was held in Yogyakarta in 2014. The poster, billboard, and banner were unique, especially from linguistic aspect which was different from speech in common communication. Therefore, this paper describes the semiotic dimensions, local wisdom contained in sentences or words, and speech acts on the legislative candidate campaign poster.

II. METHOD

This study used a qualitative design. This study also employed a descriptive approach that described semantic dimension, local wisdom contained in the words or sentences and speech acts on the political campaign. The research data was in the form of non-linguistic elements (images, colours, emblem of the party, etc.) and lingual unit contained on the campaign posters of legislative candidates. Data was obtained by observation and followed by recording technique (photographed). Data collection is done during the three months before April 2014 legislative elections candidate. The data was then analyzed and described informally.

III. DISCUSSION

3.1 Semiotics Dimensions on Legislative Candidates Campaign Poster

Based on the data it is known that there are main and supporting elements in campaign poster. Main and supporting element have meaning which then be analyzed by Dyer, Vestergaard, and Williamson theory. Here are some examples of semiotic dimension analysis:

1. Analysis of Listiani Warih Wulandari Campaign Poster



(Figure 1: Lastiani Campaign Poster)

Figure 1 is Warih Lastiani Wulandari poster campaign. She is a candidate member of Partai Demokrasi Indonesia Perjuangan (PDIP) Democratic Party (PDIP) with serial number 6. The main element in this poster is Lastiani Warih Wulandari photo and supporting element are photo of PDIP chairman, text, illustration, the party symbol, and red and white flag background.

Semiotic meaning elements in Figure 1 are described in the table below.

Table 1: Figure 1 Semiotic Analysis

No	Object	Context	Text/Dialogue
1.	Lastiani Warih Wulandari Photo	Lastiani is wearing a white coat and red scarf. Red is the identity of the PDIP party colour.	6 Lastiani Warih Wulandari, S.E., M. M. Calon Legislatif DPRD DIY Dapil Yogyakarta V (Berbah, Depok, Mlati, Gamping, Godean, Moyudan, Seyegan, Minggir) Cucu Adi Bechi (Asli

			Berbah)
2.	Megawati (Chairman PDIP) and party emblem	Photos and emblem are used as an identity for candidate so that people know the candidate's political party. Megawati Photo also confirms that the candidate is supported by the chairman of the PDIP.	PDIP Perjuangan
3	Figure of table election and hand cast number 6	This election table is visualization directed to the public to vote No. 5 which is the candidate number.	6 Lastiani Warih Wulandari, S.E., M. M.
4	Red and white flag and red Background	Red and white flag shows that Kristiana Sulistiyowati is a candidate with high patriotism and nationalism. The resulting image is if she is later elected, she will devote herself to the nation.	Mohon doa & dukungan warga masyarakat

Text testified icon (legislative candidate photo) includes the name of candidate (6 Lastiani Warih Wulandari, SE, MM), the constituency (Candidate Legislative Council Dapil DIY Yogyakarta V (Berbah, Depok, Mlati, Limestone, Godean, Moyudan, Seyegan, Minggir)), the offspring of a well known figure in the community (granddaughter Adi Bechi (Native Berbah), the party of origin (PDI-P) and a call for support (Mohon doa & dukungan warga masyarakat).

2. Analysis of Siti Hediati Campaign Poster



(Figure 2: Siti Hediati Campaign Poster)

Figure 2 is Siti Hediati Soeharto poster campaign as a candidate of Golongan Karya legislative party with number 5. The main element in this poster is a picture of Siti Hediati Soeharto and supporting elements including portrait of 2nd Indonesian president as a founding father of Golkar party, text, party emblem, red and white flag and yellow background.

Semiotic meaning elements in Figure 2 are described in the table below.

Table 2: Figure 2 Semiotic Analysis

No	Object	Context	Text/Dialogue
1.	Siti Hediati Soeharto photo	Siti Hediati Soeharto wears floral kebaya showing female figure that represents traditional value of Yogyakarta	Siti Hediati Soeharto, SE Ketua bidang tani dan nelayan DPP Partai Golkar
2.	Soeharto Photo	This photo shows that the candidate has relationship with the second president of Indonesia. It is hoped this photo will remind people of a powerful figure Golkar	Putri Ngayogyakarta putrine Pak Harto
3	Golkar emblem photo, number 5, and yellow	Photos of the party symbol, number 5, and the yellow colour show that the origin of candidate is from Golkar party	-

Text testified icon (legislative candidate photo) includes the name of candidate (5 Siti Hediati Soeharto, SE), the offspring of a known figure in the community (Ngayogyakarta putrine Soeharto's daughter), and her position in Golkar party (Chairman of agriculture and fishermen DPP Golkar Party).

3. Analysis of Ardi Campaign Poster



(Figure 3 Ardi Poster Campaign)

Figure 3 is Ardi poster campaign as a legislative candidate from Partai Amanat Nasional party with number 3. The main element in this poster is a H. Ardi, S.Ag, M. Mpar, M. M photo and the supporting elements are the party symbol, text, and blue background.

Semiotic meaning elements in Figure 3 are described in the table below.

Table 3: Figure 3 Semiotic Analysis

No	Object	Context	Text/Dialogue
1.	H. Ardi, S.Ag, M. Mpar, M. M photo	This photo shows that the candidate is wearing Indonesian nationalist cap and blue shirt and tie as the identity of the PAN party.	Ayo Coblos H. Ardi, S.Ag, M. Mpar, M. M Asli Berbah

2.	Red and white flag background	Red and white flag Background symbolizes Kristiana Sulistiyowati as a candidate with high patriotism and nationalism. If she is later elected, she will – devote herself to the nation.	Saatnya Berbah Punya DPRD Sleman
3.	Photos PAN emblem, number 3, and blue	It shows that the candidate representing PAN party	

Text testified icon (legislative candidate photo) includes candidate name (H. Ardi, S.Ag, M. Mpar, M.M), candidate regional representative (Candidate Parliament Sleman Dapil IV (Berbah & Depok)), candidate's origin, representative and persuasive instruction to choose (*Asli Berbah, Ayo coblos, Saatnya Berbah Punya DPRD Sleman*).

It can be concluded that the poster has main elements and supporting elements. Supporting element provides identity of candidate and gives confirmation of the candidate profile and a call to support him. How the text functions as supporting element will be described in the diction and pragmatic.

Table 4
The Elements of Legislative Candidate Campaign Poster

Main Element	Supporting Element	Function of Supporting Element
Candidate Legislative Photo	Party emblem, serial number of candidate	Indicates the party that proposes the candidate
	Constituency area	Shows which area the candidate represents
	Photos of the key figures in the party	Shows support and bless for the candidate to promote himself as candidate
	Table on the ballot	Shows how to vote a candidate by balloting the serial number of candidate
	Colour background	Shows the identity of candidate party
	Text	Shows identity and slogan as support for candidate

3.2 Diction and Local Wisdom

Besides non-linguistic element on the poster, words are also used to display positive image of the candidate, such as academic degree, diction, and words that contain local wisdom. Academic titles such as Drs, Ir, SE, M.Sc, M. Ing., Dr., or the level of piety for example Hajj pilgrimage are used as the following example.

1. *H. Mulyadi Emran, S. Ag., S. H.*
2. *Dra. Eddy Mihati, M. Si.*
3. *Bambang Eko Prabowo, B. Sc., S. IP.*
4. *H. Subardi, S.H., M. H.*
5. *Prof. Dr. Ir. Suhaardi, M. Sc.*

Academic degree and level of piety represent success in education and religious life of candidate. In addition, the use of titles is aimed to convince voters that the candidate has positive character and sufficient educational background to represent his constituents and to increase the prestige of the candidate in front of prospective voters.

Words to make the candidates closer to potential voters are delivered by mentioning, for example regional representation, the support of certain groups, and community leaders constituents as in the following example.

6. *Siap mewujudkan aspirasi wanita*
7. *Asli Berbah*

8. *100% Warga Gowok Asli*
9. *Istimewa Jogja-ku, Istimewa Pilihan-ku*
10. *Didukung Oleh Warga Muhammadiyah Se-DIY*
11. *Cucu Dul Gampang (Cokro Senjoyo), Putrine Pak Harto*

Example (1) shows that the candidate represents the interests of women and women voters are expected to vote her. Example (2) and (3) show that the candidate represents and originated from the target prospective voters. By showing the expected interest of target voter, the candidate will get closer to the target prospective voters. Example (4) shows that the use of first pronoun (I) will get closer the candidate to potential voters. Example (5) shows that the candidate represents and he is supported backed by Muhammadiyah member group. He expects to have the support of Muhammadiyah voters.

Adjective choice of word that indicates the quality of a candidate's personality is also used to attract the attention of potential voters, as in the following example.

12. *Amanah- Profesional-Merakyat*
13. *Tidak pelit,*
14. *Jujur dan Dapat Dipercaya*
15. *Nasionalis- Sosialis lan Agamais*
16. *Sregep – sholeh*

Example (1) describes the candidate as someone who is trustworthy if he will become legislator, professional to do the job and close to the people who vote him. Example (2) indicates that the candidate is not stingy that he will release funds for the benefit of the people he represents. Example (3) gives the candidate honest and trustworthy characteristics. Example (4) reflects the candidate who has the soul of a nationalist, socialist and religious. Example (5) describes the candidate *sregep* (agile) in the face of his duties and pious (religious). The use of positive adjectives is expected to describe the behaviour of candidates that will lure prospective voters.

The data also reveals that the choice of words embeds local wisdom which can be seen in the following example.



(Figure 4: Adi Sutrisno Campaign Poster)



(Figure 5: Hanafi Rais Campaign Poster)

Figure 4 contains a Java expression, namely *Urip iku Urup* (live should be light). This expression has local wisdom that life should give benefits to other people around; the greater the benefits provided would be better. Meanwhile, on figure 5 there is *Diparingi Sehat Kudu Manfaat* expression (giving health should give benefit). This expression contains wisdom that if someone is given power, health, and ability, he should use them to give benefits for the people. Both expressions basically have almost the same meaning, namely life lived should be filled with goodness and benefits to surroundings. The voters are familiar with these expressions as guidelines in their life. Therefore, the use of expressions is one of the candidate strategies to get prospective voter attention. These expressions are also used to describe the philosophical wisdom of the candidates who look at life wisely for representing and carrying out duties for their constituents.

Some expressions contain other local wisdom as follows.

17. *Yen Menang Ora Umuk, Yen Kalah Ojo Ngamuk* (If someone wins, he must not be arrogant or shows off, he must not be upset if he loses)
18. *Aja mbedakake marang sapadha-padha*” (*Respect differences, do not discriminate against fellow human beings*),
19. *sepi ing pamrih rame ing gawe*

Expression (1) means that to win position as a candidate member should not become arrogant. And, if the candidate loses, he will not be angry. This expression is to get the candidate closer to his electorate voter and is also meant to describe a candidate as someone who is *legowo* or humble. The portrayal of candidates with this expression gives a positive value himself on the face of prospective candidate constituents. The expression (2) means to appreciate the differences to and not discriminate people on the basis of religion, sex, and it implies a sense of tolerance. This expression is used by the candidate who represents women and their rights in political area. The use of expression is to support candidate message to their prospective voters that he will be a figure who has tolerance and impartial when he becomes legislative member. Expression (3) means to always work and to sacrifice power and soul and even life in order to defend what to become principle. It also means relentless work and sacrifice for the country, religion, homeland without any payoff. This expression is used to indicate that the candidate has a philosophy that is wise in viewing at his position that he will conduct as a member of legislative. From the few examples described it appears that local wisdom is used not only reflects the core values of the community voters but also used to describe the candidates who receive the effects of self wisdom and they gives candidates positive value in the eyes of their prospective voters. Subsequently, the following discussion describes how utterances contained in the poster campaign are used to attract support from prospective voters.

3.2 Speech Acts on Legislative Candidate Campaign Poster

Austin (1962: 108) in his book *How to Do Things with Words* says that the speech act is divided into three, namely locutions speech acts, illocutionary speech acts and perlocutionary speech acts. Speech act then categorizes illocutionary acts into several types according to the communication needs of speaker group. The types are representative, directive, commissive, expressive, and declarative.

The degree of speech acts directness can be measured by the clarity of intent or its illocutionary force which are further divided into two, namely the direct and indirect speech act, literal and not literal speech acts (Wijana, 2008: 4). Furthermore, if the direct and indirect speech acts are juxtaposed with literal and non literal speech acts, it will generate four types of speech acts, i.e. literal direct speech act, indirect literal speech act, direct non literal speech, and indirect non literal speech act.

3.3.1 Speech Acts Directness on Legislative Candidate Campaign Poster

Based on the data, speech acts illocutionary found on the campaign posters which are divided into direct literal speech acts and indirect literal speech acts.

1. Direct Literal Speech Act

Direct literal speech act is expressed by utterance and speech mode which is the same with meaning of its utterance purpose. Order intention is conveyed by imperative sentence; to ask something with interrogative sentence, to inform with declarative sentence. Such speech acts can be seen in the following data.

20. *Pilih yang Pasti No 2*
21. *Monggo Coblos Nomor Papat*
22. *Ayo coblos ...!!!*
23. *Coblos No. 4*
24. *Coblos Nomor Urut 1*

Data (20-24) are direct speech act because the speech acts are in accordance with the delivered sentence mode. Imperative sentence serves to express the command to prospective voters to choose candidates by using the word *coblos* and *pilih* and exclamation mark (!). The candidate intention submitted in the utterance is in accordance with its sentence mode and command to prospective voters to select, which is represented by the words *coblos* and *pilih*.

2. Indirect Literal Speech Act

Indirect literal speech act is a speech act expressed by a sentence mode that is incompatible with the purpose of its utterance, but the meaning of the words that compose it is in line with what is intended by the speaker. The following data describes these speech acts.

25. *Ekonomi harus tumbuh dari kampung* (Economic has to grow from village)
26. *Orang cerdas pilih caleg berkualitas* (Smart person votes qualified legislative candidate)
27. *Main Politik Harus Bersih dan Cantik* (No Money Politic)
28. *Aku ora mikir Partainé Sing penting wongé wis cetho* (I do not think the party, the most important is transparency of the person)

Example (25) is indirect literal speech act because it is composed of declarative sentence that not only serves to convey information about the candidate's vision but also gives an invitation to choose candidates. Indirectly it asks prospective voters to choose the candidates who can realize the economy wealth. Example (26) is a declarative speech providing information that intelligent voters would choose a qualified person. However, this speech also indirectly tries to encourage voters to choose the candidate as the candidate has that quality. Example (27) is a declarative sentence that contains information on clean politics and indirectly the message is an invitation to the reader to choose the candidate who holds the principle of clean politics. Example (28) is a declarative sentence that states that the clarity of who is elected is more important than the candidate party. This sentence does not directly give the impression that the candidate is clearly clean in terms of quality, profile and his political career so that he is worthwhile to be voted more than his supporting political party. The speech is expected to persuade his prospective voters without considering the candidate political party because the candidate has already been known well by his prospective voters.

From the data that has been analyzed, it can be said that the electoral strategy of indirect speech acts form reflects the use of polite language. It is characterized by the use of declarative sentences mode. Declarative sentence also gives the impression of subtle request to the public to choose the candidate without any coercion. Selection of indirect speech acts can be understood by looking at the context that the speaker wants to close to his prospective voters. In addition, the use of this speech act implies that the speaker does not have the power on his constituents so that the approach used is in the form of subtle invitation to influence the prospective voters.

3.3.2 Types of Speech Acts on Legislative Candidate Campaign Poster

The types of illocutionary speech acts on the candidate campaign posters can be categorized as follows.

1. Commissive Speech Acts

Commissive speech act is a speech act that binds speakers to carry out what was mentioned in the speech that covers promising speech act. Here are some examples of commissive speech acts on campaign posters of candidates

29. *Terus berkarya untuk Jogja*
30. *Tegakkan keadilan dan kepastian hukum*
31. *Siap mewujudkan Aspirasi wanita*
32. *Siap : Mengabdikan, Menerima Aspirasi, Melaksanakan dan Mengemban Amanah, Anti Korupsi,*
Selalu Dekat dengan warga masyarakat
33. *Raih kemenangan untuk kesejahteraan rakyat*

Example (29) indirectly reflects candidate promise that he will continue to work and to devote to Yogyakarta when he is elected. Example (30) is candidate promise for justice and legal certainty. Example (31) shows candidate promise for realizing woman aspirations. Example (32) is a series of promises that is ready to serve, to receive aspirations, to implement and to carry out the mandate, to do anti-corruption, always to close to the people. Example (33) is a candidate promise that if he is elected, he will improve the life of people. Despite the promises contained in the speech (29-33) are not stated explicitly with the word *promise*, the use of the word *ready* in Example 31-32 indirectly demonstrate ability, willingness and determination of the candidate, if he is elected as a legislative member. Meanwhile, utterances (29), (30), and (33) are in the form of vision that will bind the candidate after he becomes a legislative member. He has obligation to make the vision come true. This vision is interpreted as political candidates promise to gain support.

2. Directive Speech Acts

Directive speech acts is intended to ask the hearer to perform action mentioned in the speech. To force, to plead, to advise, to encourage, to ask, to tell, to collect, to urge, to suggest, to rule, to gesture and to challenge belong to directive speech act. Here are some examples of directive speech acts on the candidate campaign posters.

34. *Jangan Golput, Pilih yang Pasti*
35. *Mohon Doa Restu dan Dukungannya*
36. *Nyuwun Pangestu*
37. *Ayo kita pilih*
38. *Ojo lali coblos nomer 5*

Utterance (34) asks voters to choose the candidate who is said to be competent Utterance (35) and (36) asked for prayers and support for the candidate in order to become a legislative member. Utterance (37) invites readers to choose the candidate. Utterance (38) asks the reader not to forget to vote and to vote number 5 as the candidate number.

3. Expressive Speech Acts

Expressive speech acts are acts which are intended to evaluate on the things mentioned in the speech. To praise, to thank, to criticize, to complain, to blame, to congratulate, to flatter are included in expressive speech acts. Here are some examples of expressive speech acts in the candidate campaign posters.

39. *Pilihan tepat, Saling Bersahabat, Pasti memberi manfaat*
40. *Jujur dan Dapat Dipercaya*
41. *Amanah- Profesiona-Merakyat*

Utterance (39), (40), and (41) are expressive speech acts. Those utterances give praise to the candidate's own self as a person with the qualities listed in the (39), (40) and (41) utterance. By giving self-praise the candidate tries to convince voters that he is worthy to be elected for legislative member position. The three types of utterances (commissive, directive, and expressive) are utilized by the candidates to give a positive image in face of their prospective voters as ways to persuade them.

IV. CONCLUSSION

Based on data analysis result it can be concluded that the candidate campaign posters have political message that is realized with visual and verbal elements. Visual element together with text element forms a semiotic meaning and they are expected to represent the message contained in the candidate campaign poster as a political advertising medium. These elements are divided into main and supporting element. The main element is the central element that is a focus of concern, i.e. candidate's photograph. Meanwhile, the supporting elements are a well known political figure, the party symbol, background colour, text.

Based on the data it can also be concluded that the use of text as supporting elements cannot be separated from how language is functioned to maximize the delivery of advertising messages of political candidate to his prospective voters. In this case the text serves as an anchor text that binds the meaning of the candidate photo symbol in the minds of his

prospective voters. Therefore, the word choice is carefully handled in order to give positive image on candidate profile, for example, a candidate's personality (populist, professional, religious, etc.), academic and non-academic degree of candidate (Dr, H, M. Pd., Etc.). Words that contain local wisdom are also used to attract voter attention. Local wisdom is value resource that functions as guidelines in attitude and behaviour in life. In the context of the perspective advertising of candidate's campaign poster, expression containing local wisdom is used to make prospective voters closer to the candidate. Since wisdom value in the expression is familiar in life of prospective voters, the use of expression is expected to foster feelings of empathy for the candidate. In addition, the use of expression on the candidate campaign poster gives positive image for the candidate as a person who has wisdom as contained in the expressions.

From the pragmatic aspects it can be concluded that the text in candidate campaign posters is a form of speech acts. The text (utterance) has many functions embodied speech act types, i.e. direct literal speech acts, indirect literal speech acts, commissive, expressive, and directive. Commissive speech act is more dominant than expressive and directive speech acts. Thus, utterance or diction on the candidate campaign posters carry out two functions, namely to inform and to persuade. Information function means to give information relating to who and what the candidate profile (name, party, selection region, title, etc.) Meanwhile, persuasion function means how to provide positive image and to persuade prospective voters to vote the candidate. This function is realized through speech acts covering commissive, directive, and expressive speech acts. Of course the text function cannot be separated from non linguistic function (picture candidates, background colour, symbol of the party, etc.) as a means of candidate political advertising because both elements work together as a messenger of political candidates to his prospective voters.

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PRAGMATIC COMPETENCE OF ENGLISH DEPARTMENT STUDENTS IN RESPONDING TO COMPLIMENT IN ENGLISH

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ABSTRACT

Pragmatic competence is the ability to communicate in socially appropriate ways. It involves linguistic knowledge beyond grammar and syntax. Ability to use speech acts is part of a speaker's knowledge of the target language. To be successful in communicating in another language, learning pragmatic "rules of speaking" of the target language is important. In order to give or respond to a compliment in accordance with the linguistic forms as well as social norms of the target language, it is necessary for the non-native speaker to have pragmatic competence in that language. This paper describes a study of compliment response (CR) among English Department Students of Andalas University, Padang. A total of 20 informants of different sex types participated in this study. The data were collected by means of written Discourse Completion Tasks (DCT), with four situational settings (appearance, character, ability and possession). The findings demonstrate that participants use more Agreement, that is 83%, (N=300) than Non-Agreement strategies. This finding is not in line with compliment response strategy mostly used by English native speakers and to the Minangkabau social dimensions. The linguistic variant of form of CRs in this study demonstrates that different cultures have different sets of protocols.

I. INTRODUCTION

Compliment is a remark that expresses approval, admiration, or respect (Cambridge Dictionary).

Linguistically, it is described as 'a speech act which explicitly or implicitly attributes credit to someone other than the speaker, usually the person addressed, for some 'good' (possession, characteristic, skill etc.) which is positively valued by the speaker and the hearer.' (Holmes 1988:119). The compliment event is a two-unit turn adjacency pair operation (Schegloff and Sacks 1973) in which the first pair part and the second pair part are linked by both temporal and relevancy conditions.

In A: That's a beautiful sweater.

B: Thanks, my sister made it for me.

B is relevant to and dependent upon A. A compliment and its response are related to each other so that the first part predicts the second to the extent that the absence of the second part is clearly noticeable.

Compliment has a function in social interaction. It can be used to maintain communication and relationship in social life by giving positive value through sincere praise. It is 'a complex sociolinguistic skill' a person needs to acquire or learn as it can be acknowledged into negative interpretations (Holmes 1988: 119). They can serve a variety of functions such as to establish, negotiate, maintain, or consolidate social solidarity (Manes and Wolfson 1981, Holmes 1988,, Herbert 1990, Johnson and Roen 1992). Compliments operate within the scheme of conversational postulates such as make the hearer feel good (Lackoff 1975, Goody 1918).

Compliment across languages and cultures might cause difficulties for both speaker and hearer. Holmes and Brown (1987) argues that understanding different topic, who to compliment

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and when, is not enough. The underlying cultural values and social aspects conveyed by differences must be understood.

There have been many studies on either compliments or compliment responses in English as a second or foreign language. Farenkia (2014) examines strategies employed by students at Cape Breton University (Canada) in performing the speech act of responding to compliments in eight different situations. Using Discourse Completion Task (DCT) distributed to 25 participants the study suggests that the respondents exclusively use verbal responses and display a very strong preference for complex responses (e.g. thanking + commenting, shifting credit + offering) to boost the face of the compliment giver. This study finds appreciation tokens combined with comments is the most preferred CR. This is in contrast to the finding found in several studies that found appreciation tokens (e.g. 'thank you') is the most preferred responses. In general, the respondents do not use negative compliment responses and they generally employ appreciation tokens in the construction of complex responses.

Jinpei (2013) studies compliments and compliment responses in Philippine English to particularly find out the compliment strategy and the syntactic and lexical features of compliment and compliment response strategies used by college students. The study uses DCT distributed to 33 college students and suggests that the Filipinos who speak English mostly give compliment explicitly with 'NP is/looks (really) ADJ' and 'acceptance token' is the most common strategy used. Filipinos are more likely to accept the compliment, rather than reject it, when they receive one. The study also shows that the compliments in Philippine English are as formulaic at syntactic and lexical levels as other varieties of English.

Chen (2003) investigates compliment response strategies in Mandarin Chinese to determine the role of status in compliment response behaviours, discover intra-lingual similarities and differences in the Chinese-speaking communities as well as to find out cross-linguistic similarities and differences. Using DCT, distributed to 60 native Chinese college freshman students, in Taiwan, the study shows that there is not much differences in type of strategies of CR used by complimenter of equal status and of different status. Accepting strategy in general is more frequently used in the situation in which the complimenter is of equal status while the Rejecting strategy is in the situation in which the complimenter is of higher status. It also reveals that there are similarities and differences in compliment responses across or within cultures. Mandarin-Chinese speakers in Taiwan generally tend to accept rather than reject compliments.

Bergqvist (2009) explores compliment responses among native and non-native English speakers in Stockholm. The research aims to find out the extent of Swedish speakers of English as a second language transfer their first language (L1) pragmatic rules of responding to compliments when using English as a second language (L2). She used DCT with 10 designed situations to 25 Stockholm University students of Swedish native speakers to prove that pragmatic rules from first language (L1) transferred to second language (L2) domain can cause pragmatic failure between English native and non-native speakers. The responses is analysed using Chiang and Pochtrager's (1993) categories of compliment responses. The results suggest that there is no significant difference between the compliment responses given in Swedish and those given in English by Swedish native speakers. Hence, pragmatic transfer could have taken place in their English responses.

The speech act of compliments and compliment strategies must be introduced comprehensively to the students of English. It might be introduced in skill subjects such as speaking or linguistic subjects such as sociolinguistics and pragmatics. This present study is aimed to identify the pragmatic competence of students of English Department in responding to compliments in English and to find out factors determining the strategies used.

II. Methods of the Research

The data were collected through the use of written discourse completion tasks (DCT), with four situational settings (appearance, character, ability and possession). A total of 20 university-

student informants participated in the study. The compliment responses strategies is identified using theory of compliment response strategies by Herbert (1989)

1. Compliment Response Strategies

Compliment responses can be seen as solutions for maintaining a balance between (1) a preference to avoid self-praise and (2) a preference to accept or agree with the compliment (Pomerantz, 1978). Herbert (1986, 1989) distinguishes 12 types of compliment responses which are grouped into 1) Agreement; 2) Nonagreement, and 3) Request interpretation. Each is with a few subtypes.

A. Agreement

Agreement can be distinguished into: a Acceptance b. Non Acceptance

- a. Acceptance may be expressed as Appreciation Token and Comment. *Appreciation token* is a verbal or nonverbal acceptance of the compliment, acceptance not being tied to the specific semantics of the stimulus, (e.g. thank you, (smile)). *Comment* can be Single or Upgrade. *Comment acceptance* is addressee accepts the complimentary force and offers a relevant comment on the appreciated topic, (e.g., Yeah, it's my favourite, too. *Praise Upgrade* is addressee accepts the compliment and asserts that the compliment force is insufficient (e.g., I'm really a great cook).
- b. Nonacceptance can be distinguished into History and Transfer. *History* is a response to compliment when the addressee offers a comment or series of comments on the object complimented. This comment is different from comment acceptance in that the latter are impersonal, that is, they shift the force of the compliment from the address (e.g., I bought it for the trip to Arizona). *Transfer* is compliment response that can be distinguished into two types: Reassignment and Return. *Reassignment* is when the addressee agrees with the compliment assertion, but the complimentary force is transferred to some third person (e.g., My brother gave it to me) or to the object itself (e.g., It really knitted itself.). *Return*, on the other hand, is the praise is shifted (or returned) to the first speaker (e.g., So is yours.)

B. Nonagreement

Non-agreement can also be distinguished into a) Acknowledgment and b) No-acknowledgment.

- a. Acknowledgment is distinguished into Questions, Disagreement, Scale down and Qualification. *Question* is if addressees question the sincerity or the appropriateness of the compliment (e.g., Do you really think so?). *Scale down* is when Addressee disagrees with the complimentary force, pointing to some flaw in the object or claiming that the praise is overstated (e.g., It's really quite old). *Disagreement* is if the addressee asserts that the object complimented is not worthy of praise: the first speaker's assertion is in error (e.g., I hate it). *Qualification* is weaker than disagreement. Here addressee merely qualifies the original assertion, usually with *though, but, well, etc.* (e.g., It's all right, but I want to retake some pictures)
- b. Nonacknowledgment is compliment given when the addressee gives no indication of listening to the compliment. The addressee either responds with an irrelevant comment (i.e., topic shift) or gives no response.

B. Other Interpretation

Request Interpretation is when addressee, consciously or not, interprets the compliments as a request rather than a simple compliment. Such responses are not compliment responses since the addressee does not perceive the previous speech act as a compliment (e.g., You wanna borrow this one too?)

2. Social Factors and Social Dimensions

Holmes (1998) pointed out to three general social factors which have been relevant in accounting for compliment used. They are users of language (the participants, who is talking to whom) and the setting or social context (e.g. home, hospital). These factors revealed in three formulaic questions: the participants, the setting or social context of the interaction and the topic

of the talk. These social factors are important in describing and analyzing all kinds of interaction. They are basic components in explanations of the function of compliments in different context.

Holmes (1998) also described social dimension that related to social factors relevant for compliment use. There are four different dimensions related to the social factors. They are : 1) social distance scale ; 2) status scale; 3) formality scale and 4) functional scale. Social distance scale concerns with social relationship between participants while status scale with participant relationships in case of social status, formality scale with the setting or type of interaction, while functional scales with the purposes or topic of interaction.

III. DISCUSSION

a. Compliment Response Strategies

This study shows the dominance of agreement strategies, which is 83 % (N = 300). The noagreement strategy is only 9 % while Other Interpretation is 3%. A total of 9 responses can be categorized as 'other interpretations which can be categorised as joke, while others are not clear.

However, about 25% of CRs have forms of responses that do not follow the pattern of syntactic or lexical responses in English. However , in terms of the implied meaning , these forms can be categorized as agreement or disagreement.

1. Agreement

The form of consent to praise expressed in several ways :

a. Expressing feelings

- (1) Situation 4: "Praise be to Allah ☺ , i'm glad to hear that"
- (2) Situation 5: "Oh my God, what a relief ! ☺"
- (3) Situation 7: "WOW, it's good news, i'm so happy to hear it"
- (4) Situation 5: "Oh ya ... I like to do it"
- (5) Situation 7: "Oh my God ... are you sure mam"

b. Asking sincerity or seriousness of the complimenters

- (6) Situation : "Are you kidding? It's nice of you to say so"
- (7) Situation 7: "Really mam? Ah I'm so happy to heard that"
- (8) Situation 1: "Oh, really? I guess so ... hahaha :D"
- (9) Situation 7: "Are you serious ma'am? Oh, thanks God"
- (10) Situation 3: "You like it?? Sometimes, i cooked it special for you"
- (11) Situation 10: "Are you sure Jenni? Alhamdulillah"
- (12) Situation 2: "Really? You just made my day!"

c. Returning the compliment

- (13) Situation 3: "It's nice of you say so"
- (14) Situation 5: "It's nice of you to say so"
- (15) Situation 8: "It's very kind of you to say that"

d. Accepting with explanation

- (16) Situation 2: "Yeah, I know, everyone love it, :D"
- (17) Situation 9: "Of course this is from my love Father, I like it"

2. Nonagreement

There are several forms of disagreement which are not commonly expressed in that way they are in English. The disagreement are expressed either in the form of question or a combination of interrogative sentence and a sentence statement. For examples:

- (18) Situation 3: "Do you really thinks so"
- (19) Situation 10: "Really? I'm not sure about it, actually"

Some forms of compliment response do not have syntactic and lexical forms that could be categorized as agreement or disagreement in English language. For examples:

- (20) Situation 6: "You've my day"

- (21) Situation 3: "Glad to hear, let's eat more"
- (22) Situation 3: "Lucky me that you love it. This is my first time to it"

b. Social Factors and Social Dimension of The Use of CRs

This study shows that agreement to the compliment is mostly expressed in indirect ways such as giving information or asking the seriousness of the giver of the praise. Rejection to compliment is done in a subtle way, that is by asking the seriousness of the giver of praise by saying 'Really?', 'Are you sure?', or by requesting confirmation of the truth of what was stated, by saying "Do you think so?"

The type of CR strategies used by the respondents to some extent is influenced by the social context and social dimensions such as who give the compliments, what is complimented and the setting where the compliment is given. Boys tend to accept compliment when the object complimented is physical appearance and rejecting it if the objects is not relevant to the men's life such as ability in cooking. As there are more girls in this study than boys, sex-based differences in responding to compliment can not be elaborated thoroughly. Closeness to the complementers to some degree affect the strategy used. Tendency to accept compliments might be affected by who, when and where the compliments received. The complimenters in this study are mainly those psychologically close to the students such as their mothers, close friends, lecturers and relatives. The setting are also places that are very familiar to them, that is some places in the university and their own houses, and the situation are primarily less formal.

c. Linguistic and Cultural Interferences

Both linguistics and cultural interferences merges from the respondents' compliment responses. Interference from Indonesian language appears in the lexicon and syntax used by the respondents. This is evident in the use of exclamation words such as *oh*, *waah*, and *ah* and the writing form of laughing sound as found in the following CRs:

- (23) Situation 1: "*Oh*, really? I guess so ... hahaha"
- (24) Situation 4: "*Waah*, I don't think so, but I've done my best"
- (25) Situation 6: "*Oh*, really? I think i put too much salt in it"
- (26) Situation 7: "*Ah*, Its sounds great, I'm happy to hear that, mam/sir"

Exclamation words is a word or phrase that expresses strong emotions, such as surprise, pleasure, or angry. In English they often stands alone, but in writing they are usually followed by an exclamation point (!) instead of a point (.). Lexicons used in the English language are: Ow, Hello, etc.

In terms of syntax, some responses are written as interogative which are made in the form of a statement, as in the following CR:

- (27) Situation 1: "haha. Really? I triad Hilary Duff's hair. So, you really love my haircut".

Observing the distribution of the type of response strategies chosen by respondents (Table 1), it can be concluded that the selection of response is influenced by the attitude of the Minangkabau or Indonesian people in general, in receiving praise. Among these attitudes are: not comfortable receiving praise openly and directly, does not want to praise themselves, especially when complimented, and are ashamed of accepting compliment which is touted directly and openly. For exmples:

- (28) Situation 4: "*Waah*, I don't think so, but I've done my best".
- (29) Situation 3: "Oh don't say that, i'm just a beginner"

This is in line with the results of research of speech acts of refusal by Minangkabau people when they are praised (Triana, 2010).

Cultural interference, which might be derived from Islam, also influenced the style of language used by the student along with the diction. The use of the word 'Oh my God' and 'Thank God' are quite often found in the students' responses.

IV. CONCLUSION

English Department Students tend to accept rather than reject compliments. This is contradicted to the culture of Western people who tend to reject compliment and Indonesian culture in general. This might reflect either young peoples' attitude towards compliment, attitude towards themselves. Linguistic and cultural interferences indicate both level of English competence and pragmatic competence of the students. The finding might of useful information for English teachers in introducing or teaching the speech act of compliment to their students.

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POSITIVE POLITENESS STRATEGIES IN EFL CLASSROOM

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ABSTRACT

Learning a foreign language involves not only knowing how to speak and write well, but also how to behave linguistically. Therefore, the teacher-student interaction in class is influenced by their pragmatic knowledge, how to behave and respond in different situations and contexts. This study approaches teacher-student interaction in EFL classroom from pragmatic perspective. It focuses on linguistic politeness; that is, the ways the teacher expresses politeness verbally through teachers' use of language. This study explores positive politeness strategies used by teacher in three 90-minute English lessons in a senior high school. The data were video-recorded from three different classroom settings where English is the object and the medium of teaching learning process. The analysis is based on Brown and Levinson's politeness strategies. The result shows that there are six strategies that emerged in the teacher-student interaction namely, strategy 2, Exaggerate interest, approval, sympathy with hearer; strategy 4, use in-group identity markers; strategy 5, seek agreement; strategy 10, offers, promise; strategy 12, including both speaker and hearer in activity and strategy 13, giving or asking a reason. The age difference, institutional setting, power, and the limitation of the linguistic ability of the students has contributed to the different choices of positive politeness strategies.

Keywords: *positive politeness strategies, teacher-student interaction, EFL classroom*

I. INTRODUCTION

In English language teaching as a foreign language classroom, English is not only the target language for students to learn, but also a medium for teachers to teach English. English teachers are the models for the students to provide language exposure for the students. It is also the most important source for students to gain the knowledge of the language. The aim of communication in English classroom is not only delivering a message but also achieving the goal of learning. The goal of learning can be achieved through particular classroom activities. Jiang (2010:652) explains that classroom activities can be classified as four categories: 1) academic instructions, which shows how teachers direct students' learning activity, for example: the teacher's academic presentation, answering students' academic questions, and supportive and corrective feedback; 2) motivation, which refers to various illocutionary acts aimed at activating students such as their participation, academic questions, and initiative feedback; 3) evaluation, referring to teachers' positive and negative feedback which can encourage as well as discourage the students; and, 4) classroom management, which refers to disciplines of instructions or directives (orders, requests, questions, and calls), procedural instructions, and procedural directives). The teacher performs his ability in doing communication in these categories of classroom interaction. Therefore, the ability of teacher to communicate communicatively and use the language appropriately in different learning situation is crucial.

O'Sullivan (2007:48) claims that language learners need to understand culture, context and politeness to be able to function and communicate appropriately in the target

language. Regarding to the term of politeness, Senowarsito (2013:88) explain that politeness is the use of an appropriate word or phrase in the appropriate context, which is determined by the rules that are prevalent in society. The concept of positive politeness is saving the face of the addressee by indicating that in some respects, speaker wants is hearer's wants. As explained by Brown and Levinson (1987:101), positive politeness is designed to repair directed to the addressee's positive face, his perennial desire that his wants should be thought of as desirable. Moreover, Brown and Levinson (1987:103) promote fifteen strategies of positive politeness which divided into three board mechanisms, namely; claim common ground, convey that speaker and hearer are cooperators and fulfill hearers' wants. Each mechanism covers several strategies of positive politeness strategy that sometimes used by the speaker and hearer in transferring a message in communication.

The participants in the classroom which are teacher and students have different level of power, distance and relationship. Brown and Levinson in Pen, Xie and Cai (2014:11) argue that there are three factors that influence the strength or weightiness of a particular FTA (e.g. a request, an invitation, or a refusal). First factor is social distance (D) between speaker and hearer. It refers to the degree of familiarity and solidarity they share. Second factor is relative power (P) of hearer over speaker in respect to hearer. It means the degree to which the speaker can impose his/her will on speaker. The last factor is absolute rating (Rx) of imposition in the culture. It includes the terms of the expenditure of goods or services by hearer, the right of speaker to perform the act, and the degree to which the hearer welcomes the imposition. These factors influence strategy choice. Consequently, the lesser the imposition, the less powerful and distant the interlocutor, the less polite one will need to be.

Teacher has more power than students that shows there is still distance in their relationship. During the interaction in classroom, participant's positive face may be threat by Face Threatening Act (FTA) which means there is onecommunicationparticipant who is notappreciatedthatadvancepositivethreatened. Yule (1996:61) explains that Face Threatening Act (FTA) happens when the speaker says something that represents a threat to another individual's expectations regarding self-image or face. If this is the case, communicationcertainlycannotrun properlyas expected. In classroom context it will cause a problem in learning as well. Therefore, the teacher should consider how to build good communication with the students without threatening their positive face. In reducing threats on someone's face, any rational speaker or hearer will select an appropriate strategy to counterbalance the expected face threat. Brown and Levinson (1987:91) propose four strategies namely; Bald-On-Record, Positive Politeness, Negative Politeness, and Off - Record. In order to avoid the positive face from being threatened by some FTAs, the use of positive politeness strategies need to be concerned. Yule (1996:64)states that positive politeness strategy leads the requester to appeal to a common goal, even friendship. In other word positive politeness strategy used to show intimacy, closeness, and relationships.

This present study aims at describing positive politeness strategies used by the teacher in teacher-students interaction in EFL classroom context. Positive politeness is designed to redress the hearer's positive face. It is frequently employed in groups of friends, or where people in the given social situation know each other fairly well. They usually attempt to minimize the distance between interlocutors by expressing friendliness and solid interest in the hearer's need to be respected, in other words to minimize the Face Threatening Act. Therefore, positive politeness strategies function as a kind of social accelerator.

II. METHOD

This study describes positive politeness strategies used by teacher and student in four categories of classroom interaction category namely, academic instruction, motivation, evaluation and classroom management. This study explores positive politeness strategies used by teacher in

three 90-minute English lessons in a senior high school. The data were video-recorded from three different classroom settings where English is the object and the medium of teaching learning process. The data analysis was based on Brown and Levinson's theory (1987). The data were analyzed based on the model analysis introduced by Miles and Huberman (1994) which involved reduction of the data, data display and interpretation. This analysis focused on the teacher's and student's use of positive politeness strategies for dealing with Face Threatening Acts (FTAs) during the interaction in the classroom. The interaction is divided into four based on theory introduced by Jiang (2010) namely academic instruction, motivation, evaluation and classroom management.

III. FINDINGS AND DISCUSSION

In this research, the object of the study was the verbal utterance that convey by teacher and students during the interaction in the classroom. The interaction is built in three languages, English, Indonesian and Minangkabau. The findings show that positive politeness strategies were generally performed by teacher and students during classroom interaction in form of ten strategies. These strategies were explained as follow:

1. *Strategy 2 (Exaggerate interest, approval and sympathy with hearer)*

Following excerpt is an example of interaction between teacher and student in the classroom

- Teacher : **"Ok, very good"**. *Horee...mereka kegirangan, Wisnu dan Elsi pergi ke Ramayana yesterday. Pernah ke sana?*
Student : *Ya.*

It can be identified that through this utterance the teacher performs strategy 2 of positive politeness strategy. The teacher gave positive feedback toward students work by saying *"Ok, very good..."*. It shows that the teacher use an exaggerate intonation by stressing her positive feedback toward her students' work. She used modifier, *"very good"* to convey that the students have done their best during classroom activity. This strategy used by the teacher to softens the impended of Face Threatening Act, because the teacher tries to create a friendly environment during the classroom interaction. Brown and Levinson (1987:104) this strategy is often done with exaggerate intonation, stress and other aspect of prosodic as well as with intensifying modifiers. The use of this strategy found mostly in categories of evaluation where the teacher conveys her positive or negative feedback toward the student's work. It is useful in avoiding student from being humiliated even their work is not too good but the teacher can convey his positive or negative feedback without destroying students' positive face.

2. *Strategy 4(Using in-group identity markers)*

According to Brown and Levinson(1987:107) use in-group identity markers include in group usages of address forms, of language or dialect, of jargon or slang and of ellipsis. The sample of this strategy is shown by following fragment:

- Teacher : **"Ok guys,** you can see in the white board, our topic today talking about expression of relief, pain, pleasure and sadness. Ok!, what will you get in this occasion (Write down on the white board some expressions about the topic in that day).
Student : (Silent)

From the utterances above, the use of group identity markers in term in-group usages of address include the use of generic names and terms of address, *Guys*. Such forms may be used to soften the Face Threatening Acts (FTAs) because it indicates that speaker, in this case the teacher, considers relative power between himself with and the addressee which are

the students, to be small. So, although power, distance and relationship of both participant in different level, the environment that created during the interaction, especially academic instruction, shown the closeness between participants and do not threat someone's positive face. This strategy mostly found in almost all categories of classroom interaction in both teacher-students interaction and students-teacher interaction.

3. *Strategy 5 (Seek Agreement)*

This positive politeness strategy deals with an effort to seek the agreement without threatening someone's positive face during the interaction. Brown and Levinson (1987:112) explain that there are two ways to get the addressee agree without threatening their face, namely, safe topic and repetition. In classroom interaction, especially in presenting the material of the lesson, the teacher performed some utterance to get the agreement of the students about the material that being taught. From the data the researcher found the way teacher seek the agreement by saving the topic, or in other word seek the topic that possible to agree with.

Teacher : Now, let come to the second, write the body of the letter. *Yang body nya itu nah tell your reason. Pertama take salutation, salutation nya the teacher khan?* **Dear Mrs. Linda misalkan ya. Me is teacher, right?**

Student : *Ya*

From the data above, the positive politeness strategy that is used by the teacher is seeking agreement. The excerpts of utterance above show way of claiming common ground with hearer. Here, the teacher seek topic in which it is possible to agree with. The raising safe topic in classroom interaction allows teacher to stress his agreement with hearer. In the example, the teacher asking his students' agreement about how to compose a good letter which begins with salutation by considering to give an example that the students easy to agree. Here, he promotes the example of himself as the teacher. This strategy allows the teacher to invite his students' understanding without threatening their positive face. The use of this strategy mostly found in teacher-students interaction in four categories of classroom interaction.

4. *Strategy 10 (Offers and promises)*

In order to reduce the potential threat of some Face Threatening Act (FTAs), the speaker may choose to stress his cooperation with hearer in various areas of god will. Brown and Levinson (1987:125) states that there are two natural outcome of choosing this strategy, namely; offers and promises, because both demonstrate speaker's good intentions in satisfying hearer's positive face.

Teacher : *Lah...? Belum ketemu? Nah, tambah satu lai!*

Student : *Eee... iko ajo lun salasai, lah batambah lo.*

Teacher : **Satu lagi lah, satu lagi. Kalau lah siap bolehlah rest time.**

Student : *Yes!*

From the excerpt of utterance above, the teacher stress future cooperation in which to distract the students from potential face threat. The promise that conveyed by the teacher in utterance above shows that the teacher offers some cooperation to the students to make them have a willing to do what the teacher wants them to do. The requirement that the teacher convey makes the students do what the teacher asked. Offering and promising also found in almost four categories of classroom interaction. It was in both teacher-students interaction and students-teacher interaction.

5. *Strategy 12 (Including both speaker and hearer in the activity)*

In reducing the dominant power of the teacher in the classroom, strategy 12 of positive politeness can be worked out. As stated by Brown and Levinson (1987:127) that using inclusive 'we' instead of 'I' and 'You' can call upon the cooperative assumption and repair Face Threatening Acts (FTAs). From the data, it is found that this strategy is mostly showing up during interaction that happened in academic instruction.. The example is shown as follow:

- Teacher : *Evan sama fikri bisa masa resa sama adit nggak bisa. Mungkin tadi membuat pr-nya sama disekolah bukan dirumah kali.* Now, it is time to show your writing. **We need to bacakan hasilnya. Oke, we invite, Dika! Ha,,** please listen! *Yang lain tolong dengar ya!*
- Student : *(Dika read his writing)*

The example above shows that the utterance is conveyed by considered the strategy of positive politeness, namely including both the speaker and hearer in activity. It is aimed to reduce the domination role of teacher in giving command to do particular activity. By using an inclusive form, the teacher seems include in any activity that he created to be acted by the students. The sample shows that when conveying the utterance "*we need to bacakan hasilnya*", the teacher himself seems like included in the activity, but actually this utterance is aimed to ask the students to do the activity. The teacher use 'we' form to soften his request. Therefore, the students will do the activity sincerely. The use of this strategy appears mostly in teacher-students interaction. It is related to the role of the teacher in classroom is not only to deliver the material to the students but also the way teacher threat the students which consider the protection toward their positive self image is important to be concerned.

6. Strategy 13 (Giving or asking for the reason)

According to Brown and Levinson (1987:128) another aspect of including hearer in the activity id for speaker to give reason s as to why he wants what he wants. By including hearer in his practical reasoning and assuming reflexivity, hearer is thereby led to see the reasonableness of speaker's FTA. From the data, the researcher found utterances that used this strategy in teacher and students interaction. The strategy of politeness is shown as following fragment:

- T : Pleasure? *Ha senang?* What expression can you use, **lets' show your pleasure, tegar you are the chairman of OSIS, what you said at the time?**
- S : "Yeaahh..I am the winner".

From the excerpt above, the teacher includes the students in the activity and gives a reason why he wants what he wants. The utterance "*let's show your pleasure*", indicates that the teacher included in the activity as well as the students and giving the reason why he wants the students so the activity in the utterance "*Tegar, you are the chairman of OSIS, what you said at time?*". This utterance shows that teacher gives practical reason why he wants the students to answer the question. It also relate to the way teacher motivate the students by including himself and giving the reason why he need to let the students taking a part in classroom activity.

IV. CONCLUSION

This research shows thatthere are six strategies of positive politeness foundin teacher-student in English classroom Interaction. These strategy are: strategy 2, Exaggerate interest, approval, sympathy with hearer; strategy 4, use in-group identity markers; strategy 5, seek agreement; strategy 10, offers, promise; strategy 12, including both speaker and hearer in activity and

strategy 13, giving or asking a reason. These strategies appear in four classroom categories namely, academic instruction, motivation, evaluation and classroom management.

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INSERTIONAL CODE MIXING IN JUST ALVIN SHOW ON METRO TV: A Sociopragmatic Perspective

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ABSTRACT

This research discusses the types of code mixing based on the characteristics of its insertion. This study aims to find out what are the characteristics of insertional code mixing contained in the utterances by the host and the guest stars on the show Just Alvin, Metro TV. This thesis also discusses the sociopragmatic motivations of the host and the guest stars in the use of code mixing. Data are collected by using observation technique, recording techniques and note taking. Data are analyzed by referential method and pragmatic method. Analysis of the data refers to the typology of code mixing of the utterances that show the characteristics of insertional code-mixing between Indonesian and English mixed based on the theory of typology proposed by Pieter Musyken and sociopragmatic motivation of its use in accordance theory by David Li.

Based on the characteristics of insertional code mixing from all the utterances, the writer found that there are three types of insertion occur in the utterance: The highest frequency found is the Content Words, followed by Single Constituent and Morphological Integration. The Content Words and Single Constituent are dominant because the habit of the speakers in using many English words and constituent in their utterances. Morphological integration occurs because of the affixation used by the speakers creates the bigger chance for insertional code mixing happens in the utterances.

The writer also figured out four Sociopragmatic motivations in Just Alvin, The highest frequency is Prestige followed by euphemism, specificity and Practical Principle. Prestige motivation is used to show their social background which make them able to speak foreign language. Practical Principle is used because the background of the speakers as the artists and entertainers thus they need to inserted some words or phrase related to entertainment world, specificity is used the needs of effectiveness and efficiency, while euphemism is used to avoid a rude and improper words.

Key Words: Sociopragmatic, code mixing, insertion

I. INTRODUCTION

Many people are equipped with the ability to speak more than one language. In case someone is able to speak two languages, his ability is called bilingualism. Most people in the world are bilinguals for various social needs, either for local or global social interactions. The types of bilingual used and the intention of the speakers in using it can be analyzed from sociopragmatic point of view. Sociopragmatically, the way of the people in speaking bilingualism can be identified as the phenomena of language interface.

Code mixing is one of the bilingualism phenomena. By mixing the code, people use more than one language in speaking. There are some importances of code mixing. Firstly, it is important for solidarity marker (Offiong: 2007) states that code mixing can be a way to show our tolerance in communicating. Sometimes, if our speaking partner comes from different background, like social and cultural background, code mixing is needed to make a warm and friendly communication. The second importance is prestige. It means there's always a pride for someone if he masters more than one language, pride of bilingual (Wardough, 1986), and the

last, code mixing is a passport to enter a new world, because people use code mixing to enter a globalization, business, trading activities and other important aspects in life.

The common procedure of code mixing is by inserting the element from foreign language. Wardhaugh (1992: 106) defines that code-mixing occurs when the conversants use both languages together to the extent that change from one language to the other in the course of a single utterance. There are so many media which support for the code mixing occurs, one of them is television. It is acceptable when the television is considered as the important media which gives the biggest chance for code mixing occurs through its programs, for instances: news, drama, comedy, advertisement, movie, music program, and the one which is recently trending, talk show program.

The writer is interested in studying code-mixing presented in a show entitled *Just Alvin* on Metro TV. This program is an entertainment program with an hour duration, aired weekly on Metro TV every Sunday evening, 8.30 pm. This show invites the local and international celebrity to come and discuss about their inspiring life, their work, achievement and everything from them which is so interesting to discuss. The various background of the speakers creates the bigger chance for code mixing occurs in this talk show. Here, after the presenters himself, the writer analyses the utterances of the guest stars in the episode of Maudy Ayunda and Agnes Monica. Both of them are bilingual and use code mixing in the utterances. Therefore, the writer is interested to analysed the code mixing phenomena through the utterances of the speakers in the talk show viewed from sociopragmatic point of view related with the features and its motivation.

II. METHOD

Method and Technique of Collecting Data

In conducting this research, data are collected by applying observational method. The writer begins with collecting the data by applying the technique from Sudaryanto (1993:134) which is called non participatory observational technique. In this method, tap technique is used as the as the basic technique to make the documentation of the data. The conversations in the talk show are recorded using recording tools and collected as many as possible, then the transcription will be processed which makes the data in recording from becomes the writing form. The writer also uses note-taking technique. Here, the writer tries to take a note on the statements or utterances that produced by all of the speakers in the talk show *Just Alvin* show.

Method and Technique of Analysing Data

The method of analyzing data that is used in this research is identity method. Identity method is research method which its determiner device is outside of language, apart from and does not become part of the language which researched (Sudaryanto' 1993:13). The writer uses the identity method to analyze type and the motivation of using code mixing. The technique in identity method consists of basic technique which is called dividing key factor technique.

The competence in dividing can be classified into five categories such as referential identity method, articulatory identity method, translational identity method, orthographical identity method, and pragmatic identity method (Sudaryanto: 1993:21). In analysing the data, referential identity method and pragmatic identity method are applied. The data is examined through the situational context referring to the meaning of the utterances. In the use of identity method, the basic technique chosen is also translational method. The data will be analyzed to explore the features of code mixing, the motivation and the tendency.

Method and Technique of Presenting the Result of Analysis

There are two methods of presenting the result of analysis, formal and informal method (Sudaryanto, 1993:145). Formal method is the writer presents the result of data analysis is by using symbol, signs, table and diagram. While informal method is the writer presents the result of analysis by using words or sentences without symbol, signs, table, and diagram. In this

research, the writer presents the result of analysis by using both formal and informal presentation method.

III. DISCUSSION

A. The Features of Insertional Code Mixing in *Just Alvin Show*

The features of insertional code mixing relies to typology theory by Pieter Musken. He presents five features of insertional code-mixing as single constituent, content words and morphological integration.

Single Constituent

It is widely recognised that in using code mixing, people tend to insert the constituent from foreign language into the matrix language. The insertion of single constituent can be seen in this first utterance as follow:

Suara kamu *sweet banget* ya, enak dengerinnya tadi. Kamu *a girl with many talents*.

‘Your voice is so sweet, it was good to hear that. You are a girl with many talents’

The utterance above is a comment by Alvin to the guest star Maudy Ayunda. Before at the opening of the show, Maudy performed a song entitled *Perahu Kertas*. After finishing her song, Alvin greets Maudy by praising her beautiful voice. He tells that he really enjoys listening it. He also says that he is amazed by multiple talents she has.

Based on the insertion found in that utterance, we can find that this utterance has two insertions: *sweet* and *a girl with many talents*. Single constituent exists in the second English insertion *a girl with many talents* uttered by Alvin. That phrase is a single constituent in English words which are combined with the sentence in bahasa Indonesia. This structure shows that the feature of single constituent exists in this sentence.

Therefore, the insertion of an English single constituent, *a girl with many talents* is an inserted element which is combined into the sentence in Bahasa Indonesia that shows the existence of first feature of insertional code-mixing on the type of a single constituent.

Padahal aku orangnya ga terlalu macam-macam, cuma *go with the flow doing things that I like*.

‘In fact, I am just ordinary girl, just go with flow the doing things that I like.’

This utterance is Maudy’s response when Alvin conveys his admiration toward many talents she has. She can sing, she does acting, she performs on theatres too, while she is also good in academic. Therefore, Alvin reveals his opinion about how talented Maudy is. Maudy reacts so humble. She says that she is just an ordinary girl by saying *Aku orangnya ga macam-macam*.

Maudy’s utterance can be categorized into first feature of insertional code-mixing based on Muysken’s typology, a single constituent. The utterance displays that the occurrence of two single English constituents *go with the flo* and *doing things I like* that are inserted into Bahasa Indonesia. The combination between them cause the insertional code-mixing occur. In this case, the English constituents is combined with the sentence of Bahasa Indonesia forms code-mixing. English single constituents *go with the flow* and *doing things I like*. are classified as single constituent in the form of phrasal verbs.

Content Word

The second numurous features found is content word. These are some examples of the insenrtion of content word like the following utternces:

Mungkin mereka melihat ada *interest* aku di situ juga kali ya?

‘Perhaps, they see there’s my interest there isn’t?’

The above line is the answer from Maudy when Alvin asks about her involvement in a International Forum of Economic in Bali where Maudy represent as one of young Indonesian representative chosen by the president to give the speech in front of so many leader of various countries in the world in that forum. This achievement is really a big achievement for her. Then, Alvin asks her story and her feeling about it and why is she invited in that forum. Maudy confesses that the government invite her by seeing her interest in economic, because in her university in Oxford, she takes Economy as the major.

The existence of third features of insertional code mixing can be seen in that utterance. Based on typology theory, if a word is inserted in the utterance, it can be categorized as the third feature, word insertion. The word *interest* is inserted here. It is also as a noun. This utterance occurs after the verb of Bahasa Indonesia *melihat* is spoken. In generally, Indonesian people do not speak the word *interest*, but '*minat*' or exactly *kesenangan*. Because of the influence of English the word *interest* is chosen

From its pattern of the occurrence, this following utterance shows that another type of the mixing of content words from English into the sentence of Bahasa Indonesia:

Mengetahui kita menjadi *impact* buat hidup seseorang itu magical thing
'Knowing we become the impact for someone's life is a magical thing'

The context of this utterance is when Alvin asks Maudy about her feeling by knowing that there are so many people are inspired by her. In this utterance, the part that is discussed is the word *impact* which can be categorized into third feature of insertional code mixing based on Muysken's typology. From this utterance, it is seen that the speaker uses an English word *impact* as a noun. A word *impact* follows the verb *menjadi*. According to Muhajir (1984: 160) mentions that *menjadi* (vt) means to make something. Because *menjadi* is transitive verb (vt), it has to be followed by an object. It is supported by the grammar of Bahasa Indonesia where a transitive verb have to be followed by an object (Chaer, 1993). Here, in the utterance *Menjadi impact buat hidup orang*. Based on Bahasa Indonesia rule, this utterance is appropriate because the construction is followed by an object.

Morphological Integration

The last feature to be examined is morphological integration. There are some utterances that are discussed in this analysis. For the first analysis, the writer takes the utterance as below:

Aku jadi lebih produktif, jadinya bisa *memotivate* orang, it's such a blessing
'I became more productive, Exactly can motivate people'.

For the feature of morphological integration, this utterance can be categorized into fifth feature of insertional code mixing. The word *memotivate* causes the morphological integration case occurs. This word is the combination between English free morpheme or word *motivate* and bound morpheme or prefix of Bahasa Indonesia *me-*. In Bahasa Indonesia, the prefix *me-* is to indicate the verb (Chaer, 2008). In this case, the occurrence of suffix or bound morpheme of Bahasa Indonesia *me-* within the word *memotivate* is placed in the precede position of free morpheme of English *motivate*. It is proven that the insertional code mixing feature of morphological integration happen in this utterance.

Another example containing morphological integration seen in this following utterance which displays the last feature of insertional code mixing:

Aku ngerasa itu beban banget, tapi *beginning*-nya aja.
'I feel it's so a burden, but just in the beginning'.

The statement above is the answer by Maudy when Alvin asks about her feeling after being chosen as the young Indonesian who participated in international seminar. Maudy admits that she was actually so nervous. It once burdened her at the beginning. After getting support from her family and convince herself, she finally gained her confidence being one of the speaker in that international seminar.

This utterance has proven that morphological integration as the fifth features of insertional code mixing occurs. The word *beginning-nya* causes the morphological integration case occur.

B. The Sociopragmatic Motivations

There are some sociopragmatic factors that influence the speakers in doing code mixing. Following Li's framework (2000) there are four sociopragmatic motivations commonly found in the society. They are euphemism, specificity, bilingual punning and practical principle, and the prestige reason. Those motivations reported in this following analysis from the data which have been already discussed :

Euphemism

The first example of euphemism can be seen in these following utterances:

Padahal aku orangnya ga terlalu macam-macam, Aku cuma go with the flow doing things that I like.

'In fact, I am just ordinary girl, I just go with the doing things that I like.'

Moderately, she just goes with the flow in doing anything. In short, she does what she likes. If she uses bahasa Indonesia *sesuka hati*, it will sound offhanded. Therefore, she applies the insertion by saying *go with the flow doing things I like* with the purpose of euphemism.

An interesting example of euphemism may be found in this following utterance:

Itu bukan for advantage Mas, memang my own enjoyment.

'It's not for advantage Mas, it's my own enjoyment indeed'

The utterance is when Alvin asks Maudy why does she works so hard in pursuing both career and education whether it is that for money or plainly just her hobby. Then Maudy replies that she works not just for advantage but it is her truly interest. Sometimes, euphemism occurs in the form of this rhetorical device in which forces an idea is softened or minimized by a double negative, as in the reference to someone as being not unattractive. It will sounds harsh if she uses the word 'uang' or money in bahasa Indonesia. That's why she relaces it by inserting a single constituent.

A similar case of euphemism can be revealed in this following utterance. It proves the reason why the insertion is needed:

Aku ngerasa little bit bipolar, aku ngerasa ada dua sisi dalam diri aku. (U22)

'I feel like little bit bipolar, I feel there are two sides inside of me'

The utterance occurs when Alvin asks Maudy about her personality. He shows his admiration by praising the her ability in making her career and study balance. Maudy replies that she thinks she is having a dual personality. In that utterance, euphemism occurs when Maudy inserted the constituent *little bit bipolar*. Euphemisms, words or phrases that substitute for provocative or emotionally charged terms, are employed for various reasons. Especially for the above utterance, It will sound less heavy than she says *berkepribadian ganda* in bahasa Indonesia. Therefore, it is proven that insertion can be used as the reason of euphemism.

Specificity

Aku di SMA udah ada penjurusan, Aku ngambil economic and history.

'When I was in high school, the major has been divided. I took economic and history.'

This utterance proves the further motovation of specificity. It occurs when Maudy answers Alvin about her previous education. Maudy explains her high school major. She studied in one of International school in Jakarta and took economic and history. Talking about the major in education, one should speaks the specificity. Thus Maudy doesn't speak in bahasa Indonesia as the matrix language for explaining her major by the reason of specificity.

This following utterance from Alvin also emphasizes the emerge of specificity motivation:

Debut awal Untuk Rena ya? kemudian Sang Pemimpi lalu yang terakhir Perahu Kertas yang bikin orang jadi aware sama Maudy.

‘Early Debut Untuk Rena, then Sang Pemimpi then the last Perahu Kertas which finally makes people are aware of Maudy’

This utterance comes when Alvin asks about the movies that have been starring by Maudy. Alvin mentions some movies which have Maudy as both leading and supporting role. Throughout this utterance, the specificity motivation can be seen when Alvin says the word *debut*. It is a specific word to say the very first movie to play by someone.

Practical Principle

Suka kaget aja kalo pas check sound tiba-tiba ada fans yang nyamperin.

‘I’m often surprised while checking sound suddenly my fans approach me.’

The utterance is the answer when Agnes is being asked what is the meaning of fans to her. She says that they really mean to her. Without them she will never been supported even sometimes she’s surprised if a fan come to her before she starts the show. In this conversation, Agnes inserted the words “check sound” which means making a audio preparation before starting the music concert. Check sound here is the example of practical principle.

Prestige

This is the utterance by Maudy which shows the prestige motivation:

Aku represent young generation, aku ketemu a lot of great people.

‘I represent young generation, I meet a lot of great people’

The above utterance is Maudy’s confession when she explains her experience to be a young representative in International congress held in Bali. Here, to make the conversation sounds interesting, Maudy inserted some constituent like *reprsent young gengeration* and *meeting a lot of great people*. Those insertion indicate the emerge of prestige reason. By applying some english insertion, Maudy wants to show her class, education and status.

The next utterance which show the prestige motivation is from Agnes as follow:

Emang jujur ya, aku semakin grow up, semakin ke sini semakin melihat real world.

‘To be honest, I ‘m growing up, closer here, I can see the real world’

On the occasion on interview with agnes, Alvin gives a question about what have been gained by Agnes after getiing success with popularity, because her existence can be recognised as one of inspiring Asian artist. Agnes says that she becomes wiser and finally can see the real world. Here, She doesn’t use bahasa Indonesia. The insertion of *grow up* and *real world* are purely for prestige reason. To show a prestige according Li is one of many factors that influence people’s willingness to attain standard language accuracy including code mixing. This is the kind of language behavior one often associate with young people who seek the approval by society as establishment of their existence, because code mixing can show the level of social prestige that make priority over the mastery of the spoken target language like what has been proven by Agnes in almost all of her utterances.

IV. CONCLUSION

After analyzing the data, the writer discovers some findings. First, the frequent insertion is at the first type of insertional code-mixing: a single constituent. There are so many English constituent inserted into the sentence of Bahasa Indonesia. The second numerous feature is content words. The English noun, verb, and adjective are inserted into the sentence of Bahasa

Indonesia. The third features found is morphological integration, proven by the morpheme of bahasa Indonesia which is always used is the bound morpheme, such as: the prefix *di-*, *me-*, and the suffix *-nya*. The English free morpheme is always combined into the bound morpheme of bahasa Indonesia.

From the sociopragmatic motivation, the speakers give the inserted element by the motivation of euphemism, specificity, practical principle and prestige which can be found in data to explain the code mixing in the Just Alvin show on Metro TV. Beside for softening language and particular specificity purposes, most of the speakers mix their codes in order to express their group identity, which means that they belong to a particular speech community, of which the members are able to use code mixing.

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AN ANALYSIS OF A SHORT CONVERSATION BETWEEN TWO PARTICIPANTS IN A COMEDY MOVIE *WALK OF SHAME*: A PRAGMATICS STUDY

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ABSTRACT

The aim of the research was to analyze a short conversation between two participants in a comedy movie Walk of Shame. This research was a qualitative research. The data of this study were spoken language taken from a short conversation between Participant 1 (Megan Miles) and Participant 2 (a taxi driver) in an American comedy movie entitled Walk of Shame. The spoken language data were transcribed to the written language. The data were analyzed by using the relevance theory of Sperber and Wilson and Grice's theory of conversational implicature. The result showed that there was a miscommunication between Participant 1 and Participant 2. It happened because Participant 1 did not give clear information to the Participant 2. Besides, it also happened because both of them had different share knowledge. Participant 1 also didn't give good ostensive stimuli.

Key Words: *a short conversation, relevance, implicature, pragmatics*

I. INTRODUCTION

A comedy is one of the most favorite movie genres of many people. The aim of this movie genre is to entertain the watchers and make them laugh. Making people laugh is not easy, the director needs to think hard about the act, speech, and appearance of the actor or actress. Some people might say a movie is funny, but others do not think so. It depends on the sense of humor of each person. If the director can make everybody laugh watching many scenes of his movie, the comedy movie he makes is successful.

One of successful comedy movies that can make people laugh a lot because it is particularly funny is *Walk of Shame*. The movie is an American comedy movie released on May 2014. This movie tells about a journalist, Meghan Miles, who had a big dream to be a news reader in a television station. She got many troubles when she wanted to attend the most important interview in her life. She broke up with her boyfriend and met a man who she did not see before in a club. She got lost in the capital city of Los Angeles without a cell phone, a car, an identity card, and money. She only got eight hours to get her office.

There are many conversations in the movie; one of them is the dialogue between Meghan Miles and a taxi driver. There was misunderstanding happening to Meghan Miles and the taxi driver. The humor effect emerged because of misunderstanding between two participants can be seen clearly, so that the cause of misunderstanding needed to be found out. The aim of the research was to find the cause of misunderstanding between Meghan Miles and the taxi driver in the comedy movie *Walk of Shame*. The result of this research was expected to give information that one of the cause of a conversation stop was because of misunderstanding.

II. METHOD

2.1 Theory

A phenomenon can produce some assumptions. Otherwise, it doesn't mean that an individual will make the assumptions. Sperber and Wilson (1991: 152-153) said that a phenomenon can be processed more or less efficient depending on the assumptions produced were made. A phenomenon is relevant to an individual if and only if one or more assumption produced is relevant. A phenomenon is also relevant to an individual on the certain level if the contextual effect achieved when it is processed optimally is big. Moreover, a phenomenon is relevant on an individual on the certain level when the effort needed to process optimally is small. Stimulus is a phenomenon made to get a cognitive effect. Relevance on the stimulus is the same with the relevance on the phenomenon. They added that ostensive stimuli should be able to attract the hearer's attention and must be focused on the purpose of the speaker. Ostensive stimuli are the most relevant things for the speaker to use in communication. In addition, the principle of relevance is only obtained on the ostensive communication.

Grice (1991) stated that in a conversation there are implicatures called conversational implicatures that is produced because of the demand of a certain conversational context. The conversational implicatures have more variation of meaning and definition. They only have temporal meaning, the meaning that only occurred when the conversation in a certain context happening. He added that a discourse will happen if the speaker and the hearer obey the cooperation principle of communication. The cooperation principle has four conversational maxims: *the maxim of quantity*, *the maxim of quality*, *the maxim of relation* and *the maxim of manner*. First, in the maxim of quantity a speaker is expected to give enough, relatively equal, and informative information. Second, in the maxim of quality a speaker is hoped to deliver something real and based on the reality in giving information. Third, in the maxim of relation there should be a good cooperation between a speaker and a hearer, each of them needs to contribute in giving information relevantly. The last, in the maxim of manner a speaker need to speak directly, distinctly, and clearly.

2.2 Data

The data of this research were spoken language. The conversation used as the spoken language data was taken from a comedy movie *Walk of Shame* released at May 2, 2014. The part of conversation used was the conversation of the main actress, Meghan Miles, with a taxi driver. It was started in 00:22:32 up to 00:24:20. The spoken data was transcribed to the written one. The following is the transcription of the conversation of Meghan Miles and the taxi driver.

Taxi Driver : *You sneak up, I shoot you.*
Meghan : *No, no, no, no. I just want a ride. I'm just trying to hire you.*
Taxi Driver : *Oh, no, no, no. Off duty. Off duty.*
Meghan : *No, please, sir. I will pay you... Double. Triple. To take me to the tow place. Mmmmm. Do you know where that is the place they tow to?*
Taxi Driver : *Oh. Tow to?*
Meghan : *Yes! Yes, you understand. The tow to.*
Taxi Driver : *Da. Da. Tow to.*
Meghan : *Okay, great. Thank God.*
Taxi Driver : *You working?*
Meghan : *Yes, I work. Very important I get to work today. Tonight. Okay. Great.*
Taxi Driver : *So, here we go. We're going tow to.*
Meghan : *Great. Great.*
Taxi Driver : *You know, I like it, your work.*
Meghan : *You know my work?*
Taxi Driver : *Oh, yeah, yeah. Very nice.*
Meghan : *Oh, well, thank you. Thank you so much.*

- Yeah, I love what I do. It gives me a lot of self-worth and really... I don't know. I...*
- Taxi Driver : *You have boyfriend?*
- Meghan : *Um, presently, I do not technically have a man.
I mean, I just... I don't know. I met someone, and... Oh, but I just left someone. I didn't... Well, truth be told, he left me.*
- Taxi Driver : *Actually, I don't really give a shit.*
- Meghan : *Okay. Good talk.*
- Taxi Driver : *Ah! Here.*
- Meghan : *Here? Where here?*
- Taxi Driver : *Here. Tow to.*
- Meghan : *No, no. Oh, my goodness. No, no, no.
This is Tattoo, and I said "tow to" as in "tow your car."
This is a funny language miscommunication.*

2.3 Method and Technique

This research is a qualitative study. It used a spoken language data. The part of conversation used was the conversation of the main actress, Meghan Miles, with a taxi driver. It was chosen because it contained misunderstanding conversation. The data was transcribed to the written one to be analyzed. There were two participants of the conversation. Meghan Miles was the participant 1 and the taxi driver was the participant 2.

III. DISCUSSION

There are many ways a director makes a funny story in a movie; one of them is by creating misunderstanding conversation between one participant and another one. In the comedy movie *Walk of Shame*, there was misunderstanding between Meghan Miles and the taxi driver. Why did it happen? The following is the discussion about the analysis of the conversation.

First, the taxi driver had a hunch that Meghan was a thief.

(1) *You sneak up, I shoot you.*

Then, Meghan explained that she just wanted to hire him.

(2) *No, no, no, no. I just want a ride. I'm just trying to hire you.*

The taxi driver denied.

(3) *Oh, no, no, no. Off duty. Off duty.*

Meghan told him that she wanted him to take her to the "tow to".

(4) *No, please, sir. I will pay you... Double. Triple. To take me to the tow place. Mmmmm.*

Do you know where that is the place they tow to?

The taxi driver understood what Meghan meant.

(5) *Oh. Towto? Da. Da, Towto.*

The taxi driver asked to Meghan whether she wanted to go working at night.

(6) *Are you working?*

Meghan answered that she wanted to go working.

(7) *Yes, I work. Very important I get to work today. Tonight. Okay. Great.*

The taxi driver said that he liked what Meghan did.

(8) *You know, I like it, your work.*

Meghan was surprised that the taxi driver knew about her job.

(9) *You know my work?*

The taxi driver gave a compliment to Meghan about her job.

(10) *Oh, yeah, yeah. Very nice.*

Meghan thanked the taxi driver.

(11) *Oh, well, thank you. Thank you so much. Yeah, I love what I do. It gives me a lot of self-worth and really... I don't know. I...*

The taxi driver wanted to know the relationship status of Meghan.

(12) *You have boyfriend?*

Meghan replied that she just broke up with her boyfriend then met someone and left him.

(13) *Um, presently, I do not technically have a man. I mean, I just... I don't know. I met someone, and... Oh, but I just left someone. I didn't... Well, truth be told, he left me*

The taxi driver didn't believe her.

(14) *I don't really give a shit.*

Meghan just ignored him.

(15) *Okay. Good talk.*

The taxi driver told Meghan that she was arrived at her working place.

(16) *Ah! Here.*

Meghan was confused and asked to him where it was.

(17) *Here? Where here?*

The taxi driver said that it was "tow to".

(18) *Here. Tow to.*

Meghan was startled that there has been a miscommunication between her and him.

(19) *Oh, my goodness. No, no, no. This is Tattoo, and I said "tow to" as in "tow your car." This is a funny language miscommunication.*

From the conversation (1) to (18), it seemed that the conversation was relevant. However, in the last conversation (19) Meghan just realized that there was a miscommunication so that it was not relevant. The miscommunication happened because what Meghan wanted to say was not well delivered to the taxi driver. Meghan didn't explain what *tow to* was (4).

In this case, Meghan had broken the *maxim of manner*. Grice (1991) said that *the maxim of manner* needs the speaker says directly, distinctly, and clearly. Besides, the miscommunication also happened because both of them had different share knowledge. Meghan wanted to be taken to the *tow to*, the place to tow cars that have been parked at the wrong place; meanwhile, the taxi driver took her to the *tattoo*, the place to make tattoos on the body (19). The taxi driver was not an American, but he was an Indian. The word *tow to* was not familiar to him.

Moreover, Meghan didn't give good ostensive stimuli. Sperber and Wilson (1995) said that *ostensive stimuli* are the most relevant things for a speaker to be used in communication.

3. CONCLUSION

In conclusion, there were three causes why the miscommunication happened to Meghan and the taxi driver in a short conversation of a comedy movie *Walk of Shame*. First, Meghan broke the maxim of manner that she didn't explain distinctly and clearly to him about *tow to*, the place she wanted to be taken, so that the taxi driver thought that she wanted to go to *tattoo*. Second, both of them had different share knowledge about *tow to*, so that the taxi driver had a hunch that *tow to* was *tattoo*. Meghan also didn't give good *ostensive stimuli*.

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ESTABLISHING AND OCCUPYING ‘NICHE’ IN THE INTRODUCTION SECTION OF INDONESIAN RESEARCH ARTICLES IN MULTIPLE DISCIPLINES

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ABSTRACT

Studies on the rhetorical style of research article introductions (RAIs) in Indonesian are still very rare although very important. This study is aimed at analysing Indonesian RAIs in multiple disciplines written by Indonesian authors and published in Indonesian research journals especially on the ways ‘niches’ are established and occupied. Four hundred Indonesian research articles in multiple disciplines were selected for this study. The analyses were carried out using genre-based analysis of text communicative purpose of ‘move’ and ‘step’ following problem justifying project (PJP) model as suggested by Safnil (2001). The results show that 1) for Indonesian writers establishing shared schemata is still considered important in their RA introductions while justifying the research project is not that important; 2) Indonesian RA authorstend to justify their research topic by personal reasons and review the current knowledge and practicesalthouth with different quantity of references used; and 3) the Indonesian authors tend to use subjective reasons to support their research project while some of them do not justify their research project at all. This implies that the ways Indonesian RA writers in multiple disciplines justify their research topic and project are very different from those of English RA writers.

Key words: research article introduction, rhetorical style, establishing and occupying niches

I. INTRODUCTION

One of the most important sections in a research article (RA) after an abstract is the introduction section; therefore writers must write this section as convincingly and persuasively as possible in order to attract readers’ attention to be willing to read the whole article (Swales and Najjar 1987 and Safnil 2001). If readers find this section uninteresting or unimportant, they may stop reading the article. Similarly, Belcher (2009) states that the introduction section of an RA is aimed to ‘provide enough information for the readers to be able to understand your argument and its stakes’ (p.209). Swales and Feak (1994) also suggest that the introduction sections of an RA have at least two main purposes: 1) to argue for the importance of the article and 2) to motivate readers to read it. However, authors from different fields of discipline although writing in the same language may write this section differently because of different research practices and style of academic writing.

The introduction section of an RA carries some persuasive values of the entire article (Hunston, 1994); here the authors appeal to readers in order to accept that the research topic and project are important and useful. According to Hunston, RA writers have to address two very important reasons to conduct the research project in their RA introduction in order to be convincing and persuasive; first, there is a gap of knowledge left from previous relevant studies and second, the knowledge gap occurs on an important topic. These two claims are equally important but expressed through different rhetorical strategies. However, different authors may address these two rhetorical work differently and authors of RAs in a particular discipline may

use different discourse style from authors of RAs in other disciplines in addressing these two different communicative units.

There are at least two very important questions to be answered by RA authors in the introduction section, namely: 1) why the research topic is important or interesting and 2) why the research project is important or necessary (Swales, 1990). According to Swales, the first question can be answered by stating that their research topic is interesting, valid, liked, classic, has been investigated by many other researchers or by stating the knowledge or practice and phenomena related to the research topic. However, the success of such persuasive appeal may depend on the writer's credibility in the eyes of the readers; the more credible the writers the more successful the persuasion is. Also, a claim of centrality and topic generalization are typically addressed at the beginning of the introduction section and there is no other element of logical argument or justification in a centrality claim and topic generalization which might be used as a persuasive appeal.

The second important question in an RA introduction is on the importance of the research project. According to Swales (1990), this question can be answered by pointing at the gap found in the previous research or current knowledge about a particular research topic in order to establish a 'niche' for the present research. According to Swales, this is normally done by critiquing the results or findings of previous relevant research or the current knowledge and practices found in the literature. This can be addressed by four possible rhetorical ways: 1) disagreeing in some way with the results of previous research and wanting to dispute or challenge it; 2) finding the results of the previous research lack validity and reliability; 3) wanting to answer a particular question arising from the previous research; and 4) willing to look further at the development of a particular case. According to Swales, these claims are important especially in a competitive research area or field where researchers face a tough competition for a research space and in order to succeed in such a competition, giving 'high-level claims' is often important although this 'involves contradicting large bodies of the relevant literature' in order to challenge assumptions made by previous studies (p.117).

1.1. The Rhetorical Style of English RA Introductions

The rhetorical style of English RA introductions in international journals generally follows the pattern or model of 'create a research space' (Swales, 1990). In this model, according to Swales, RA authors address three communicative units or moves with different communicative functions and each move may have one or more smaller communicative units or steps with different communicative function aiming at describing the move in details in order to be more manageable. Swales' CARS model is presented in Figure 1 below.

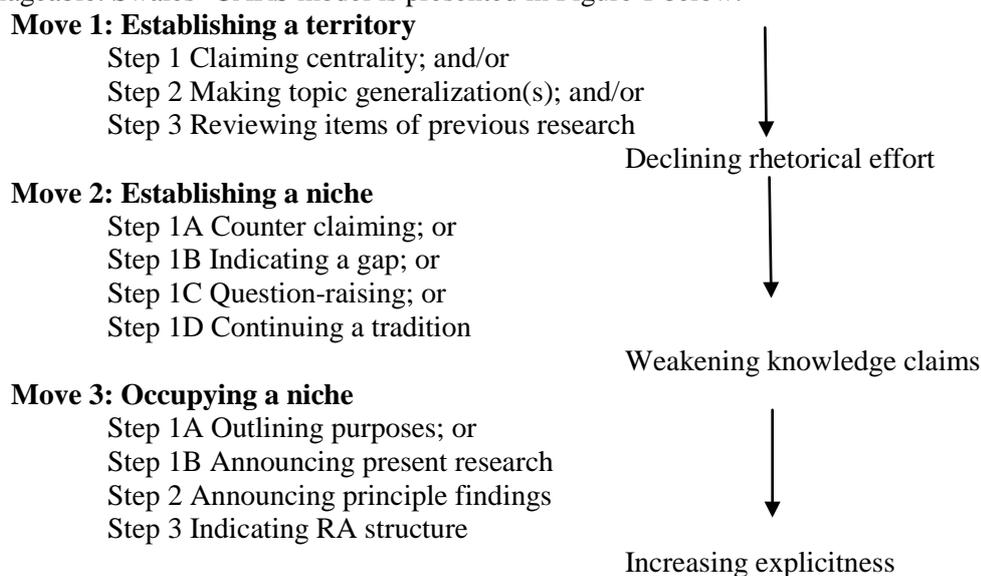


Figure 1: The CARS Model of English RA Introductions (Swales 1990:141)

As shown in Figure 1, each move has several possible steps; according to Swales, this is intended to accommodate a greater variety of communicative function in the introduction of more complex RAs. Swales further claims that the number of steps used in an RA introduction can determine the persuasiveness and argumentativeness of the RA introduction at least from rhetorical style point of view. However, the number of steps can also be determined by other factors, such as the cultural values in the language of the RA, conditions in certain areas of research, rhetorical style options available in a particular language, the nature of research topics, and rhetorical style preferred by the individual authors or group of authors.

Responding to the recommendations from genre-based studies using CARS model, Swales (2004) revised his CARS model, especially by modifying the steps in Move 2 (establishing a niche). This is, according to Swales, aimed at accommodating greater rhetorical variations among RA introductions in different disciplines. The new CARS model is presented in Figure 2.

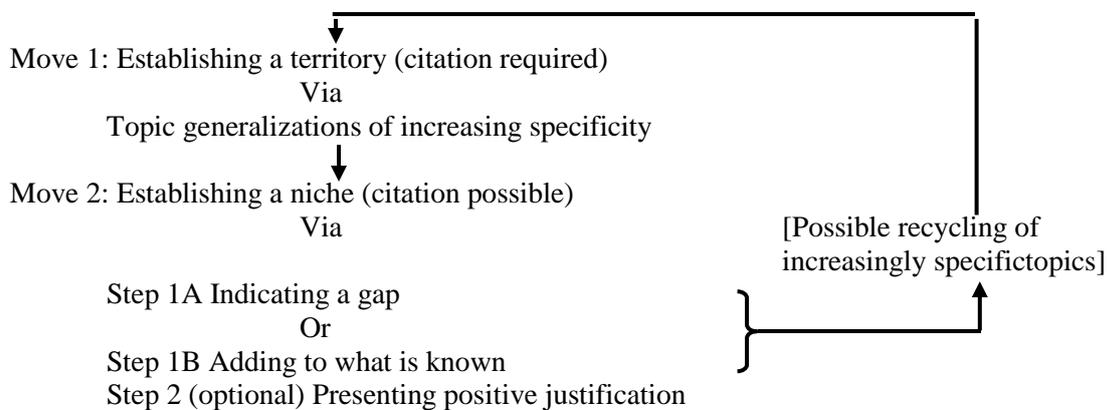


Figure 2: The Revised CARS Model (Swales 2004: 230)

As seen in Figure 2, Swales merging Step-1A (counter claiming) and Step-1B (indicating a gap) into a new Step-1A (indicating a gap) while Step-1C (raising question) and Step-1D (continuing tradition) is merged into a new Step-1B (adding to what is known). Swales also adds a new step of Move 2 which he calls an optional step or Step-2 (presenting positive justification). According to Swales, this new model is considered more flexible to accommodate various contexts of research environment although acknowledging that this model still needs further try out.

1.2. The Rhetorical Style of Indonesian RA Introduction

Studies on the ways Indonesian writers organize their ideas in their RA introductions have also become a focus of interest recently. Safnil (2001), Mirahayuni (2002), Adnan (2009) and Arsyad and Wardhana (2014), to name a few, have conducted genre-based studies on this topic. Safnil (2001) investigated the rhetorical structure of RA introductions written in Indonesian by Indonesian writers in economics, psychology and education and found that the discourse style of the RA introductions in the corpus of his study was different from the one in English as in the CARS model suggested by Swales (1990). According to Safnil, the differences are among other things, 1) the introduction sections of RAs in Indonesian have more moves and steps than the ones in English do; 2) move 1 (establishing a territory) in the Indonesian RA introduction is mainly dealt with by referring to government policy to convince readers that the topic of the research project is important; 3) Move 2 (establishing a niche) the most important move in the RA introduction because this is where authors support the importance of their research project in the RA, is addressed by simply saying that the topic or problem is necessary

or interesting to investigate. In other words, the Indonesian RA writers do not justify their research projects reported in their RA introductions as the ways English RA authors do.

Mirahayuni (2002) conducted a comparative study on Indonesian and English RA introductions written by Indonesian and English authors. She analyzed the rhetorical style of introduction sections of three groups of RAs (20 RAs in English by English writers, 19 RAs in English by Indonesian authors and 19 Indonesian RAs by Indonesian authors) in the field of language teaching or applied linguistics. By using CARS as a model in her analysis, Mirahayuni found significant differences between English RAs by English speakers and the ones by Indonesian authors. The differences are on the way RA authors introduce and explain the importance of their research topics and projects. According to Mirahayuni, to introduce and justify their research activities English authors refer to the knowledge and findings of previous relevant studies while Indonesian authors refer to more practical problems occurring in the community. In other words, according to Mirahayuni, for Indonesian writers research activities are intended to address local problems and to be read by a less wider readership.

Another important study on this topic was carried out by Adnan (2009) when he analyzed the discourse style of RA introductions in education written by Indonesian speakers. Adnan used Swales' CARS as a model in his analysis and found that out of twenty-one RA introductions, none of which matched the discourse style of English RA introductions. Adnan also found a rare occurrence of Move 1 (establishing a territory) in the Indonesian RA introductions and the majority of them prefer addressing the importance of their research topic by referring to practical problems experienced by common people or the government rather than by specific relevant discourse community. In addition, none of the Indonesian RA authors justifies their research projects by pointing at the gap in the results or findings of previous relevant studies. Adnan concluded that Swales' CARS model is not suitable to capture the main communicative units found in the Indonesian RA introductions.

One of the most recent studies on this topic was conducted by Arsyad and Wardhana (2014) when they analysed 200 RAs taken from academic or research journals in four different disciplines (i.e., social sciences, language studies, literature studies and law science). Their research findings reinforced the findings of previous studies (i.e., Safnil, 2001, Mirahayuni, 2002 and Adnan, 2009) in which the rhetorical style of Indonesian RA introductions written by Indonesians in the field of social sciences and humanities is different from those in English RA introductions. One of the differences, according to Arsyad and Wardhana, was that only 87 or 43,4% of the Indonesian writers justified their research project and only 19 (9,5%) of them attempted to indicate a gap in previous studies or base their research activities on the basis of an evaluative analysis on previous relevant research results or findings.

Studies by Safnil, Mirahayuni, Adnan and Arsyad and Wardhana as discussed above are very important in order to know how Indonesian academics of a particular discipline or a group of disciplines rhetorically write RA introductions in Indonesian. However, the corpora in these studies included only a small number of RAs and only of a particular discipline or a set of disciplines; none of them included RAs from multiple disciplines representing the ways Indonesian authors rhetorically organize ideas in their RA introductions. In addition, Shi-xu (2005) claims that discourse studies of a language and/or culture other than English such as the one in Indonesian is often left out or forgotten while these studies are important to produce balanced information in the literature and objective perception of academic society members at large on these languages and cultures. This is the main motivation for this study; in particular, it is aimed at investigating the argument style of Indonesian RA introductions written by Indonesian academics published in Indonesian research journals in social sciences, humanities, hard sciences, technology and medical sciences. The main questions addressed in this study are the followings:

- a) How do Indonesian writers argue for the importance of their research topic reported in their Indonesian RA introductions published in Indonesian research journals?

- b) How do Indonesian writers argue for the importance of their research projects reported in their Indonesian RA introductions published in Indonesian research journals?
- c) How do Indonesian RA introductions rhetorically differ or resemble among different disciplines and from those in English RA introductions?

For this study, 400 Indonesian RAs published in Indonesian research journals in social sciences, language studies, literature studies, law science, hard sciences, technology, and medical sciences were chosen as the corpus.

II. METHOD

The research articles chosen for this study were aimed to represent Indonesian RA genre in the field of social sciences and humanities, hard sciences and technology and medical sciences (multiple disciplines). The distribution of the journal disciplines and the number of RAs in each discipline is summarized in Table 1 below.

Table 1: The Distribution of RAs in the Corpus of this Study

No.	Discipline	Code	Number of RAs	%
1	Social sciences	Ssc	50	12.5%
2	Language study	Lang	50	12.5%
3	Literature study	Lit	50	12.5%
4	Law science	Law	50	12.5%
5	Hard sciences	Sci	50	12.5%
6	Technology	Tech	50	12.5%
7	Medical sciences	Med	50	12.5%
8	Computer science	Com	50	12.5%
Total			400	100%

Rhetorical analyses were done only on the introduction section of the RAs in the corpus of this study in order to answer the research questions.

In this study, using Safnil's (2001) definition a communicative unit or move in the introduction section of the RAs is,

... a clause or a set of clauses or a paragraph which shows a clear indication of a specific identifiable communicative purpose, signalled by linguistic clues or inferred from specific information in the text. The communicative units or moves in a particular text together develop a set of communicative purposes relevant to the genre of the text (p:82).

The smaller communicative units in this study were considered as a sub-communicative unit or step. Thus, a step in this study following Safnil (2001) is,

[a]segment of a text containing a particular form rhetorical work necessary for realizing the communicative purpose of a Move. Steps are strategies for encoding communicative purposes. The steps are mostly signalled by linguistic and discourse clues in the text or are inferred from the context (p:83).

The decision on whether or not a segment in the text, such as a clause(s) or a paragraph(s) could be classified as a move or a step depends on whether or not the segment had a distinct and identifiable communicative purpose or function.

The steps of identifying moves and steps in the RA introduction sections were done according to Dudley-Evans (1994). First, the title and sub-titles, the abstracts and key terms in the RAs were read to get a rough understanding of the content of the RAs. Second, the whole RA was read to divide it into the main sections of introduction, methods, results and discussion and conclusion (IMRDC). Third, the introduction section of each RA was read again to look for the available linguistic and discourse clues, such as conjunctions, specific lexicons and discourse markers. Fourth, the possible communicative units in the RA introduction were identified by using linguistic and discourse clues and by understanding of the text. Finally, the common discourse style of the RA introduction was identified particularly on the ways Indonesian RA authors justify their research topic and project in their RA introductions. This study involved eight postgraduate students in Indonesian Education Study Program of FKIP of Bengkulu University investigating 50 RA introductions in one discipline and the triangulation processes were carried out among the eight students in order to get a valid and reliable analysis results.

Problem Justifying Project (PJP) model of Indonesian RA introductions as suggested by Safnil (2001) was used as a guideline for the macro and micro rhetorical analyses. The four-move model as suggested by Safnil is presented below.

Move 1 Establishing Shared Schemata by:

Step A: Defining key terms; and/or

Step B: Giving a short history of the research field; and/or

Step C: Describing the geographical setting of the research; and/or

Step D: Making a general claim.

Move 2 Establishing the Research Field by:

Step A: Introducing the actual research topic; and/or

Step B: Identifying the research problem or phenomena;

Step C: Referring to the government policy; and

Step D: Reviewing the current knowledge and practice.

Move 3 Justifying the Present Research Project by:

Step A: Indicating a gap in previous study results; or

Step B: Claiming that the topic has never or rarely been investigated; or

Step C: Claiming that the topic is necessary to investigate; or

Step D: Claiming interest in investigating a particular topic.

Move 4 Announcing the Present Research by:

Step A: Announcing the research purposes; and/or

Step B: Stating the research questions; and/or

Step C: Describing the specific features of the research; and/or

Step D: Stating the expected benefits of the research; and/or

Step E: Announcing the principal findings; and/or

Step F: Proposing the research hypothesis; and/or

Step G: Suggesting a solution to the research problem.

Figure 3: The PJP Rhetorical Model for Indonesian RA Introductions

A little modification was made to the original PJP model in which Step C of Move 1 (Referring to the government policy) was moved to Step C of Move 2. This is because the rhetoric of 'referring to the government policy' can be considered as the writer's strategy to justify their

research topic rather than to prepare readers' schemata. Since the majority of research projects in Indonesia are supported by government funding; therefore, a research project must deal with the government policy or program. Thus, a particular research topic is considered important if the research results may help the government understand and/or solve the possible practical problems in the community. The micro analysis was focused only on the ways Indonesian authors justify their research topic (Move 2) and the ways they justify their research project (Move 3) in their RA introductions. The main reason for using PJP instead of CARS as a model in the data analysis in this study was that the corpus for this study is similar to Safnil (2001)'s study in terms of the language and the authors (Indonesian).

III. RESULTS AND DISCUSSION

Independent raters involved in this study were eight postgraduate students at the Indonesian education department of teacher training and education faculty of Bengkulu University. First, the independent raters were told how to identify the possible moves and steps in the texts with examples following the procedures described above. Then, they were given enough weeks to do the processes of identifying moves and steps of a sample of 20 (10%) randomly selected RA introductions from the corpus of this study. Inter-rater correlation analysis results show about 15 out of 20 RAs (75%) agreement; the inter-rater disagreement appeared on the frequency occurrence of steps of Move 2 and Move 3 while no disagreement occurred in identifying and categorizing the moves (Moves 1, 2, 3 and 4) in the RA introduction sections. The disagreements were then discussed further in order to look for an agreement before further analyses were conducted.

1.3. The Main Communicative Units in the Indonesian RA Introductions

Data analysis results reveal that the main communicative units found in the introduction section of Indonesian RAs in the discipline of social sciences and humanities are as presented in Table 2.

Table 2: The Main Communicative Units in the Indonesian RA Introductions

The Main Communicative Units	Journal Disciplines									
	Ssc	Lit	Lang	Law	Sci	Tech	Med	Com	Tot	%
Move 1 (Establishing Shared schemata)	50	50	50	50	50	50	50	50	400	
Move 2 (Establishing the research field)	40	44	46	48	50	36	49	30	343	85.75
Move 3 (Justifying the present research project)	50	42	48	47	50	26	45	46	354	88.5
Move 4 (Announcing the present research)	16	23	20	25	28	18	14	22	166	41.5
	41	35	36	28	36	36	45	32	289	72.25

As can be seen in Table 2, the majority of Indonesian RA introductions in the corpus of this study have three moves: Move-1 (establishing shared schemata), Move-2 (establishing the research field) and Move-4 (announcing the present research) while only some of them (166 or 41.5%) have a Move 3 (justifying the present research project). At least there are two points

necessary to discuss here; first, for Indonesian writers establishing shared schemata or Move-1 is important in their RA introductions and second, justifying the present research project or Move-3 is not that important.

1.4. Indonesian Writers' Rhetorical Style of Establishing 'Niche' in RA Introductions

The first question in this research as stated in the research question is how Indonesian writers in multiple disciplines convince readers that their research topic or title reported in their research articles is important. The data analysis result is given in Tabel 3.

Table 3: The Ways Indonesian Writers Justify their Research Topic in RA Introductions

Writer's argument for their research topic	Journal Disciplines									%
	Ssc	Lit	Lang	Law	Sci	Tech	Med	Com	Total	
Step A (Introducing the actual research topic)	30	45	19	26	45	8	37	17	227	56.75
Step B (Identifying the research problem)	26	34	33	28	41	10	28	42	242	60.5
Step C (Referring to the government policy)	15	10	5	33	6	10	12	5	101	25.25
Step D (Reviewing the current knowledge and practices)	41	40	41	33	45	13	7	5	225	56.25

As shown in Table 3, the majority of Indonesian RA writers tend to rhetorically justify their research topic or title using Step A (introducing the actual research topic), Step B (identifying the research problem) and Step D (reviewing the current knowledge and practices) although there are differences among the disciplines particularly on the occurrence of Step D between RAs in social sciences and humanities and those in hard sciences and technology and medical sciences. As identified in Table 3, Indonesian writers in social sciences and humanities tend to use significantly more references in their RA introductions than those in hard science and technology and medical science disciplines.

An interesting phenomenon can be noted here that 101 out of 400 or 25.25% RA authors justified their research topic by claiming that their research problem is related in some ways to a government policy or program. This may sound strange by common readers especially of international journals in which a piece of research is necessary because it deals with government policies or program. However, in Indonesian research context since research funding mainly comes from the government, it is reasonable for writers to argue for the importance of their research topic from the government point of view. In other words, for Indonesia researchers convincing that a piece of study is important or necessary because it helps the government solve practical problems, is used to win the research funding competition.

1.5. Indonesian Writers' Rhetorical Style of Occupying 'Niche' in RA Introductions

The second question addressed in this study is how Indonesian RA writers convince readers that their research project is important or necessary. The analysis result is shown in Table 4.

Table 4: The Ways Indonesian Writers Justify their Research Project in RA Introductions

Writer's argument for their research project	Journal Disciplines									
	Ssc	Lit	Lang	Law	Sci	Tech	Med	Com	Total	%
Step A (Indicating gap in previous studies)	4	5	6	4	8	1	6	2	36	9
Step B (Claiming that the topic has never been or rarely investigated)	3	4	4	-	5	-	2	1	19	4.75
Step C (Claiming that the topic is necessary to investigate)	6	8	4	10	22	16	3	9	78	19.5
Step D (Stating interested in investigating the topic)	3	6	6	11	3	1	7	-	37	9.25

Table 4 shows that the most dominant reason for Indonesian writers in conducting research reported in their RA introduction is by claiming that the research topic is necessary to investigate. This research justification may sound subjective by international research journal readers because these writers conducted a particular study only because they found it necessary or important not because there is some kind of knowledge gap in the literature. It can be noted too that very few writers (only 36 out of 400 or 9 %) based their research on the gap found in previous relevant studies as it is commonly found in English RA introductions (Swales, 1990 and 2004).

1.6. Comparison Across the Disciplines

The last question addressed in this study is how Indonesian RA introductions rhetorically differ or resemble among different disciplines and with those of English RA introductions. To simplify the analysis, steps in Move 1 have been recategorised into two and called strategy: Strategy 1 (personal reasons for the research topic) and Strategy 2 (reviewing the current knowledge and practices), while steps in Move 2 have been simplified into: Strategy 1 (objective reasons for the research project) and Strategy 2 (subjective reasons for the research project). The differences and similarities among the disciplines are shown in Figure 4 below:

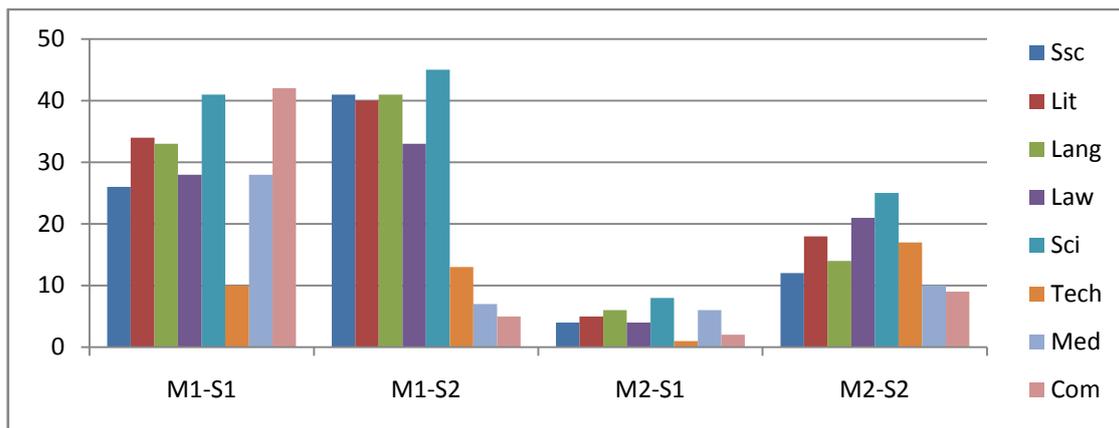


Figure 4: The differences and similarities among the disciplines

As can be seen in Figure 4, the majority of Indonesian RA writers in the corpus of this study used M1-S1 (personal reasons) to justify their research topic except RA writers in technology while the majority of RA writers used Strategy M1-S2 (reviewing the current knowledge and practices) in their RA introductions although with different quantity of references used. One of the possible interpretations of this data is that there is a similarity and difference between RAs in different disciplines especially between social sciences and humanities and hard sciences, technology and medical sciences in supporting the importance of research topic. This finding is different from the one by Adnan (2014) who found that more RA introductions in hard and medical sciences used similar strategies in justifying their research topic to English RA writers. Therefore, according to Adnan Indonesian writers in these disciplines need less effort in modifying their RA introductions when publishing their RAs in an international journal especially in justifying their research topic. The different finding can be because the different quality of RAs selected for the two different studies; in Adnan (2014), only RAs from accredited journals were used while for this study RAs from nonaccredited journals were also included.

Figure 4 also shows that the majority of Indonesian RA writers in all disciplines tend to use a subjective reason for their research project while some of them do not justify their research project at all. This implies that there is a similarity among different disciplines in terms of the rhetorical style of the writers in supporting their research project. This finding is also different from the one found by Adnan (2014) that the majority (81%) of Indonesian RA writers in medical science in his corpus used a required strategy 2 (adding to what is known) in justifying their research project. According to Swales (2004), 'adding to what is known' is a common strategy used by international writers to support the importance of their research project. However, in the data of this study the Indonesian writers in medical sciences are similar to the writers of other disciplines in which the majority of them do not base their research project on a gap found in the literature and therefore their research findings may not add to what is already known by the discourse community in the disciplines.

IV. CONCLUSION AND SUGGESTION

Several conclusions can be drawn from the results of this study. First, for Indonesian writers establishing shared schemata is still considered important in their RA introductions and justifying the present research project is not that important. Second, the majority of Indonesian RA writers in multiple disciplines justify their research topic by personal reasons and reviewing the current knowledge and practices although with different quantity of references used. Finally, the majority of Indonesian RA writers in all disciplines tend to use a subjective reasons for their

research project while some of them do not justify their research project at all. This shows that the rhetorical styles of the Indonesian RA introductions in multiple disciplines are very different from the ones in English RA introduction as suggested in Swales CARS model.

An important suggestion needs to be address here that Indonesian RA writers in multiple disciplines must modify their RA introduction rhetorical style especially in establishing and occupying 'niche' when writing in English and willing to publish an article in a reputable international journal. This is aimed at improving the possibility of being accepted to be published in the targetted international journal. Adapting to the rhetorical style commonly found in international journals is an important strategy for the Indonesian RA writers in order to improve the rate of acceptance of their journal articles in an international journal.

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POSTDISCOURSE e135: A CRITIQUE ON OTHER CRITICAL DISCOURSE STUDIES

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ABSTRACT

Contemporary dominant critical discourse theories and linguistics end in analyzing and investigating particular social problems profoundly and critically in which discourse has decisive roles without providing the possible strategic solutions to solve those problems. Therefore, various theoretical improvements are needed as the solution to cope with such a conceptual weakness. In accordance with that aim, Postdiscourse Analysis of Sawirman-e135 (PAS-e) is designed and developed to be one of possible avenues to meet such demand. It is intended as the fundamental basis of Neolinguistics of Andalas School which provides a new strategic paradigm in linguistics and discourse analysis. It is actually a theory that is based on interdisciplinary adaptations as the core strategy to face decisive complexities of dynamic social and strategic problems. The natures of PAS-e are profoundly and dialectically framed in four methods as follows: basic method, forensic method, transfigurative method and strategic method. Moreover, this theory is designed to have incisive capabilities to evolve through the developments of social problems.

Keywords: Postdiscourse, transfiguration, adaptation, human mind, strategic discourse

I. INTRODUCTION

Postdiscourse Analysis Sawirman-e135 (PAS-e) is one of the foundation of Andalas Schools which is primarily developed as a new movement in critical thoughts at Andalas University, Padang, West Sumatra, Indonesia. This theory is focussed on in-depth analysis to provide possible strategic solutions for various dynamics of social and strategic problems. Unlike other dominant schools that are still focussed on investigating social problems deeply, the aspects of solutions become particular distinct point which makes this school different. The root of the theory in this school is a profound research on strategic and tactical secret lingual codes of Tan Malaka (one of Indonesian leftist national hero) on which various dominant critical theories, linguistics, philosophies and existing discourse analysis cannot solve the demanding problems in that research because those theories lack of the conceptual basis concerned with strategic studies (Sawirman, 2005). Therefore, a new theory has been designed to adapt the highest intellectual demands in investigating and providing the possible solutions on complexities of social and strategic problems. That research was actually funded by Ministry of National Education of Indonesia. Finally such a theory could be a new paradigm in critical theories, linguistics and discourse analysis should be found. Postdiscourse Analysis of Sawirman-e135 (PAS-e) is one of them to propose. Furthermore, this theory becomes the basis of Neolinguistics and other possible prospective theories that are integrated and juxtaposed each other under Andalas School.

II. CRITICAL DISCOURSE STUDIES: A CRITIQUE

In essence, the apex of discourse theories that exist in this world nowadays operate at the phase of investigating or analysing the social problems profoundly in which discourse plays its significant roles. Thanks to leading figures on discourse theories and linguistics. They actually deserve respects and appreciations concerned with their intellectual endeavours in

developing discourse studies as of today. One of them is Foucault (1978) who inspires the world of discourse analysis with his concepts on discourse and power dispositive, and tactical polyvalence of discourse. Foucault has massive conceptual influence and contribution on discourse theory and social science. Perhaps he is the first theorist in the world of discourse analysis who can grasp the conceptual foundation of tactics in discourse; a core aspect in discourse analysis which is mistakenly understood and used by many linguists through the term strategy. Foucault's biggest contribution for discourse analysis is the concept of tactical polyvalence of discourse, since it is actually a theoretical aspect that is concerned with the concept of tactics in discourse analysis. Ironically, most of linguists today still cannot differentiate the conceptual distinctions between tactics and strategy.

Fairclough (1995; 2006) explores the aspects of language, ideology, power, discourse and socio cultural changes, textual analysis in social research, constructing social relations and reality. He also expounds the concepts metadiscourse and dialectics of discourse. Fairclough's theoretical concepts are very exhaustive; nevertheless those constructs still lack of explanations on complex processes of discourse and meaning penetrations including the effects in human mind and social practices. Fairclough, describes the aspects of constructing social relations and reality without explicating the genesis of reality itself and the core point of controlling particular reality. Therefore, PAS-e provides the one of possible theoretical solutions to solve such conceptual weakness as follows: the process and the effects of meaning through particular discourses occur in human mind first before reaching the elements of reality. Constructing and reproducing the reality are based on the constructing and reproducing human mind, thoughts, comprehension and incomprehension that later generate particular forms of social practices. Under the appropriate contexts and accurate circumstances, the penetrations of particular forms of meaning into societal mind produce the forms of social comprehension and incomprehension which shapes various sets of social practices. Then, the social practices produce the reality. Therefore, studying the constructing of reality without involving the process of meaning in human mind is flawed. Actually these forgotten intricate aspects are actually the most strategic facets of meaning and discourse which will be the future of discourse analysis.

Furthermore, Fairclough does not provide the possible solutions on particular social problems like capitalistic exploitations in low level labours communities in which manipulative discourses play the significant roles. Nevertheless, Fairclough has a massive conceptual contribution for linguistics and discourse analysis in which he attempts to escalate the roles of linguistics on discourse studies. He is very consistent on strengthening and perpetuating linguistics based multidisciplinary discourse analysis.

Van Dijk (2006; 2008) is perhaps one of the most profound discourse analysts on the aspects of manipulation, ideology, the structures of power and the structures of discourses, racism, social and political access, Among CDA principal figures; he is the first theorist who elaborates the basic concepts of cognitive mind control. Actually Van Dijk is very close to the complexities of how meaning works in human mind. His concepts, theories and analysis have impliedly indicated that the philosophical essence of discourse analysis cannot be isolated from the aspects of human mind or public mind. This is very fundamental theoretical aspect that becomes Van Dijk's greatest conceptual contribution in linguistics and discourse analysis. Moreover, the core relationships between discourse and human mind will be the future of linguistics and discourse analysis.

Van Leeuwen (2008) highlights various aspects of discursive construction of legitimacy and purposes. His delineations are actually one kind of tactical usages of meaning through discourse. Van Leeuwen's contributions on discourse analysis theoretical development are quite significant. He has described the practices of legitimacy as one of the tactical potentials of discourse. Therefore, actually, his explanation has transcended the critical tier of discourse

theories, he has stepped into the first raw basis of the next level of linguistics and discourse analysis after the critical phase so called the strategic level.

Wodak and Meyer (ed.2001), Wodak and Chilton (ed. 2005) describes discourse historical approach, some aspects of ideology, power, discrimination and various new developments of CDA particularly on its inter-disciplinary complexities. Wodak has a robust conceptual framework, and therefore, her discourse historical approach is actually a strong contribution for discourse studies. Every history always has its own discourse, in many instances, discourse is used to legitimate particular sequences and structures of history. Moreover, the profound aspects of power always exist behind certain form of history. Perhaps Wodak's approach can be used as one of the approaches in studying history and discourse. Barker and Galasinsky (2001) explain the aspects of language, culture, discourse, identity and cultural politics. They highlight various massive facets of discourse theories which involve essential aspects of human life like identity and culture. Actually the core conceptual and theoretical explanations in their book should be improved to the analytical level of strategic reciprocal relationships between identity and social practices.

Benwell and Stokoe (2006) expound the aspects of discourse, spatial identities, virtual identities, and conversational identities. Both Benwell and Stokoe have provided a good contribution for linguistics and discourse analysis since they strongly highlight the multiple aspects of realities, nevertheless their concepts need to be forwarded to the analytical phase which investigates effects of identities on the orientations of social practices.

Jorgensen and Philips (2002) propose cross approaches of discourse analysis concerned with coalescing Fairclough, Laclau and Mouffe's post-structuralist discourse theory. This approach is quite unique since both Jorgensen and Philips have crossed the boundaries of different approaches in dominant discourse theories. In PAS-e there is an analytical method so called transfigurative method which demands the analyst to combine all conceptual and methodological approaches available in order to do a profound discourse analysis. Jorgensen and Philips have actually contributed to the strategic development of discourse theories.

Blackledge (2005) reveals five discourse strategies as follows: referential strategies, predicational strategies, argumentation strategies, perspectivation strategies, intensifying and mitigation strategies. Blackledge has five good concepts, but the problem lies in the use of the term strategy which indicates the lack of knowledge on the pure concepts of strategy and tactics. Strategy is focussed on never ending aims and continual exploitations without any culmination, whereas tactics is intended to achieve particular aim but is circumscribed by the culmination in which there is an end after any particular efforts. Based on these strategic studies, the use of the term of strategy in Blackledge's conceptual constructs or ideas is not appropriate. The term five discourse tactics is more adequate rather than strategy.

Scollon and Scollon (2003) explain various facets of geosemiotics, discourse in time and space, indexicality, dialogicality and selection in action. This is actually a good contribution for linguistics, semiotics and, of course, discourse studies. Nevertheless, their work should be developed further through involving the complex aspects of the genesis of actions, not only selection of actions.

Wilkinson and Kitzinger (1995) combine the aspects of feminism and discourse analysis which make them crossing the boundaries between various aspects of discourse, patriarchal power and feminism. These studies are quite interesting and have strategic contribution for linguistics and discourse analysis since patriarchy also constructs its strategic discourse to exercise male domination. Linguistics and discourse analysis have to break the boundaries of knowledge. This also becomes the very mission of PAS-e.

Moreover, Wooffitt (2005) has actually stated a robust and incisive theoretical ground that the cognitive process and mental states drive social actions. He significantly contributes to the future of linguistics and discourse analysis. Nevertheless, his concepts should be developed at the analytical phase of investigating the effects and the sequences of effects of discourse in public mind concerned with the possible structures of social practices.

Furthermore, Shi-Xu (2005) describes that texts or discourses penetrate the reality as the part of discursive construction of reality, such a concept is one of the major theoretical and conceptual contribution for the future of linguistics and discourse analysis. The reciprocal relationships between discourse and reality are very essential in revealing the hidden potentials of discourse which affect human being.

Actually, Shi-Xu is one of discourse theorists who have the most profound concepts nowadays. Her concept is very deep, but it still needs to be improved on the theoretical points that the process of constructing reality is more to be synthetic rather than mere discursive, because such processes always involve human beings including their interventions and intents, not just the natural process of reality as it is. The concepts of discursive and non-discursive constructions of reality actually eliminate the possible strategic aspects of shaping and controlling the reality which always involve human intents and mind, natural instincts, consciousness and unconsciousness.

Moreover, Philips and Hardy (2002) explain the variety of discourse analysis, the conceptual aspects of identity, the challenges of discourse analysis, and various methodologies on discourse research. Their explanation is a good contribution to introduce discourse analysis and linguistics at critical tier. Furthermore, I created and developed a multi-disciplinary theory so called e135 theory which bridges all possible aspects of linguistics, semiotics, hermeneutics, discourse analysis, and philosophy into five unique analytical phases as follows: Elaboration, Expression, Signification, Exploration and Transfiguration (Sawirman, 2005). e135 theory is the root of PAS-e theory. There are so exhaustive intellectual energies exerted to finish the first development of current PAS-e theory. Moreover, PAS-e is not perfect yet, therefore, it will always have the opportunities to develop.

III. BASIC CONCEPTS

PAS-e develops the concepts that the very essence of discourse analysis should be concerned with human mind. This is actually the basic framework for future discourse theory. Just studying textual, contextual and political aspects of discourse without involving how meaning works in human thought and comprehension are not adequate to reveal the utmost profound aspects of discourse. Moreover, discourse is one of strategic instruments in shaping, controlling, engineering and manipulating the reality because it affects the human mind related to that reality.

One of the primary concepts of PAS-e is the potentials of meaning through discourse to access, shape, and control the human mind, interpretation, ideologies, social practices, tactical and strategic actions. Therefore it can be a tactical and strategic weapon in accordance with particular purposes because the forms of human mind and ideologies that are effectively penetrated and shaped by particular strategic meaning will generate particular patterns of social practices in accordance with the strategic interests. In essence, PAS-e focuses on the philosophy of meaning and discourse at the depth of tactical and strategic level in order to provide solution instead of mere discourse analysis. This theory reveals the deepest and the darkest nature of meaning, the natural principles around it and the possible intelligent and strategic use of it in particular warfare, deception, policy making process, and providing the tactical and strategic solution in solving the problems, including in the realms of strategy and society.

There are some core concepts of PAS-edescribed in this article, nevertheless due to space limitation, not all of them can be expounded. Most of them are brand new. In accordance with the law of lexicalisation: a lexicon will never appear if there is an existing lexicon which has equivalent concept. The majorities of concepts in PAS-edo not have equivalences in various existing discourse theories, therefore, the new lexicons are needed in order to settle this theory in an incisive and robust adaptive framework.

a. Nexus

The concept of nexus in PAS-eis the profound relations of matters, human mind, and people. It is actually the very circumstances that enable meaning distribution and transfer in this world. Meaning is transferred as a current, it goes into human mind and then is distributed into other human minds. The existence of nexus runs these complex processes. A society is an example of nexus in which meaning flows through discourse and other forms of communications in order to enable the process of social interaction, communication and life practices. The aspects of nexus actually reveal the strategic aspects of manipulations since meaning forms and current through various sets of discourse in a particular nexus of society can be manipulated and shaped to influence particular social understanding, life practices and reality.

b. Meaning Current

All living creatures transfer the meaning to each other through communications and interactions in order to run the system of life appropriately. The process of meaning transfer takes the form of particular current which accesses and penetrates the human mind and therefore affects human interpretation, comprehension, and incomprehension. Such intricate processes, in the latter, generate various sets of social practices which run the system of life. Moreover, life itself is more than just a system since the reciprocal complex relationships between matters, human mind and people constructs a kind of nexus in which meaning flows through it. Therefore, the life is a nexus in which meaning flows from mind to mind and shapes the nature of life, reality and people. Hence, meaning can be a lethal weapon if properly used. Furthermore, meaning is like the air because its effects do exist but its forms are unseen. Various forms of discourses, language, signs, symbols, and communications are merely the media that distribute meaning to gain access into human mind. The navigations of human life depend upon the navigation of human mind, and the meaning is the essential element which is capable to gain the access into human mind.

All forms of communications and interactions are one of the media of meaning current among living creatures. All forms of systems in this world are exercised based on particular ideas and comprehension. Meaning actually plays very decisive roles in running the entire systems of life since all forms of life practices are constructed through particular comprehension and incomprehension, and these two aspects are shaped by meaning in the mind. Meaning flows in every system of life and reality, it is like the electric current in a computer motherboard. Life is completely a nexus in which meaning flows from mind to mind. Actually, the human mind is the genesis of all practices of life, and the current of meaning influences the patterns of mind since it triggers interpretation, understanding, misunderstanding, comprehension and incomprehension. Therefore, in essence, meaning plays the very roles of shaping the genesis of all social practices. The life in this world needs meaning just like an electronic circuit needs electric current. The current of meaning drives the human mind to interpret and form various sets of social and strategic practices in order to run the systems of life itself. All living creature play the roles as senders and receptors; there are groups of people that have particular functions coherently with other groups in order to run the entire system properly. Meaning flows in the whole system of reality which shapes the patterns of the reality itself through constructing the human mind in that reality.

Furthermore, revealing the natures of meaning current through the systems of life and reality actually uncovers the potentials of reality engineering including life and societal engineering. The forms and the currents of meaning can be engineered to shape the nature of particular people or society in accordance with various strategic interests. Just like the aspects of technology that can be engineered and manipulated, the life and reality also can be engineered and manipulated.

c. Strategic Discourse and Meaning Engineering

This concept refers to all processing of gauging, assessing, engineering, and manipulating the meaning through discourse in order to manipulate, shape, and control the targets' mind including their life practices and reality. Constructing effective discourse is not an easy task since the meaning has various complex natures. All practices of manipulating meaning and discourse must be in accordance with those natures, otherwise the discourse that has been created cannot result the desired effects.

d. Strategic Reality Engineering

Strategic reality engineering is all processes of engineering, shaping, manipulating and controlling the reality including the life itself through manipulating and controlling the human minds in that reality. These complex aspects are based on accessing the human mind by means of particular strategic meaning and navigating their comprehension, incomprehension and massive perception in accordance with the strategic interests.

e. Transfiguration

Transfiguration is actually problems-based conceptual philosophical strategic adaptation and evolution of PAS-eto adapt all of its concepts dialectically to dynamics of knowledge, sciences, other theories, critical thoughts, other strategic concepts and constructs, social and strategic problems etc without losing the philosophical essence of this theory. It means that this theory can be coalesced unlimitedly and transfiguratively with any other theories and sciences in order to provide the possible strategic solutions to solve particular social and strategic problems. Adaption is the true essence of strategy and evolution, and therefore it becomes the root of transfiguration. Actually, the concept of transfiguration in PAS-eis more than just a combination with other theories and knowledge. It is profoundly concerned with adapting and developing all concepts and strategic philosophical and conceptual capabilities of PAS-ethrough the developments of problems, sciences, other theories, cultures, ideologies, power and every available aspect of life. Furthermore, transfiguration is actually more than just the core concept of PAS-e; it is quintessentially the strategic nature of PAS-eas a part of Neolinguistics of Andalas School.

IV. METHOD OF PAS-e

PAS-e has four profound and unique methods that are reciprocally related and integrated each other. Moreover, all methods in PAS-e theory are unified based on one intent: to solve the problem, or to provide the possible solution to solve the problem.

a. Basic method

The basic method of PAS-e is the first step in analyzing the discourse profoundly. This method is based on the fundamental aspects of detecting the problems and the discourse from the environments and the reality that are concerned with human being. Therefore, it is very important as the foundation of conceptual framework to conduct PAS-e analysis adequately and appropriately.

1. Detect the discourse which has particular effects, potentials, aims, roles, problems, and functions. Moreover, detect particular problem and its discourse as well. Every problem also has particular effects, discourse, potentials, aims, and roles.

At the first level of PAS-e analytical method, profound detection on particular discourse that has effects is very essential. The discourse effect is very substantial. It can involve social, ideological, behavioral, economic, political effects, etc. Thus, the concept of discourse effects in PAS-e are concerned with exhaustive effects possible and available related to human being and environment. Moreover, particular discourse can also have certain potentials, like the effects potentials that can be triggered if a discourse consumed by the society. Discourse is also created or shaped based on particular aims. At the next level of discourse efficacy, a discourse can be manipulated and engineered to result certain form of meaning which effectively affects the target society in accordance with the strategic interests of the discourse producers. Furthermore, a discourse can have particular roles related to the society that consumes it. Therefore, the existence of a discourse cannot be isolated from particular problem to which it is dialectically related. Every discourse has its own problem and vice versa. Every problem always has its own discourse. Detection on the discourse and the problems are the very ground of PAS-e analytical method.

2. Identify and categorize the discourse and the problems (social, political, ideological, cultural, strategic, behavioral, economic, etc).

Categorize the discourses and the problems into particular kind or group, some problems and discourses are multi-aspects and therefore belong to various groups of categories. The process of identifying and categorizing the discourse and the problems is very important to determine the focus and the orientation of discourse and problem. Therefore, the obscurity of problem and discourse orientations can be tackled.

3. Analyze the structures of problems and the structures of discourses (linguistic based analysis).

Analyze the linguistic structure of the discourse, particularly the structures of meanings, and its relationships with the structures of actual problems since the linguistic structures of the discourse actually have reciprocal relationships with the patterns of the problems. The profound analysis on such connections will reveal the very opportunity in designing the raw sets of possible solutions of solving the problems.

4. Uncover the roles of discourse to the problems and vice versa.
Reveal how the discourse and the problem affect each other reciprocally. Every problem and discourse has certain roles which affect each other reciprocally. A discourse can intensify a problem, or undermine it in particular scale. Moreover, a problem can also intensify a discourse, or undermine it in various phases. Profound investigative analysis on how the roles of discourse affect the problem, vice versa, is very essential as one of the avenues in determining the orientations of particular sets of possible solutions.

b. Forensic method

Forensic method of PAS-e provides robust, complex, and profound methodological framework which is very essential to escalate discourse analysis into the next level of conceptual and philosophical depth. Such forensic method is different from contemporary forensic linguistics since it breaks the boundaries of various theories and sciences.

1. Trace the roots of the discourses and the problems.

All problems and discourses always have genealogical roots, grounds, production, distribution, and nexus. Track the roots of discourse production and distribution. Furthermore, trace the roots of the problems, reveal the genesis of the problems and how particular discourses are distributed through the problem and how the discourse influences the problem or how the problem influences the discourse in particular orientation. A problem or a discourse cannot be thoroughly and strategically comprehended without an adequate understanding on its genesis, roots, grounds, the patterns of production, distribution and nexus. Certain discourse production achieves the level of discourse engineering because it uses very accurate intercontextual assessments and gauge in designing and producing a discourse which result particular forms of effective strategic discourse, meaning and effects in accordance with the interests of the producers in controlling and manipulating the social perception, psychological orientations, and massive social behavior. At this case, PAS-forensic method provides one of the appropriate ways to cope with such a highly demanding discourse complexities.

2. Reveal the natures of the discourses and the problems.

Every discourse and problem has particular natures, only through revealing its natures the very profound analyses can be achieved. Generally, the natures of discourse are related to how it develops and affects the society or the people in particular scale and orientations. Furthermore, the natures of discourse and problems are also thoroughly based on the natures of contexts and environments, the natures of meaning, linguistic aspects, nexus of problems and discourse, ideology, social practices, strategic practices, psychological orientations and tendency, social behavior, the natures of human mind, the reality, and the social actors who are involved in the practices of discourses. Therefore, the natures of discourse can only be revealed through uncovering the natures of those above complex aspects.

At this level of analytical method, the complex process of revealing the possible existence of the dark nature of meaning is also very essential, since it is tactically concerned with the manipulation of massive social perception. Combining the analyses on every possible nature of aspects related to the discourse, meaning and its effects are very essential in revealing the natures of discourse and the problems. This phase of analytical method actually faces the main obstacle so called mirror image. The mirror image is a serious problem concerned with a condition in which the discourse analysts are trapped in their own values and personal belief that are mistakenly considered to be the true aspects in the actual discourse problem. Thus, such a personal belief and the understanding of the discourse analysts precisely cloud their own critical comprehension, and ruin the appropriate objectivity. Therefore, they cannot achieve the adequate analysis. Coping with mirror image is no easy task, but it is not impossible. To tackle this obstacle, the discourse analysts have to critically analyze the discourse on various different perspectives, orientations, and every different analytical angle possible. Reveal any analytical possibility, although it is contradictory each other. Then, analyze each analytical possibility by means of various conceptual elements of PAS-e135 theory. Compare all those analytical possibilities and take the most appropriate and adequate one in accordance with natures of the discourse and the problems.

3. Investigate the process of discourse distributions through particular nexus during the existence of the problems.

Investigation on how particular discourse is distributed through particular nexus is tactically needed to reveal the social actors that are involved in the process of distribution. Then, uncover the structures of distribution. Certain structure of discourse distribution has various orientations. Moreover, explorative process on such orientations is very essential at this level of analytical method to reveal the hidden aspects of

discourse. Actually, the uncovering practices of discourse distribution face the constraints like various stealth systematic structures of distribution itself. At this point, studying the structural meaning orientation, effects and sequences of the discourse can be utilized as one of the opportunities in revealing the possible structures of distribution. Particular orientations of the discourse distribution can also be investigated from the shared characteristics of the targets social actors and the patterns of effects desired by the producers.

4. Investigate the producers of the discourse related to the problems.

Every discourse is produced by human being. Such a process of production is shaped and influenced by various contexts of circumstances and aims. Discourse can be reconstructive, manipulative, subversive, destructive, or just as a means to communicate between human being. This matter confirms the roles of discourse as the instrument of transferring meaning. The natures of meaning affect the forms of discourse, vice versa. Moreover, investigation on the producers of discourse is needed as one of the main analyses in revealing the true intents of the producers. This phase of analytical method, in many respects, circumscribed by the actual circumstances in the field in which it is very difficult to decipher the hidden producers since the lack of physical evidences. Nevertheless, PAS-e theory not only depends on physical evidences, but also psychological and linguistic evidences which are exposed by the actual effects of particular meaning and discourse in victim's society. Behind the forms of effects lie particular forms of interests. Therefore, the process of tracing the effects and the interest that are in accordance with the effects will lead toward the producers. This is one of the ways to cope with the obstacles in analyzing the discourse by using PAS-e.

5. Uncover the further effects and the possible effects of the discourses and the problems.

Reveal the natures, the characteristics, and the orientations of discourse effects. This level of analytical method is intended to develop the depth of analysis into the most complex multilayered dimension in which a problem and a discourse not only have the recent effects but also the further effects that are remaining unseen at current moment. Predictive analysis through gauging every possibility of the effects development of the problem and the discourse is needed in mapping the orientations of solutions.

6. Investigate the behavior of the social actors (producers, distributors, victims) in the problems and the discourses.

The practices of discourse production, distribution, and consumption always involve human beings as the social actors. In essence, all humans naturally develop particular structures of behavior in their life. Therefore, all kinds of discourse practices are always influenced by human behavior. This level of analytical method is focused on investigating the structures of social actors' behavior concerned with discourse practices since such behavior shapes the orientation of discourse and effects. The patterns of social actor's behaviors are related to psychological orientations, actions tendency, strategic capabilities and potentials, and the natures of understanding.

c. Transfigurative method

Transfigurative method is focused on combining or coalescing various conceptual and methodological elements of PAS-e theory with other theories, knowledge, sciences and methods. This method is very essential to enable the process of conceptual and philosophical adaptations and evolutions.

1. Coalesce the tentative process and results of two above methods of analyses with other related fields of sciences, theories and methods.

The combination of PAS-e with other theories will actually enhance the depth of analysis since there is no theory can stand alone or be isolated from other theories and sciences. In essence, PAS-e spreads the spirit of conceptual, philosophical and theoretical cross boundaries.

2. Develop the process of analysis based on such a transfigurative combinations and conceptual adaptations.

After combining the PAS-e with other theories and sciences, develop the essences of analysis to be more profound and exhaustive.

3. Activate the process of cross boundaries conceptual and philosophical evolution in the process and the results of analyses.

Furthermore, create a new breed of conceptual analysis, thus the philosophical evolution can be done. Actually, PAS-e highly demands the process of never ending conceptual evolution.

d. Strategic method

The strategic method of PAS-e is the ultimate phase of analytical depth which is profoundly demanded in this theory. The essence of this method is concerned with exhaustive strategic analysis, decision and particular forms of possible solutions that are based on three previous methods. This level of method must be free perfectly from any kinds of mirror image; otherwise the results of analysis will have flaws.

1. Design and develop the possible sets of solutions to solve the problems based on the process and the results of profound analyses.

PAS-e highly demands robust critical and strategic philosophical and conceptual capabilities in designing the possible solutions to solve the problems. This is actually one of the most essential phases of analytical method in PAS-e theory. Moreover, various sets of possible solutions can be developed through exploiting the opportunities after investigating and the deciphering the complexities of the discourse and the problems.

2. Exploit the problems and the discourses.

The existence of the discourse and the problems can be exploited in various manners and interests concerned with political world, economic, law, linguistic, social sciences, etc. Academically, this matter is related to improving various conceptual and philosophical elements of numerous theories, knowledge, and sciences based on the developments of the problem itself. At this level of analytical method, decipher every opportunity related to the discourse and problem, then, exploit it profoundly for the sake of humanity and knowledge development.

V. CONCLUSION AND SUGGESTION

PAS-e is actually one of strategic solutions to solve the conceptual weakness of existing discourse theories and linguistics. This theory is based on the true essence of strategic adaptations (transfiguration) to dynamic knowledge, social and strategic problems interdisciplinarily in order to bring a theoretical and conceptual evolution into being so called Neolinguistics of Andalas School. In essence, this theory reveals the deepest and darkest nature of meaning as the only matter which is able to penetrate human mind and shape its nature and patterns that finally generate particular forms of social and strategic practices. These complex aspects are profoundly concerned with strategic discourse and meaning engineering which are

quintessentially in accordance with strategic reality engineering based on particular strategic and tactical interests. Moreover, PAS-eis decisively designed to have robust adaptation capabilities that make this theory evolves through various demanding challenges of social and strategic problems. Furthermore, in broadest sense, this theory is shaped to have profound adaptive capabilities of not being circumscribed by any borders and constraining conceptual circumstances. This theory is a reflection of linguistics and discourse analysis in the future. Moreover, discourse analysis and linguistics have been critical for long time, and now it is time to move further to the next level of intellectual demand. Being critical is not enough, linguistics and discourse analysis have to evolve to be strategic.

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FACEBOOK STATUS UPDATES OF THE ROLLING BLACKOUTS: A Sociopragmatic Study

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ABSTRACT

The research is about Sociopragmatic study on Facebook status updates of the rolling blackouts that happened in West Sumatera from June to October 2013. The objectives of the research are to explain about syntactic forms, pragmatic functions and social factors of the status updates.

The research is conducted by using qualitative approach. The data are collected from Facebook status updates of users who live in West Sumatera during the period of the rolling blackouts using observational method. It is supported by non-participatory observational and note taking techniques. The data are analyzed using translational, referential and pragmatic identity method. The results of analysis were described by using formal and informal method.

Based on the analysis, it is found there are four syntactic forms on Facebook status updates of the rolling blackouts, namely declarative, imperative, interrogative and exclamative. Declarative sentence is frequently applied due to the information about problems and situations the users faced during the the rolling blackouts. Then, there are four pragmatic functions found. They are assertive, directive, commissive and expressive. The expressive is the most pragmatic functions used since the users tend to express their feeling and ideas about the rolling blackouts in anger and making irony or joke. Besides, there are four social factors found influenced the status updates. There are age, sex types, occupation, and level of education. The most influenced factors are the age factors since middle age tended to express their emotion in irony and adolescents tended to express their problems in moaning and complaining.

Key words: Facebook status updates, Facebook users, the rolling blackouts.

I. INTRODUCTION

Electricity is a critical source of energy for human who live in modern society. It is functioned as power to help people doing their daily activities and to support the process of human living accomplishment in order to be more effective and efficient. It also facilitates the development of scholarship, manufacturers, and household activities.

PLN (The Indonesia State Electricity Company) is a sole provider of electricity in Indonesia. It has full authority in providing electricity to the entire region. The company is in charge to ensure equity and comfort of electricity consumption to all the customers. However, in the middle year of 2013, PLN of West Sumatera region faced many problems on electric generator in PLTA Ombilin and the lack of water elevation in Lake of Singkarak which affected to the rising of electricity production budget. In behalf of preventing a complete collapse of the state's power system, PLN is forced to implement the rolling blackouts.

As quoted from the Chairman of Indonesia Customer Foundation (YLKI) of West Sumatera in metronews.com, the rolling blackouts occurred persistently in June to October 2013 in West Sumatera is the longest one occurred in the recent years. The condition got worse since the rolling blackouts that occurred twice to four times a day were unannounced.

The fact of the rolling blackouts that happened for about five months had raised variety of problems in the society. The people could not do their routines and all the manufactures got loss of production time, and even be potential to damage electrical equipment. The presence of the rolling blackouts of course leads to huge reactions like protests and complains toward PLN and the government. The reactions channeled either directly come to the office of PLN or the governor of West Sumatera to hold speeches and indirectly as writing criticism through print and online media.

Naturally, people will spontaneously talk or say something when the blackout occurred. Facebook, as the main social networking service can be utilized to share how the users feel and think about the rolling blackouts by updating their status. Through language, people can communicate explicitly their ideas, thoughts and opinions about the social condition. Leech (1981: 40) contends that human being consciously or unconsciously do not live alone in the world, nor in the world of social activity, but are at the favor of the particular language as the medium of expression for their society. The language produced via Facebook status represented the society response toward the rolling blackouts.

The status written emerged in varied language use. The variations can be seen in syntactic forms, pragmatic functions and they also indicate the users' social factors which influence the status.

Analyzing what the Facebook user actually means cannot be fulfilled only by analyzing the surface meaning of the sentence. This research uses sociopragmatic study to reveal what the users actually mean in responding the rolling blackout happened since June to October 2013. The analysis will start by looking at syntactic forms and pragmatic functions. The researcher also seeks how the user social factors influence their status updates of the rolling blackouts. Thus, some questions are raised:

1. What are the syntactic forms of Facebook status updates of the rolling blackouts?
2. What are the pragmatic functions of Facebook status updates of the rolling blackouts?
3. What are the social factors influence Facebook status updates of the rolling blackouts?

Review of Related Studies

Research of sociopragmatic study is conducted to various language phenomena. One of them is to the use of language on social media as Facebook. In this research, the researcher will apply sociopragmatic study on Facebook status updates of the rolling blackouts occurred in June to October 2013. Some relevant studies are discussed here.

A study by Mustikawati (2013) investigates about speech act on Facebook status updates of the lecturer and students in Muhamadiyah University of Ponorogo. The study also discussed politeness and irony used in the status. The result of the research found there are assertive, performative, expressive, directive and commissive. The most speech act founded is assertive act where the users inform others about their social lives. It concluded that both lectures and students use Facebook status updates to expose their feelings and thoughts about their circumstances. The status updates also reflects the Facebook users identities and social backgrounds.

Another study is done by Al-shaboul and Maros (2013). They analyzed the speech act of giving condolences. This focus of study has not yet been explored adequately. The study intended to investigate the speech act of condolences in Jordanian Arabic that conveyed via a social network site, i.e. Facebook. The data focused on the condolences made as a response to an obituary status update on a deceased contemporary Jordanian actor in 2011. Based on 678 posted comments, the researchers were able to identify seven major strategies in the commentary; which were: praying for God's mercy and forgiveness for the deceased, reciting Quranic verses, enumerating the virtues of the deceased, expressing shock and grief, offering condolences, realizing death is a natural part of life; and using proverbs and sayings. The result revealed that the strategies were attributed to the respondents' religious orientation (i.e. Islam). Moreover, the findings also indicate that the majority of condolences in Jordanian comments are affiliated to faith and religious beliefs.

Sunardi (2012) figured out the politeness on Facebook status updates of students in Senior High School 1 Purworejo. The research focused on the imperative used and politeness strategy. The collecting method use observational methods and interview. The result of the research are the speech acts and politeness strategy used for (a) giving motivation, (b) request (c) protest, (d) hope, (e) announcement, (f) invitation, (g) prohibition, (h) warning, (i) congratulating, (j) complaint, (k) order and (l) mocking. It is found that the people stated their speech act used direct and indirect speech act in declarative and interrogative. In addition, the research also

found negative and positive politeness. Positive politeness that is used such as giving attention of sympathy, asking agreement, humor and optimistic. Negative politeness was showed in minimizing pressure and giving apology.

THEORETICAL FRAMEWORK

Sociopragmatics

The term sociopragmatics firstly presented by Leech when he described the range of general pragmatics. Leech (1983:10-11) states that sociopragmatics is the sociological interface of pragmatics. In certain social class or local culture, there will be varied pragmatics principles applied. This fact requires sociopragmatics to put them together in order to attain a good communication. A closed relation between pragmatics and sociology tied with sociopragmatics.

The scope of sociopragmatics heads to both sides of studies, pragmatics and sociology. In certain case, the involvement of the social context and cultural context cannot be avoided in pragmatic analysis (Rahardi, 2002:14). Rahardi (2002) then examines that the principles of sociology also contain the principles of sociology of language that discusses how language effects on the society. Accordingly, the analysis of sociopragmatics cannot be separated from sociolinguistics.

Rahardi (2002) states that sociopragmatics is a study of language utterance through social and cultural context, and also the situation around the utterance existed. In this research, Facebook status updates of the rolling blackouts are notable local phenomena which has frequently occurred and raised many problems in society.

Syntactic Forms

Facebook status updates are the states of the users' mind which pour into a language. The language used may varied from one user to another. It can be stated in a sentence, two sentences or more. A sentence is a formation of words which contain a complete thought or grammatically as subject-predicate construction. It is usually begun by a capital letter and ended by full stop, question mark or exclamation mark. It is along with punctuations such as comma, colon, semi colon, and space (Alwi, 2001:311).

In analyzing the syntactic forms of Facebook status updates of the rolling blackouts which mostly written in Indonesian and Minang language, the researcher applies syntactic theory by Alwi (2000). Alwi (2000: 352-362) divides the sentences into four syntactic forms, they are declarative, imperative, interrogative and exclamative sentences.

Pragmatic Functions

Each of the utterances on Facebook status updates of the rolling blackouts is used to transfer the message which brought by the speaker to the hearer by the words used. Due to this, Austin (1962) elaborates that the utterance is made up of locution, illocution and perlocution. Locution is the act of saying something, illocution is performed in saying something, while perlocution makes reference to the effects to the hearer.

The pragmatic functions of utterance can be determined through identification of their illocutionary force. It considers what the speaker wants to achieve through the action of uttering something. In advance, Searle categorizes the functions according to their purposes those are what the speaker is doing with the utterance, how they fit in the world, how their expressed psychological state, and their propositional content. For the current research, the taxonomy presented by Searle (1969) and Leech (1983) are used to discover the functions on Facebook of the rolling blackouts. They are assertive, directive, expressive, commissive and declaration. Assertive counts as representations of the speaker's ideas or belief about the actual state of affairs that bounded by the truth in the illocution of the utterance, directive that is employed to get the addressee to do something or a future action. Commissive commits the speakers themselves to a responsibility to do some obligations or some future actions related to the illocution of the utterance that they delivered. Expressive states psychological attitude as a subjective speaker's evaluation to everything mention in the utterance. And declaration is

statement or expression that influences the condition and fact since it deals with a special authority or institution such as declaring war and naming.

Social Factors

The social factors influence the way people talk to others in the society. The variation in language use, the word choice, and pragmatic functions are different from one to another. The difference can also be arisen even one talk about the same topics to the same readers.

Facebook status updates are used to share the users' ideas, thoughts, feelings and stories. At the same time, the status updates bound to many social factors that affect language use and thus, the factors seem to determine or have influence on one's status. A language used by the user reveals their social factors. The social factors based on the groups they belong to, including groups on age, gender, social class or education. Holmes (1995, 11-12) elaborates that the social factors as follow:

1) The Participants

Who speak or write to whom where the utterances are delivered in each interaction is an important factor. The speaker tends to choose different way when they speak to different hearer.

Other related factors to this are:

a. Sex types

Sex types are characteristics that affect people's speech. Indeed, according to Holmes (1995) women and men do not speak similarly, since women seem to prefer standard speech forms of words more than men. Men, on the other hand, tend to use more vernacular forms in every social class than women.

b. Age

Owing to Holmes (1995), vocabulary and word choice are also affected by the age of the speakers, since features of speech vary at all ages. Holmes (1995) suggests that young people use new and innovated forms more than old people. In contrast, old people tend to use forms and words that are disappearing and old-fashioned, whereas young people do not.

2) The setting or social context.

The place where the speaker speaks is important since people cannot speak the same way everywhere. A professor, for instance, cannot use the standar form as he gives lectures in the classroom to when he talks to beggar he meets on the street.

3) The topic

What is being talked about influences the language use. People who talk about happy news will have very different mood of speaking and using language to people who talk about the unpleasant thing like the rolling blackouts.

4) The function

The function of the interaction is important. People put their needs to the words they produce. It can be used to give an informative message or just to build a social relationship. When neighbors talk about the weather, for example, it may be used for making a closer relationship among them than for sending informative news about the weather.

Context

In language analysis, the role of context cannot be eluded. It is very important since it helps the researcher to get the actual interpretation. The context will give some hints about the speaker's intention about the language they produce so that the message in the utterances delivered will not turn to ambiguity. May (1993:8) says that if we do not get any points of the context of the utterances, and we do not have anyone to tell us exactly what they mean by their words, we will keep confusing and thinking about that forever.

Facebook status updates of the rolling blackouts require context to find out the users' intention in updating the status. The context for the status updates is the social networking forum and the updates will be the social action that employs language for performing an action (Holtgraves, 2002)

II. RESEARCH METHOD

The research is done in qualitative and descriptive. Sudaryanto (1993:620) states that descriptive research is based on the fact or phenomena of the speaker's speech in one area. Based on the statements above, this research observes the language on Facebook status updates about the rolling blackouts in looking at the functions and the social factors which influence the status.

Data as the research's object possess all the information or materials that must be provided and (in a broad sense) something that has to be seek and exist deliberately by the researcher in accordance with the problem researched (Sudaryanto, 1993:34). In this research, the data are Facebook status updates of the rolling blackouts which posted by the users who live in West Sumatera. The status updates are indicated some syntactic forms, pragmatics functions and social factors.

The source of data is the provenience of the research data attained. It is divided into two types. They are the source of substantive data and the source of locational data (Sudaryanto, 1993:40). The source of substantive data is data that represent data. The source of substantive data is similar to sample. In this research, the source of substantive data is derived from written source those are status updates written on Facebook wall about the rolling blackouts during June to October 2013. There are total 130 status updates analyzed in this research. Furthermore, the source of locational data is a source of data which exist in the origin of lingual data. In this research, the source of locational data is an interactive social media Facebook. This is a site where provides the user to update status, photos, links and etc. These updates relate to all of the users' attentions, social environments and feelings. This site is used as the source of locational data since it provides varied language use of the users about the actual fact around their social lives.

The data are taken by observational method. Method of supplying data by observational is done by observing the using of language. As explained by Mahsun (2005:92), the term observing here is not only related to the using language orally, but also the using of it in written form. In this research, the researcher observes Facebook status updates about the rolling blackouts.

In language analysis approach, pragmatics is used to define as the study of the use of language in communication. Pragmatics deals with how the speaker or writer and listener or reader use and understand utterances based on proper context and situation. Pragmatic identity method, where determinant tool is the hearer (Sudaryanto, 1993:15). The researcher also uses referential identity method by paying attention to the context of status updates. Sudaryanto (1993) proposes that the referential identity method is a method of analyzing data where the key factors of the data is defined by the context of the language itself such as speaker, time, setting and social situation. In addition, the researcher also uses translational method due to translate the data to English language.

III. DISCUSSION

1. Syntactic Forms

Declarative sentences

HaaaDeeeH lampu lah mati lo,, KaaaalLaaaammm
'Ugh. The light's off... It's dark'
(Status updated on June 4th, 2013)

The status above consists of two declarative sentences. The first sentence *lampu lah mati lo* as declarative sentence since it simply informs that the power had just cut off. On closer look, the sentence also give information that the power cut was something that the user was not expected to happen. It can be concluded since she preceded her sentence with an interjection *HaaaDeeeH* which symbolizes a disappointment. Interjection is a form which is used to convey speaker's feeling and it usually turns up in the beginning of an utterance (Kridalaksana, 2008).

Moreover, the second declarative sentence in the status *KaaaalLaaaammm* 'dark' infers that the status was updated at night when the user could not find any tools to light the room.

Lampu Mati...

Tugas Belum Selesai...

Itulah Nasib SKS Denai...

'The power is cut

My assignment is not finished yet

That is what happens when I leave the assignment to the last minute'

(Status updated on September 17th, 2013)

The status above consists of three declarative sentences. They are *Lampu Mati*, *Tugas Belum Selesai* and *Itulah Nasib SKS Denai*. The sentences exposed about the user's problems in doing his homework. They informed that the rolling blackouts happened when the user urgently needed the electricity to do his homework with electricity devices. The term SKS was an abbreviation in Indonesian language for *Sistem Kebut Semalam*. This term is used as the way students postpone their homework and wait for it until the last minutes. Sometimes they make it but mostly they don't, especially, if there are some unexpected things happen. In this case, the rolling blackouts which occurred troubled the user to do his homework.

Imperative Sentences

Pak PLN, iduik an lah lampu t lai. Ndak amuah mato kalau lalok bakalam-kalam ko doh.

'PLN, turn on the electricity. I cannot sleep in the dark.'

(Status updated on June 26th, 2013)

The sentence *iduik an lah lampu t lai* in the status is classified as imperative in giving request. The user in the status asked PLN to turn on the lights because he needed the lights to sleep. The request also reflected the user's sleeping habit. He always turns on the lights while sleeping and it gives him comfort and deep sleep.

Normally, most of people may feel comfortable enough if the bedroom lamp is off. The nebulous light which is flashed towards the air hole is sufficient to the room. However, the rolling blackouts makes the surroundings become so dark and hence gives the inconvenience to the user to fall asleep.

Interrogative Sentence

Pak PLN..ada waktu bentar g???berantem yok..

Mr PLN.. do you have any second??? Let's fight!.

(Status updated on September 5th, 2013)

The sentence *berantem yok..* in the status above is classified as imperative. The sentence is using in giving invitation to a certain action. The user invited PLN to fight with him in a friendly way by using *yok*. The word *yok* which formally derived from *yuk* or *ayo* is an interjection for invitation. The user also preceded his invitation with politely ask *ada waktu bentar ga*. However, the message delivered was contrast. The user asked PLN to in regarding that PLN was a human who can be hit to express his anger. The user felt angry since the rolling blackout has already happened for many times and it gave problems to the user.

2. Pragmatic Functions

Assertive

Assertive functions as the statement of what the speaker believes to be true. It can also be employed to inform readers what was transpiring at a given moment.

Asserting

Jika anda tergantung dengan PLN, maka anda adalah masyarakat modern sejati. Jika anda tidak tergantung, maka anda masyarakat tradisional. Tapi jika anda tergantung dengan media masa, mungkin anda masyarakat posmo.

‘If you depend on PLN, you are a genuine modern society. If you don’t, then you are a traditional society. But if you depend on the mass media, perhaps you are a post modern.’

(Status updated on September 1st, 2013)

The sentence *Jika anda tergantung dengan PLN, maka anda adalah masyarakat modern sejati* is classified into assertive. The user used this utterance as asserting what he thought to be true or as a hypothesis related to the local phenomena around him. He tried to make simple classification of society based on the fact about the phenomena of the rolling blackouts and the society responses toward the situation proved that the electricity has taken an important role in people life.

Informing

Informing someone means that the speakers say something about their ideas, situations or anything that they want to share to others.

“Bisual2 ko ko kalaw matian lampu jam 12-4 Shubuah lah pak PLN, ndk banyak gai urang ka berang do !!”, Kecek apak sabalah rumah...

“Next time you had better turn off the lights at 12 p.m to 4 a.m Mr. PLN, nobody will be mad!!” That’s what the man next door said.

(Status updated on September 21st, 2013)

The utterance above is classified as assertive hence to give information about what the user’s neighbor said about the rolling blackouts implementation. He said that PLN would better do the rolling blackouts at night when most of people in the city have already fallen asleep. It might be possible since there would no crucial activities to do need the electricity, no people would get mad for it. This information is gained by the user from his neighbor.

Directive

As it is called, directive is a function of speech act to direct someone else as the listener to do what the speaker intended. This intention can be fulfilled and can be not depends on the agreement of the listener.

Inviting

When the status updates function as inviting, the content of the status invite or ask someone or people doing something or going somewhere, especially the readers of the status updates.

Ingatkan pimpinan PLN Sumbar dengan janjinya untuk tidak memadamkan lampu bergilir lagi di wilayah Sumatera Barat seiring masuknya bulan Oktober ini.

‘Remind the leaders of PLN to their promise that they will not to have the rolling blackouts anymore in West Sumatera region from early October’

(Status updated on September 29th, 2013)

In the status above the word *Ingatkan* which means to ask someone to do something and it becomes a clue for the categorization. This word can be classified as a command or an invitation to an action to remind the PLN about the promise given. The promise was about stopping the rolling blackout in the beginning of October. The user remembered about the promise somehow and wanted to use the status updated as a commander or inviter for the other customers of PLN who suffer because of the rolling blackouts to strive for the promise and their

rights for the electricity. He expected that this effort would become a reminder for PLN so that there was no rolling blackouts ever happened anymore.

Concluding

When the speakers conclude something, they come to the final statement based on some facts as the basis. The users of the status updates had come to their valuations about the rolling blackouts.

Kayaknya lampu hidup di malam hari adalah hal yang mustahil di sini ..., di kotaku!!!.....
'It seems that electricity at night is something impossible here, in my city!!!'
(Status updated on August 24th, 2013)

The status above implied the user's concern toward the situation he faced related to the rolling blackouts in his surroundings. The fact that the rolling blackouts had happened for almost every night caused the anger and worry of the citizen. The use of word *mustahil* represented the user's desperation because he felt tired of hoping PLN would provide the electricity properly.

Requesting

Making request is telling someone to do something. The order can be something that the listener must do for the speakers or for someone else. On Facebook status updates of the rolling blackouts, most of the requests given by the users to PLN to turn on the electricity. PLN, in fact, would never fulfill the request immediately because they have some regulation about the rolling blackouts. Nonetheless, the users, in the other hands, are free to state their request on Facebook on varied reasons.

Gilo, iduik an lah lampu ko lai a
'Nuts, turn on the electricity!
(Status updated on June 5th, 2013)

The status contains a command to PLN to turn on the light. It is indicated by the use of word *iduik an lah* and *ko lai a* in Minang language. The addressee *gilo* used by the user, in the other hand, was not properly used in a social media where many friends of him have access to read it. It is pointed to PLN or its employees. It was then used to show that the user had already felt upset because of the rolling blackouts so that he has no respect anymore to the institution.

Suggesting

Suggesting is putting forward a plan or idea for someone to think about. In this research, there is only one datum found has this function. It suggested what other people better do when the electricity cut off.

Lampu mati, smua pekerjaan dihentikan,,manga diktr ko cm duduk2 nunggu lampu hidup, mendingan pulang
'The electricity is off, we can't do our jobs, why are we just sitting in the office waiting for it to come back on, I think we'd better off going home...'
(Status updated on October 10th, 2013)

The sentence *mendingan pulang* in the status functioned to direct people to follow what user thought was the right thing to do when the blackouts happened in her office. It is classified into suggestion that she persuaded people to do something according to her opinion. The user saw that the office workers could not do their jobs routines which are usually used the computers and others electricity equipment. When the user felt that there was nothing useful that could be done rather than just waited for the lights on, and that was wasting time, she suggested the other

office workers to go home. The user believed that they were better go home to do many things like spending time their children.

Hoping

Hoping means that the speakers believe that there is possibility for something to be true or to happen. The Facebook users in this research hope that the electricity rolling blackouts would get over soon.

Selamat Hari Listrik National ke 68, semoga PLN tidak mematikan listrik bergilir lagi.
'Happy 68th National Electricity day. Hope that PLN will not do the rolling blackouts anymore.'
(Status updated on October 27th, 2013)

The utterance *semoga PLN tidak mematikan listrik bergilir lagi* is classified as directive function. The user as the customers of PLN expressed his hope for future that there will be no rolling blackouts executed by PLN anymore in the 68th anniversary of National Electricity day. This hope might not hear directly by PLN and staff, but the hope could be come true since PLN has given promise that the rolling blackouts program was only taken in June to October 2013.

Expressing Irony

Irony is a subtle form of humor which involves saying things that you do not mean. Expressing irony is the most function found in the data of the research.

Bravo PLN, dari sahur tadi sudah 3x mati lampu.
'Bravo PLN, there is been three power cuts already this morning.'
(Status updated on July 22nd, 2013)

Bravo is a kind of a compliment given to someone who gets an achievement in his/her life such as being a winner in a competition. People give the compliment to this person to take part of the achievement and to show their proud, happiness and salute or proud. However, the user in the status expresses a compliment to PLN by stating 'Bravo PLN' due to the rolling blackouts that had been occurred for about three times since pre-fast meal (*sahoor*) before down. In fact, executing the rolling blackouts was not an achievement of PLN because they had been clarified that the rolling blackouts occurred because of troubles in their systems. When the user gave compliment to PLN for the rolling blackouts, it obviously went to the opposite direction. The user certainly did not mean to give the compliment to PLN for what have done. In fact, the status functions to express the user's anger by being ironical.

Selamat mengerjakan tesis dalam gelap, Makasih byk pak PLN ;(
'Congratulation for working on my thesis in the dark. Thank you so much Mr. PLN ;()'
(Status updated on August 30th, 2013)

The user in the status wrote *Selamat mengerjakan tesis dalam gelap*. It was congratulation for her because the electricity turned off and she had to do her thesis in the dark. In fact, this kind of condition can never be a happy activity to do. Therefore, the word congratulation in the status is not appropriate. Moreover, her gratitude toward Mr. PLN was not also appropriate since PLN had not done something good for her. The emoticon used ;() symbolized unhappy feeling. Overall, this status was an expressive of the user's anger which she stated in the opposite way or in the irony.

PLN sayang, trims berat ya, telah kau matikan listriknnya...asik akhirnya makan bubur alias saparo masak
'Dear PLN, thank you so much for cutting the power.... It is good to finally eat porridge even if it is half cooked rice'

(Status updated on September 1st, 2013)

This is another status which expresses irony. The user called PLN with the word *sayang*. He also sent his gratitude toward PLN by saying *trims berat ya* as the blackout caused he ate porridge or half cooked rice. Furthermore, the other words like *asik* turned to the opposite messages. These situations were never be an appropriate case to thank people and having fun. In fact, the user could not eat his half-cooked rice because he would lose his appetite.

Hahaha...

Tumben gag mati lampu dari malam tadi,

Lah tobat pak Le-eN?

Hahaha...

‘How odd..there is no blackout since last night,

Have you repented Mr. PLN?’

(Status updated on September 2nd, 2013)

The status above is considered as expressing irony since it begins and ends with laugh. The user began the status by a laugh and then saying *Tumben* to show that something unusual had already happened. Then she made a question like *lah tobat pak Le-eN?* because the electricity has not turned off since the day before. She said that it was something odd to happen. It implies that the rolling blackouts are used to happen every night and days so when there was no blackout occurred intrigued the user to make fun of it.

Expressing confusion

Expressing confusion is when speakers want to know what exactly happen or what to do. In this research, there are six status updates in this function. The Facebook users expressed their confusion about the rolling blackouts.

Udah 3 jam mati lampu,,blum jg hidup,,mau nya apa sich pak PLN,,

‘It has been three hours of the rolling blackout. It is still off. What do you up to Mr. PLN?’

(Status updated on August 26th, 2013)

The status above contains a question by the user who felt so upset about the rolling blackouts that had already happened for about three hours that day. The question *mau nya apa sich pak PLN* showed that the user started to think that PLN was such a human being who did something because he/she expected something that other people do to him/her.

Expressing Anger

Anger is the strong emotion that someone feels when he/she think that someone has behaved in an unfair, cruel or unacceptable way.

Kalera pln ko. Sadang lamak main ps nyoh bae lo mati... dak lamak gaya pln ko doh.. smpao jam bara lo ko ka mati. Eee...

‘Curse you PLN, I was enjoying playing playstation, you turn off the power... I don’t like your style.. how long will it be’

(Status updated on June 5th, 2013)

The utterance *Kalera pln ko* in the status above reveals the anger of the user toward the rolling blackouts. It is because PLN executed the rolling blackouts while the user was enjoying playing game with his playstation. The harsh word *Kalera pln ko* is one of the harshest words on Minang society. It is usually conveys when one has already lost his patient toward what someone else did to him. In the status above, the harsh word is used by the user as the first

statement in the beginning of his status. It symbolized that the status is used as an expression of the user's anger.

Taragak urang ko PLN ko ka disarang dek warga ko mode di medan tu? Malaruik parangainyo.. Namuah 3x sahari nyo matian lampu samo lo jo urang sakik.. Apo bana yang rusak alatnyo ko..

'Does PLN want to be attacked like what had happened to PLN in Medan? It's too much. The electricity goes off three times a day just like the schedule of taking medicine. Which machine is broken?

(Status updated on August 29th, 2013)

This status contains the Facebook user psychological states. It consists of a statement of anger that is caused by experiencing the rolling blackouts for three times a day. It makes her wonder why PLN did that. In the first sentence of interrogative, she questioned furiously *Taragak urg ko PLN ko ka disarang dek warga mode di medan tu??*. This utterance emerged since she got the similar image of what had happened to PLN in Medan and that could be happened to PLN Padang.

Moaning

Moaning is speaking in a way to show that the speakers are unhappy. They moaned that the rolling blackouts happened cause some problems to their routines.

Listrik mati sudah seperti minum obat aja... Hufff 2 kali sampai 3 kali sehari mati lampunya.... Mati lampu,nya lama kali juga... hadeeeeh!!

'Rolling blackouts are just like taking medicine... Ugh. two till three times a day power cuts... And it happens for a very long time each time... '

(Status updated on July 30th, 2013)

The status above functions as expressive speech acts. It is appointed obviously by the expression *hadeeeehhh* and sign *X_X* as symbol of sigh and confusion. The user gripe how often and how long the blackouts occurred. The frequency and the length of the blackout may cause some problems especially when the user works with the electricity equipments like computer. The profile of the user informs that the user is an employee of a bank which made him need the electricity to do his job. Therefore, the user updated his status in order to express his griping.

3. Social Factors

Age

The relation between language and age can be seen through the language people used in their speech. It is reflected in the choice of words and the choice of forms of words.

a a aaa....

mati Impu teyuuz . .

tkutt . . .

tgas jg blum kelar, gmn nh hidupin lampuxa Ya Allah.. Amiiin

'Oh no, the electricity is always off...

I am affaid

The assignment is not finished yet. Turn on the electricity please Ya Allah.. Amen.'

(September 26th, 2013)

The status above was updated by a woman in adolescents, she is a student who has so many assignment to do. In this status, the user informed that she was afraid of dark because of the

rolling blackouts. She also informs implicitly that she needed the lights to do her assignment. The syntactical form used is declarative, interrogative and imperative. The pragmatic function is directive in requesting.

Most of words the user used in the status above are innovated words. They were written in non-standard forms like *Impu*, *teyuuz*, *tkuttt*, *tgas*, *ig*, *nh* and *lampunxa*. Also the beginning of the status *a a aaa...* is a sign as the user's frighten of dark.

All of the characteristics found in the status represent the age of the user who is still young and so that she has no responsibility to think about the society's speech norms or to keep writing in standard form of language.

Sex Types

Tibo rumah lampu mati. Baa caro ka masak kalam ke iko,, harapan masak nasi sm kompor liak,, tega nian kau PLN,,

'The current was off when I arrive at home. How could I cook when it was dark? It seems that I have to cook rice with stove again. How dare you PLN...!'

(Status updated on July 30th, 2013)

The status above updated by a 30 years old woman who just arrived at home after working all day in her office. The syntactic forms used are declarative, informative question and exclamative sentences. The utterance functions is moaning because when she was intended to cook, she found out that the electricity turned off, and therefore she needed to cook with stove. Since cooking rice with stove is wasting time and energy more than cooking it with the rice cooker, the woman expressed her upset on her status updated.

Level of Education

Ingatkan pimpinan PLN Sumbar dengan janjinya untuk tidak memadamkan lampu bergilir lagi di wilayah Sumatera Barat seiring masuknya bulan Oktober ini.

'Remind the leader of PLN Sumbar of the promise that they will not to have the rolling blackouts in West Sumatera anymore from early October.'

(Status updated on September 2013)

The status above is updated by a lecturer of a university. The choice of proper words like *Ingatkan pimpinan PLN Sumbar dengan janjinya untuk tidak memadamkan lampu bergilir lagi di wilayah Sumatera Barat seiring masuknya bulan Oktober ini*. 'Remind the leader of PLN Sumbar with his promise not to put out the lights in rotation in the area of West Sumatera as the beginning of October' and appropriate grammatical features like the use of capital letters in the words of Sumbar, Sumatera Barat and October points out the identity of the user. As mentioned before, the user is a lecturer. Therefore, the knowledge of how to occupy a correct grammatical sentences become an innate style of writing. This fact is different with the coming status.

Occupation

Occupation here belongs to a job or profession like a nurse, a student or a housewife. This term can also be inferred for something that people do either for pleasure or because it needs to be done.

Handeehh

Kambuah lo panyakik PLN ko liak, mbo suntik lai ko.

'Ugh, PLN relapse again, I'll give you injection'

(Status updated on September 18th, 2013)

The status above updated by an adolescent woman who works as a nurse. It contains some vocabulary like *penyakit* 'disease' and *suntik*. These vocabularies are medical related or medical

register. As seen on the user's profile, it clearly stated that the user is a nurse and she works for Semen Padang Hospital. This additional information will lead the reader to the link of the vocabulary used in the status and the occupational background of the user. Other similar status also performs by the status below.

The syntactic forms found on Facebook status updates of the rolling blackouts were declarative sentences, imperative, interrogative and exclamative sentences. The most forms are for declarative sentences. Second is for interrogative in informative question and Yes/no question. Third place is for exclamative sentence. And the last is imperative sentence in request, prohibition, invitation and hope. Declarative form is mostly identified on Facebook status updates of the rolling blackouts because the user wanted to draw and share the situation they faced when the rolling blackouts happened.

The overall syntactic forms enclosed in the recapitulation table as followed.

Table 1
Recapitulation of the Analysis of Syntactical Forms on Facebook Status Updates of the Rolling Blackouts

No	Syntactic Forms	Numbers of Sentences
1	Declarative Sentence	151
2	Imperative Sentence	
	a. Request	23
	b. Prohibition	6
	c. Invitation	7
	d. Hope	3
3	Interrogative Sentence	
	a. Informative Question	28
	b. Yes/No Question	15
4	Exclamative Sentence	38
	Total	273

Pragmatic function which are found are assertive, directive, commissive and expressive. Expressive act are most pragmatic function identified in the research that is in making irony or joke and moaning. The use of this function is caused by the length of the rolling blackouts which brought the defenselessness and disrespect toward PLN.

Based on all the analysis of pragmatic function on Facebook status updates of the rolling blackouts, it is found assertive, directive, commissive and expressive speech acts. The number of the classification is recapped in the following table.

Table 2
The Recapitulation of Pragmatic Functions

NO	Pragmatic Functions	Numbers of Data
1	Assertive	
	Asserting	3
	Predicting	5
	Concluding	5
	Informing	8
2	Directive	
	Inviting	1
	Suggesting	1
	Forbidding	2

	Requesting	9
	Hoping	4
	Questioning	4
3	Commissive	2
4	Expressive	
	Relieving	3
	Expressing Irony	25
	Complaining	7
	Expressing Confusion	6
	Expressing Anger	16
	Expressing Annoyance	8
	Moaning	17
	Wondering	4
	Total	130

The social factors of the users found in the research influenced the status updates. The age, sex type, occupation and level of education. These factors are seen from Facebook profile accounts of each users and the background knowledge of the researcher and the users. The age is divided into adolescents (<30) and middle age (30 – 55). Sex type is categorized into woman and man. Occupation is differentiated into office workers, lecturer, teacher, housewife, freelancer and student. Then, the level of education started from high school, undergraduate to postgraduate degree.

By analyzing the social factors, the researcher found that the expression function is the most pragmatic function used in all social factors. Specifically, the users in all age mostly expressing irony, anger and moaning. Woman is updated more status updates than man for expressing their irony and anger. The office worker expressed their anger and irony more than other occupation. And all status updates in the level of education express their anger and irony in most of the status. The use of expressive function is mostly used because the the most of users in varied social factors felt anger toward the rolling blackouts. However, irony is the chosen way to express the emotion of the user. It shows the habit of West Sumatera society which is used to convey something implicitly in their utterances.

Adolescents are found in the age of 15 users. Most of the syntactic form found in the status updates is declarative sentence. The functions of the utterances used in the status are mostly for expressing irony, anger and moaning with daily routines topics. The users expressed their feelings in a very salient vernacular forms like *kalera*, *woii gilo* and etc. Most of the word choiced is innovated and new. These words cannot be found on status updated by middle age-users. The words are *ne* for *ini*, *-nx* for *-nya*, *wq* for *awak*, *ko'id* for *mati listrik*, *taon* for *tahun*, *teyuuz* for *terus*, *lowbat* for low battery, *gag* for *tidak*, and *pae* for *pai*. The users in this age might feel free to express their feelings in vernacular forms since they are stepping relaxed phase in their life when the pressure to conform to society's norm is not as much as the users in the middle age. Besides, friends on their Facebook accounts are mostly come from the same age and so they will consider the language is acceptable.

The middle age is found in the age of 34 users. The most syntactic form used is declarative sentence. The utterances are used to express the feelings, idea, hope and suggestions of the users related to the rolling blackouts. Most of them functions as expressing irony and moaning. Instead of using harsh words in the status updated, the users tended to use an irony to express their anger.

Most of the words choice is standard and nothing new. The topics of the utterances about daily routines are also used in the middle age status updates, though some are never seen in the age of adolescents like electricity bill, and *talak* 'divorce'. The users of middle age also show their respect by calling PLN with the addressee *pak*. The use of standard language or the prestige form on Facebook status updates because this age is when people experience maximum

societal pressure to conform. Moreover, friends on their Facebook account can be their bosses, their co-workers, their customers and others who need to be respected.

From the overall users, there are 24 women and 25 men identified by their Facebook profiles. The women posted 54 status updates which mostly in declarative form of sentence and the most function of the contents is expressing annoyance and moaning. This function has greater number than men. The greater use of this function may be a reflection for women sensitivity to problem they have because of the rolling blackouts. Men, in the other hand, posted 76 status updates in declarative form. They are about complaining, asserting and expressing anger and annoyance.

However, even though society tends to expect 'better' behavior from women than from men, and women tend to use more standard form, in connection to the rolling blackouts, the researcher found that the words choice and standard are almost equal between woman and men. The vernacular forms are frequently found in both status updates. The researcher assumed that the topic and the range of the intimacy between women and their friends on their Facebook accounts influenced women to use more vernacular forms.

The occupations found are lecturers, teachers, students, office workers, housewife, and freelancer. Based on the analysis, the lecturers are the most users used Indonesian and standard language on their Facebook status updates of the rolling blackouts. Only one lecturer is found used Minang language for one of his status update. Indonesian and standard language used by some reasons. The functions of the status updates are mostly in expressive that is expressing irony and anger. First, most of them are the lecturers on faculty of humanity where language becomes an important concern. And second, lecturers who live in West Sumatera gain the respect of the society.

The level of education found on postgraduate, undergraduate, and high school. High School level used declarative forms in most of the status updated and the greater number of non-standard and vernacular forms. The functions of the utterance are expressive of complaining and expressing annoyance. And the topic given is about the students' daily routines. Postgraduate level is used the greater number of Indonesian and standard language use. Both of the levels have different ways to conform to the society. The functions are more varied like asserting, inviting, expressing anger, expressing irony and etc. The topics exposed are more general tended to express their emotion in irony. Meanwhile, undergraduate level used more vernacular languages in varied topics and functions.

Tendencies of language use found in saying about the rolling blackouts on Facebook status updates are the user of noun phrase *mati lampu* even though what the users actually mean was the power cut or the electricity and the addressee which used to PLN as *Pak* or another human sense of attributes, where in fact, PLN was not a human being but an institution.

The involvement of religion factors in analyzing the research cannot be avoided. It is because of two reasons. First, the research of Facebook status updates of the rolling blackouts which happened in June to October 2013 taken from data which is located in West Sumatera. This is a region where most of the society is Muslim, so the expression of Islam like *Alhamdulillah*, *Dajjal*, *kualat*, *adzan*, etc. are seen in data. Second, the period of the rolling blackouts occurred in fasting month and *Idul Fitri*. These are holly moments for Muslim in the religion. Therefore, some vocabulary related such as *baju rayo*, *babuko*, *sahur*, *malam takbiran*, etc. are found in analysis.

IV. CONCLUSION

Sociopragmatic study on Facebook status updates of the rolling blackouts is a research of local language phenomena which happened among the society in responding of the longest rolling blackouts in West Sumatera since June to October 2013. The languages updated through Facebook status is found varied in representing the real and spontaneous language come out from the customers of PLN. Through status updates they did not only express their emotion but also shared their daily activities as to what they were doing or what they were up to when the

rolling blackouts happened. The language arose in varied syntactic forms of sentences, pragmatic functions and social factors of the users. After doing the research, it is found that declarative is the most common syntactic forms of sentences used by the users. Most of the users who are students, housewives, lecturers tended to express their anger and dislike by using irony.

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CODE SWITCHING BY ENGLISH TEACHERS AT SENIOR HIGH SCHOOL 3 PADANGPANJANG IN ACADEMIC YEAR OF 2013/2014

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ABSTRACT

This research is aimed at describing the use of code switching by English teachers in learning process at Senior High School 3 Padangpanjang in academic year of 2013/2014. The objectives of the research are to identify types, the functions and the reasons of using code switching by the English teachers.

The research is descriptively and qualitatively done. The participants in this research are five English teachers. There are three steps used in this research, they are (1) collecting the data, (2) analyzing the data and (3) presenting the result of the analysis. The data are collected by observational method. This method was followed by non-participatory observational, recording and note taking. The data were analyzed by using referential, translational and distributional method. The results of the analysis were described by using formal and informal method.

After analyzing the data, it is found three types of code switching by English teachers in learning process. They are (1) intersentential, (2) tag switching and (3) intrasentential. The teachers use 69% intersentential switching, 8% tag switching and 23% intrasentential switching. The dominant type is intersentential switching, this is due to the English teachers make the addressee understand and the teachers want to clarify their speech. There are six functions of code switching by English teacher in ELT. They are (1) directive, (2) expressive, (3) phatic, (4) metalinguistic, (5) interjection and (6) clarify of emphasize function. The teachers use 16% directive, 2% expressive, 1% phatic, 18% the metalinguistic, 17% interjection and 46% clarify of emphasize function. The dominant function of code switching is emphasize because English teachers wants to give clarification, the students can understand the material, English teacher sometimes use both of the languages in the same utterance and the utterance is said repeatedly. There are four reasons of code switching by English teacher. They are (1) talking about a particular topic, (2) interjection, (3) repetition and (4) intention of clarifying the speech. The teachers use 17% talking about a particular topic, 21% interjection, 16% repetition and the last 46 % intention of clarifying the speech reason. The dominant reason of code switching is intention of clarifying the speech because the teachers clarified material.

Key words: Code, Code Switching, English Teacher

I. INTRODUCTION

Bilingualism is a phenomenon where two or more language varieties are used in speech community. With the improvement in education, massive population shift and technological advancement, a great majority of the people around the world has been exposed to different language (Milroy and Musyken, 1995:14). Most of the speech communities are bilingual and multilingual, which makes contact among languages an important force in everyday lives of most people (Mckay, 1996:47).

Mckay (1996:84) states that bilingual and multilingual speakers who speak two or more language varieties often switch fluently between linguistic codes, sometime even within the same utterance. For example, the speakers of West Sumatera use Minangkabau language as the mother tongue, Indonesian language as national language and English as foreign language. In reference the use of the three languages above, the evidence of switching from one language to another is commonly called code switching (Romaine, 1995:75; Macwan, 1999: 105). Wardhaugh (1992: 58) adds that:

“Alternating one language with another becomes a common phenomenon as the interlocutor as bilinguals or multilingual activate more than on language when they are involved in communication practices in formal or non formal context”.

In educational setting in Indonesia, students learn English as a foreign language. English which is taught from elementary school until university level becomes an essential course in the educational program. English has been regarded as the compulsory subject. The English teacher can use more than one language since they are bilingual who can alternate between two different languages during teaching learning process (Crystal, in Skiba, 1997).

In West Sumatera, this is happens because most of English teachers are familiar with three languages, namely Indonesian, English, and Minangkabau language. Indonesian in Indonesia serves as the tool of instruction of any subject including English. Meanwhile, English has two fold functions; as the target language which is learned and as a means of instruction in dealing with English language teaching. Minangkabau language is one of the regional languages and also used by some English teachers of Senior High School in Padangpanjang.

Milroy and Musyken (1995:19) said that code switching has become an interesting area of discussion in relation to bilingual or multilingual speech communities. In general, some experts agree on defining code switching as the alternating use of two or more languages in the same utterance or conversation. Sometimes, code switching occurs between the turns of different speakers in the conversation, it is happens between utterances within a single turn. It can even occur within a single utterance.

The researcher focus on sociolinguistic study which is concerns with the types of code switching practice, the functions of using code switching practices and the reasons of using code switching practices in English language teaching at Senior High School 3 Padangpanjang. This research (1) focused on three major types of code switching indentify by Polpack (1980:581), namely inter-sentential code switching, tag switching and intra-sentential code switching. (2) focused on seven major function of code switching indentify by Appel and Muysken (1987:201, they are : Referential Function, The Directive Function, Expressive Function, The Phatic Function, The Metalinguistic Function, Injection or to Serve as Sentence Filler and Clarify or Emphasize a Message. (3) focused on four major reason of code switching identify by Hoffman (1991:116), They are talking about a particular topic, interjection, repetition and the last intention of clarifying the speech.

II. RESEARCH METHOD

This research is done qualitative and descriptive. According to Sudaryanto (1993:620) descriptive research is based on the fact or phenomena of the speakers' speech in one area. In line with this, Selvilia (1993:71) argues that the descriptive research is analyzed the data based on material obtained without adding or reducing the data and this research tries to describe and analyze the data from the phases of collecting data, the preparation of data, and analysis.

The term of the data in qualitative research is borrowed from qualitative research that is usually used in the form of table numbers on the qualitative research. However, in the qualitative research, the data is all the information whether oral and written, which contribute to answer the research problem as stated in research question. Data is research of materials. This is in line with the opinion of Sudaryanto (1993:3) who says that the data is not as the object of the research, but this is a material of the research. Furthermore, Sudaryanto (1993:3) also added

about the limitations of the data as material research, that is the final data. The final data is done, because of selection of speeches. Thus, the data is object of research plus context.

In this research, the data are code switching by five English teachers in Senior High School 3 Padang Panjang. They are tenth grade and eleventh grade English teacher. They assumed to do code switching practices when they were involved in the English teaching and learning process.

Source of the data is divided into two types. They are the source of substantive data and source of locational data (Sudaryanto, 1993:40). The source of substantive data is a data that represent data. The source of substantive data is similar to sample. In this research, data of substantive is uttered by English Teacher utterances. There are total 210 utterances, but only twenty five percent (25%) of the data are presented to analysis. Arikunto (1998:134) said when researcher found big sample can be taken about 10-25%. Next, the source of locational data is a source of data which exists in the origin of lingual data. It refers to speakers. In this research, the source of locational data comes from utterances that are spoken by English Teacher in English language teaching at Senior High School 3 Padangpanjang.

Data is collected by observational method. There are two types of technique to collect data. They are observation and recording by Sudaryanto (1993:136). Observation method, observation is one of primer data collection technique. It is very useful, systematic and selective way in monitoring and listening to interaction or phenomena which happened. The researcher acted as non participant observer which only observed the event without involved being a participant. The observation was conducted to get the data about the usage of Indonesian, English and Minangkabau language code switching used by the tenth grade English teacher and eleventh grade English teacher in the classroom for 2 hour lesson (90 minutes) from the opening to closing in order to obtain the data for the language.

III. DISCUSSION

1. Types of Code Switching

According to Poplack (1980), there are three types of code switching. Those three types are intersentential code switching, tag switching and intrasentential code switching. As a result of observation, the type of intrasentential is rarely found in the data. In order to get a significant data, there are only three types of code switching which are analyzed: intersentential code switching, tag switching and intrasentential switching.

1.1 Intersentential Code Switching

(U1)

T 1: Okay I think enough. *Nanti sewaktu-waktu bisa mampir ke rumah.*
'Okay I think enough. Some time you can come by my home'

In the lesson, teacher told students about herself who has just decide to take furlough for her marriage. There was dialogue between teacher and students in the classroom. After that, teacher ended the dialogue. This utterance is actually a kind of directive function which expresses the invitation to the teacher's house. Then the teacher switched from English utterance "Okay I think enough" to Indonesian utterance "*sewaktu-waktu bisa mampir ke rumah*". The code switching used in this utterance emerged between sentence boundaries. This sentence boundary can be categorized as an Intersentential code switching.

(U2)

T 4: *Ada pertanyaan? Any question??*
'Is there any question? *Any question?*'

After corrected and explained, teacher asked the students whether they have question or not. Then the teacher switches from Indonesian utterance to English utterance . This sentence boundary can be categorized as an Intersentential code switching.

(U3)

- T 4: *Pokoknyo diterjemahkan se, caliak yang cocok rasonyo, bisa ditambahkan yang manyo.* So, we just match it, lai ngarati?
'The most important if translate, you look the most match. It can be added which. So, we just match it, do you understand?'

Teacher corrected the answer in front of class to explain how to translate well and explained how translate in term of possessive pronoun. This utterance is actually a kind of emphasize function which expresses Teacher corrected the answer in front of class to explain how to translate well and The teacher begun from Minangkabau language sentence switches to English sentence" So, we just match it, isn't it?" and then switches to Minangkabau language. It is categorized tag code switching.

1.2 Tag switching

(U4)

- T 4: Assalamua'laikum. How are you dear? I think we have some homework yesterday. *Kita punya beberapa PR kemarin, true?*
'Assalamua'laikum. How are you dear? I think we have some homework yesterday. We have some homework yesterday, true?'

After opening session, teacher reminded students about homework the tag switching by the word "true" means the tag "true" insert to/from Indonesian sentence. The tag switching "true" occurs in the utterance (U4).

1.3 Intrasentential Switching

(U5)

- T 2: I want to look your note book. *Adakah catatan vocabulary-nya?*
'I want to look your note book. Is there for vocabularies note?'

After the session of introduction, teacher continued the material by asking homework then she checked the assignment. This utterance is actually a kind of clarify emphasize function which expresses the teacher clarify to the students and ask their vocabularies. Then the teacher switches from English utterance "I want to look your note book to Indonesian utterance "Adakah catatan vocabulary-nya". This utterances is a intrasentential switching type.

2. The Function of Code Switching

One of the first categorizations of code-switching was provided by Appel and Muysken (1987), so the writer uses seven functions of code switching in this analysis, but not all functions are found in this research. In this research, researcher only found five functions as below:

2.1 The Directive Function

(U6)

- T 1 : *Apalagi? Whatever dari pada di simpan*
'What else? Whatever than you save it'
S : *Ibu tinggal dimana?*
'Where do you live mom?'
T 1: *Ow..wherever, me now tinggal di Padang, tapi masih tetep seperti prinsip pramuka disini senang disana senang. Bolehlah nanti main..*
'Ow..Wherever, now I live on Padang, but still live like the principle of scouts in here I'm happy in there. I'm happy. You may play there..'
T 1: *Ow..belum tau?*
'Ow.. haven't you known yet?'
S : *Nomor rumahnya berapa?*
'What is your house number?'
T 1: *Pokoknya pinggir jalan pas rumah paling bagus*
'It exactly side of street, the best house'

- S : Yeeeeee.....(cheering)
 T 1: *of course. masuk rumah paling jelek. kamu masuk aja. Tapi ibuk ndak tau rumah pinggir jalan yang paling ancah tu..*
'Yes of course, impossible I want say the worst house. You try to enter it! But I don't know who's the house on the side of the street that is the most beautiful is'
 S : (laugh.....)
 T 1: Okay enough?
 S : **alun**
'Not yet'
 T 1: **Apo lai?**
'What else?'
 T 1 : *Saya kasih beberapa waktu. Okay, siap?*
'I give you some time. Okay, are you ready?'

In the preface session, teacher told to students about herself who has just taken furlough for her marriage. After introduction session teacher gave chance to students to ask whatever before continued their study. In the conversation (U6) is begun by conversation in Indonesian and Minangkabau language as the daily communication language, then teacher switches to English to end the topic to make the situation more formal and make the distant to the students, but students reply by using Minangkabau language “*alun*”, teacher follows the students language who use minangkabau language by says “*apo lai?*”. Here, the directive function is shown when teacher switches from English to Minangkabau language. She uses English to make distant and uses Minangkabau language again to associate with their students.

2.2 Expressive Function

(U7)

- T 2: Assalamualaikum
 S : Waalaikumsalam wr.wb
 T 2: Are you okay?
 S : Yes.
 T 2: How are you?
 S : I'm fine, and you?
 T 2 : I'm fine. **Litak ..panek.** Okay but study must go on. *Belajar harus berlanjut.*
'I'm fine, hungry... Tired. Okay but study must go on. Okay but study must go on. Okay nice to meet you'

In the utterance (U7), the bold words shows teacher switches from English to Minangkabau language to express her feeling. The teacher begun greeting and then the teacher ask to the student “how are you” and the students answered “I’m fine, and you?” The teacher switches to Minangkabau language, “*litak, panek*” is expressive function which shows feeling at that time.

2.3 The Metalinguistic Function

(U8):

- T 5: Okay for last week **ada tugas sudah dikerjakan?**
 translate..translate.... *Tugas paling sulit ya itu, just translate...translate and translate.*
'Okay for last week any assignment, have you done it? Translate..Translate.. The most difficult assignment that is, just translate..Translate...and translate'

In the utterance (U8), after the preface finished, teacher continued the material by asking the homework that had been given. The bold word shows metalinguistic function in which the switching in bold word above occurs from Indonesian which shows teacher’s comment about translation that point to the next utterance by switching to English utterance. The bold shows the comment.

2.4 Injection or to Serve as Sentence Filler.

(U9)

T 2: Okay, *silakan dibuka halaman 24! Tugas kamu satu bangku. Buat 1 surat. Saya informasikan tugas kamu kerjakan berpasang-pasangan. Di-arrange! Di susun ulang disertai artinya!*

'Okay, please open page 24! Your assignment 1 seat makes 1 letter. I inform you. Your assignment is done a seat. May not many seat. Rearranged! Re-arrange and the translation'

After teacher gave explanation about letter, she gave assignment to students. English teacher used two different languages in the same utterance. Therefore it could be classified as interjection function. The teacher begun from Indonesian utterance switches to English and then switches to Indonesian utterance. It is categorized interjection function.

2.5 Phatic Funtion

(U10)

T 4: Assalamua'laikum. How are you dear? I think we have some homework yesterday. *Kita punya beberapa PR kemarin, true?*

'Assalamua'laikum. How are you dear? I think we have some homework yesterday. We have some homework yesterday, true?'

After opening session, said "asslammua'laikum" teacher reminded students about homework. This phatic function is orientation on communication itself, by using conventionalized opening, closing, and ways to signal turn-taking, also by using language form that identify the group in within which interaction is taking place.

2.6 Clarify or Emphasize a Message.

(U11)

T 5: Okay any question? *Ada yang beda?*

'Okay any question? is there *any different?*'

.....(Quiet for a while)

T 5: *Ada yang lain?* Maybe the answer not like in front.

'Is there *any others?* Maybe the answer not like in front'

In the utterance (U11), after teacher corrected the answer in front of class and explained how to translate well, teacher asked students about the answer that was explained. Teacher switches from English to Indonesian to clarify whether the answer different and need to be asked.

3. The Reasons of Using Code Switching

3.1 Interjection

(U12)

T 3 : Good! Give applause to your captain

Well everybody. Do you remember who your captain's complete name is?

S : Rangga aditya mommm.

T 3 : How can you call him?

S : Rangga

T 3 : How old is rangga?

S : Emmmmm tujuh belas

T 3 : What is his hobby?

S : Mancing Bu....

T 3 : how do you do you say mancing in English?

S : Mancing

T 3 : **Well!** If we want to show our hobby, use this pattern my hobby +to be+Ving For Example: My hobby is dancing. Well!! **To be nya boleh pakai is atau are tergantung subjeknya jamak atau tunggal.** Well!! The other example like my hobbies are cooking, singing, and fishing. Do you understand?

‘Well! If we want to show our hobby, use this pattern my hobby +to be+Ving For Example: My hobby is dancing. Well!! To be use is or depend on subject singular and plural. Well!! The other example like my hobbies are cooking, singing, and fishing. Do you understand?’

S : Yes Momm

The conversation occurred in the class. The class was taught by the teacher. the class situation was less formal because teacher addressed the students using Minangkabau language. Then, teacher asked the chairperson come forward to introduce himself. After the chaiperson back to seat, teacher asked to the student some question according to the captains introduction statement. After explained to her students, how to make a sentence.

Utterance 12 contains code switching case. One of the reason called as “inserting sentence filter, sentence connectors or using interjection” interjection is word or expressions, which are inserted into a sentence to convey surprise, strong emotion or to gain attention from utterance 24, the uttererance insert the word “ well” before teacher begins to explain about the material she says, “for example : my hobby is dancing. Well!! *To be nya boleh pakai is atau are tergantung subjeknya jamak atau tunggal* “in order to draw attention from the students before she begin to explain the important note that must be understand by students. Hence, the teacher inserted the word “well”.

3.2 Repetition

(T 4: *Ada pertanyaan? Any question??*

‘Is there any question? *Any question?*’

3.3 Intention of clarifying the speech.

(U 13)

T 5 : Ok now, everybody please open you book page 30. Who want to read that short story?

S : Ohhh nooooo

T 5 : No one? Ok I will choose one of you to read loudly. Emmmmmm what date today?

S : 14 Momm

T 5 : Ok. Absent number 14 please read the text loudly. Muhammad Ibra.

S : An army life. Two soldiers were in camp. the first one’s name George, and the second one’s name was Bill. George said, “have u got a piece of paper and envelope, bill?.....George looked at envelope of his letter and answered” what’s your girl-friend address?”

T : Thank you Ibra. Well. After you have read the short story and letter. Now make a letter to **someone who you yearning to much**. *Seseorang yang kamu rindukan. Yang kamu kangen*. Someone that miss him or her so much. ‘Thank you Ibra. Well. After you have read the short story and letter. Now make a letter to someone who you yearning to much. who you yearning to much .Someone that miss him or her so much.

S : Untuk kekasih boleh mam..

This conversation happened in the class. The class was very clean, so she chatted with her students about condition of class. Then, she introduced herself. The students were very attractive, because all of them gave response to teacher while the teacher in treated with them. After that, the teacher commanded the student’s ti read a short story and a letter. Then, she asked the students to make a letter for someone.

IV. CONCLUSION

Based on the data analyzed, the writer would like give some conclusions, the conclusion as follow:

1. Types of code switching

There are three types of code switching. Those three types are intersentential code switching, tag switching and intrasentential code switching, as a result of observation. The researcher finds 145 utterances of intersentential code switching. Next tag switching type is only 17 utterances. Then, the last number of types code switching which the writer find 48 utterances. While the writer find out the type of teacher code switching as the follow. There are 69 % intersentential switching, 8 % tag switching and 23 % intrasentential switching.

The dominant type of code switching by English teacher is intersentential type. this happened because the English teacher make the addressee understand. When the teachers want to clarify the speech so that it will be understood more by the listener, the teacher sometimes use both of the languages that teacher's masters in the same utterance and the utterance is said repeatedly. When students talk to other students, there will a lot of code switching occur. It means to make the content of his/her speech runs smoothly and can be understood by the hearer

2 The functions of code switching

The function of code switching spoken by Senior High School Padangpanjang English teacher in academic year 2013-2014 are referential funtion, directive funtion, expressive funtion, metalinguistic funtion, injection or serve as a sentence filler and clarify or emphasize funtion. But in this research, the researcher does not find referential function. So in this research, the researcher found six functions. They are directive, expressive, metalinguistic, phatic, injection or serve as sentence filler and clarify or emphasize.

The reseacher finds 33 utterance of directive function switching and 5 utterance of expressive function and 2 utterance phatic function. Next, 37 utterance of the metalinguistic function then 36 utterance interjection and next 97 utterances of clarify of emphasize and the last the writer cannot find the referesial of code switching. While the writer find out the function of teacher code switching as the follow. There are 16 % directive function switching, 2 % expressive funtion, 1 % Phatic function, 18 % the metalinguistic Function, 17 % and 46 % clarify of emphasize.

The dominant funtion of code switching by English teacher is emphasize because When the teachers want to clarify the speech so that it will be understood more by the listener, the teacher sometimes use both of the languages that teacher's masters in the same utterance and the utterance is said repeatedly.

3 Reasons of using code switching

The writer finds 35 utterance of talking about a particular topic, next 45 utterance of interjection and 34 utterance of repetition function then 96 utterance of intention of clarifying the speech. the writer cannot find quoting somebody else, being emphatic about something, expressing group identity, strengthen request, because of real lexical need and to exclude other people. Writer finds out the function of teacher code switching as the follow. There are 17 % talking about a particular topic, 21 % interjection, 16 % repetition and the last 46 % intention of clarifying the speech.

The dominant reason of code switching by English teacher is Intention of clarifying the speech. The teachers uses code switching technique in transferring the material but in the practice level. The teacher always asks them or persuade them speak in English, even she must give them modeling then they imitate what she says. The teachers translates English to Indonesian. So the teacher use code switching because she wants to give clarification, so the students can understand the material and the reasons of using code switching are make the addressee understand, lack of knowledge in English and the reason for using code switching is make the addressee understand.

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SONG AS REFLECTION OF CULTURE BECOME THERAPY IN TEACHING AND LEARNING OF MALAY LANGUAGE

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ABSTRACT

Songs has been part of a living culture of the Malays since ages. Therefore, it can be used as material for teaching and learning of Malay Language because it can stimulate student's interest to follow the lesson in classroom. Song can be a therapy for soothing the mind of students. When students sing, they will be happy and able to carry out the movement according to the rhythm of the song. This study focused on three objectives; (i) to identify the skills acquired by the students, (ii) to portray song as a therapy to attract for students' interested in learning Malay language. Third, to instill values in the song. This study use Multiple Intelligence approach to analyze the data. There are five findings revealed in the study, namely; material selection, listening skills, speaking skills, songs as therapy in teaching and learning of Malay Language, and Malay culture can be introduce through songs. The implications of this study highlighting the expression of emotion, discover talents and instill patriotic value and love of our own culture. In conclusion, songs as teaching materials could enhance listening, speaking skills as well as therapy for the students to learn Malay language and culture.

Keywords: song, culture, therapy, teaching and learning

I. INTRODUCTION

Reflection of culture embedded in a language portrays the identity of the society and how they use the language. In this case, Malay language can signify an initial hypothesis, i.e. those who want to learn the Malay language, then they should learn its culture .Mulyana M.. Hum (2011:103) explained that language reveals the function of culture implanted in its language. Therefore, through language, we can learn about the society.

Culture is human behavior which is symbolic. In Malaysia, the national culture was introduced to unite people of different races, religions and cultures. Malay language symbolizes the national culture. Siti Khariah Mohd Zubir (2011:176) stated that Malay language should be nurtured, and cherished so that it will be loved and used by many people. Since before, the culture of Malay is prone to entertainment especially singing or songs. Songs can be defined as rhythms, tones, beats, idiom and art. It also comes in the many form such as lullaby and many more. It is accompanied by beautiful and well made lyrics.

Songs usually have a role and function as a platform for entertainment and education. It brings message, action or creative movement that contributes to the overall development and personality and identity formation of generation to generation. In Malay culture, songs convey many positives messages to listeners, ie, spread love of Islam and nature. Although songs are mainly for the purpose of entertainment, it also contained useful lesson to anyone who listen to and enjoy it.

Abdul Latif Pali (2009: v) explained that song are selected as teaching materials can inculcate interest in learning, especially involving mastering those difficult skills because it involve complex cognitive processes that require high level of concentration and effort. While Arnald Bently (1966) in Siti Khariah Mohd. Zubir defines singing as a form of enunciation a word or sentence that includes elements of music including rhythm, melody, dynamics and mode

. Singing is part of teaching activities that used traditional songs, poem, and folk and children songs.

Song is a channel to express feelings and emotions. It gives pleasure and aesthetics to the human experience in order to improve the quality of life and love their culture. It also can be considered as cultural channel that is different from language communication. It symbolizes experiences and life via the lyrics and sounds that is uniquely and meaningfully combined in specific context. Songs and music used to accompany variety of physical activities, psychical response, psychomotor like dancing and exercising. Values and society norms can be learned through songs and music. Hassan Mohd Ali (2006:67) stated that students need stimulus materials to develop their talent and imagination. Thus, songs and music can be used to encourage them in their learning.

II. METHOD

RESEARCH OBJECTIVES

The objectives of the study are:

- i. To identify skills attained by students
- ii. To describe song as therapy to attract students interest to learn Malay language
- iii. Instill moral values in songs

LITERATURE REVIEW

Through this study, researchers are able to gather and analyze information relating to the use of songs as reflection of culture and therapy in teaching and learning of Malay language. According to Abdul Latif Pali (2009) in his studies on the effect of using popular music towards students' achievement in listening skills in learning melody, found that appropriate selection of instructional media, such as the use of songs able to develop the students' interest in learning, in particular involving listening skills. The use of music or popular song can help stimulate learning in their daily lives.

Nur Farhanah Bt Mohd Amin (2011) in her study on the effectiveness of methods of singing in enhancing memory of standard 5 students on topic water cycle discovered that science subject require students to memorize facts, terms, scientific names and labeling. Therefore, science teacher need to provide activities that suits the students' interest in order to achieve maximum impact in learning. One of it is the use of music and singing in learning science.

RESEARCH METHODOLOGY

This study used multiple intelligences approach to analyze the data.

Multiple Intelligence Approach

Multiple Intelligence approach is an important approach in education field. According to the approach, each student has a range of intelligences, ways to think, act and learn. They are unique in their own ways. Howard Gardner (1983) defined multiple intelligence as the ability to solve problems encountered in real life, the ability to generate new problems to be solved and the ability to make something significant within a culture. In addition, David g.Lazer (1994) characterizes multiple intelligence into seven ways of learning path. While Thomas Armstrong focuses on the various types of intelligence based on inventory, which is logical-linguistic inventory, mathematics, space, body, also music, interpersonal and intrapersonal. He also creatively adapted the term intelligence as diverse as "Armstrong's Multiple Intelligences Pizza", namely word pizza, logical, picture, city, music and people. In nutshell, Multiple intelligence approach always evolve according to context of use across inter disciplinary in education field.

Multiple intelligences can be divided into eight types. Firstly is verbal-linguistic. It is an ability to use words effectively in oral and writing activities. It also includes ability in remembering information, convincing other people, converse in the language itself. Second is logical-mathematical intelligence, i.e. the ability to use numbers effectively and hold strong argumentation. This type also able to comprehend basic number, causal and effect principal,

and probability. While the third is visual-spatial intelligence, which is the ability to detect and describe shape, space, color and lines, including ability to present ideas visually and graphically.

The fourth is kinesthetic intelligence that is the ability to use body to express ideas, feelings and solve problems, including physical skills such as coordination, flexibility, speed and balance. Followed by a musical intelligence, i.e. the ability to recognize a rhythm and song identify songs that are simple as well as differentiating or change the melody of rhythm and tempo. Sixth is interpersonal intelligence, that is, the ability to understand feelings, motivations, habits and aspirations of others. This intelligence is also a skill to act effectively against others in a practical way to encourage students to participate in such a project.

Intrapersonal intelligence is seventh, namely the ability to understand oneself in terms of strength, weakness, hopes and desires and individual differences. It can help individuals to deal with feelings, manners, anger management or sadness. Lastly, naturalist intelligence, which is the ability to recognize the plants, minerals and animals including grass and rocks and a variety of flora and fauna. It is also the ability to identify the cultural artifacts of clothing and food.

III. FINDINGS DISCUSSION

Material Selection

Competency in Malay language among secondary school students is highly emphasized especially for effective communication. In order to enhance effectiveness in teaching, teachers not only need to select suitable material but also need to plan activities that are relevant to the content and teaching objectives. Well planned activity can attract students' attention to engage actively and comprehensively. In addition, knowledge and language skills can be enhanced naturally using daily life activities such as singing and listening to music. Through songs, emotion can be expressed and message can be conveyed. Generally, since young, we have been exposed to various type of singing. For example, when mother sing lullaby to soothe her child. According to David G. Lazer (1994), musical intelligence is an ability to recognize rhythm and song, identify songs that are simple as well as differentiating or change the melody of rhythm easily.

Through singing and songs, students can express their feelings and emotion via the lyrics. They sing when there are happy. Moreover, their artistic talent will also be discovered. Therefore, lyrics can be used as material in teaching and learning of Malay language in formal or informal way. Unknowingly, language aspects such as sentence structure, coefficients and vocabulary can be learned through song or singing.

Listening and Speaking Skills

Listening skill is the first language skills acquired by the children. Ali Abdul Ghani (1986) explained that listening skill is the foundation of learning the other language skills and cognitive development of a child.

Listening skills is a process that involves two skills, which are receive and distinguish sounds. It can help students to master writing skills. Poor listening skills can result in competency of differentiating sounds for children. Seri Salami (2008) explained that listening skills is the basis of reading skills. Koh Boh Boon (Ed) (1989) stated that effective listening skills are an integral part of the process of communication between human beings.

These skills are the activities that involve the active mental process. Listen effectively also involves understanding and processing the information heard. Speaking skills is the main means of human communication. Speaking requires two processes, namely; the mental process known as knowledge of the language, second is a physical process that uses the organs to produce the sounds of language. In teaching and learning, speaking allow students to produce the idea of using appropriate language in a variety of situations of

communication such as conversations with friends, teachers and parents as well as learning activities.

In this study, researchers used the song as material for teaching and learning of Malay language comprehension. It can be utilized for induction set, content of learning, closure and revision. As induction set, the song is played to attract students' attention towards the lesson. Then, teacher will give instruction to listen carefully to the song played. The song should be related, either directly or indirectly with the title of the lesson to be taught. Questions will be given to students after the song finished listened. For example, a song titled '*Budi Bahasa Budata Kita*' by Dato ' Siti Nurhaliza for induction and also material for comprehension lesson.

Ibu bapa dan kaum keluarga

*Saudara terdekat jiran tetangga
Sayang menyayangi bertegur sapa
Ketulusan ikatan sepanjang usia
Para guru rakan sekolah
Turut warnai kehidupan kita
Ilmu ditimba pengalaman bertambah
Pergaulan sihat peribadi ceria
Bangsa Malaysia berhemah tinggi
Yang tiada dibantu, yang lemah dilindungi
Bertimbang rasa hormat-menghormati
Kita berkhidmat jujur dan ikhlas
Mencurah bakti tak minta dibalas
Harapan rakyat satu amanah
Budi bahasa budaya kita*

During induction, apart from listening skills, various intelligence skills play an important role. For example, students listen carefully while understanding the lyrics the song. Musical intelligence also included as they follow the rhythm of the song. Movement or dancing while listening can reflect the kinesthetic intelligence of the students as well. They can answer well resulted from the activities done. They are able to articulate the words in the lyrics clearly. Presumably, it can be stated that listening and speaking skills are running simultaneously.

Teachers can assess students skill based on the answers given. For listening skill, teacher can identify whether the students have mastered the skill or not by their pronunciation, stress, pause and intonation while answering questions. For example, students must identify where to stress on certain words, pause in a verse or song to understand the meaning. In addition, students should also be able to pronounce the word given correctly and using right intonation.

Lyrics of the song '*Budi Bahasa Budaya Kita*' can be used as teaching material contents. Language aspect can be taught more effectively. The teacher tells the students to read the lyrics of the song carefully so that they can understand and answer the questions given correctly. Verbal-linguistic intelligence can be integrated in teaching comprehension when students are able to use words effectively in responding to questions in oral or written forms. In addition, for the ability to remember information, the students were asked "How to show affection and concern for our neighbor?", and they answered was "it can be shown by the act of greeting". In addition, when they were asked on how they remember the lyrics of the songs, their answer was by singing it few times until they can remember the lyrics.

The song can also be utilized to teach comprehension indirectly by integrating multiple intelligences on visual and space. Students can detect and visualize shapes, space, color and lines including visual ideas and ability to perform in space. For example, they reflect moral values such as mutual respect through deeds and can differentiate between respect and trust.

Moral values contained in the song are derived from Malay culture that is needed to be emphasized so that it can be applied in our daily life.

Song as Therapy in Teaching and Learning of Malay Language

The use of songs in Malay language teaching and learning in the classroom can involve all students. Students don't feel neglected by the teacher and having fun during lesson. Many activities can be done during and after song was presented like movement activities that involve kinesthetic skill such as dancing and singing. This can boost the students' interest to learn and become active in class.

The song '*Budi Bahasa Budaya Kita*' can be used in the process of teaching and learning of Malay language by posing comprehension questions. Students are required to find answers that can be found in the lyrics of the song and the teacher asks the students to repeat the singing the song. Through this way students become interested in answering the questions posed. This can become therapy for students who are less active. Songs and music has the potential to develop brain cells while performing singing activities. Students who have depression can be cured by participating in this type of lesson. Musical intelligence plays an important part to help students overcome depression as well as ease the burden.

Song in context of learning and teaching is a hearing stimulator for students to boost their interest. In addition, it also can enhance the development of cognitive function, social and psychomotor of students who are weak in learning. The use of songs in teaching and learning of Malay can be a therapy for students who skipped class. This might be because they are bored with same teaching method. An interest approach can attract students' interest and attention in classroom. Teacher need to integrate intrapersonal intelligence that teaches students to understand feelings, motivation, habit, as well as the aspirations for others. Comprehension skill can be taught in stages for weak students to understand the lyrics. In addition, students can enhance their vocabulary gradually. Song can definitely be therapy for weak and bright students in teaching and learning of Malay language.

Malay Culture Can Be Introduced Through Songs

Culture is a way of life that evolves and own by community that has been inherited from generation to generation. Songs also part of heritage inherited form our ancestral. It is cherished by Malay community over time. The lyrics reflected moral values like the ones in "*Budi Bahasa Budaya Kita*' song. Examples of moral values embedded in the song are respect, honest and helping out others.

Problem solving skills is also part of multiple intelligences skills. For example, helping your neighbor when there is trouble. Those who practice the values in the culture are positive people in life. Integration of moral values indirectly occurs among students in teaching and learning of Malay language. Song can be used in or outside of classroom as reference. The lyrics of song "*Budi Bahasa Budaya Kita*", pictures the mind of the Malay people. They are known for their Malay identity and personality such courteous, polite and well mannered.

Implication

i. express emotion

According to Daniel Goleman (2002:411), emotion refers to feelings and special thoughts, a biological and psychological situation and a series of tendencies to act. Emotions react towards internal or external stimuli. For example, happy emotion affects the mood of the person that trigger physiological, action such as laughing.

Through singing the song can produce feeling. The emotions can be reflected through lyrics of the song. Students like to sing and they find it enjoyable. Through this activity, they become relax, emotionally stable and ease their burden. Students who might have family

problems and faced depression can feel relaxed and happy. The activity will also include element of kinesthetic such jumping and dancing.

ii) talent discovery

Hidden artistic talent of the students can be unleashed. The aesthetic and creativity values of the students can be nurtured and developed. This can be done by conducting singing activity or activity that involves the use of songs in the lesson. Language aspects such as sentence structure, idioms, vocabulary can be taught using it too. Singing can be selected as teaching material to stimulate students' interest and talent to follow the lesson. This interest can also be sharpened and nurtured in the future.

iii) Instill patriotism in culture

Patriotism can be defines as having positive value towards your own country. It covers values such as proud t be part of the culture, preserve cultural and ethnics features. Malay folk songs have patriotic elements to show appreciation towards the country like the song 'setia'.

IV. CONCLUSION

Overall, the use songs as therapy in process of teaching and learning of Malay language can help to students to improve writing skills through listening and speaking skills. Poor listening skills can affect student's ability to differentiate sounds of words given. Speaking skills enable students to convey their ideas using appropriate language in various contexts of communication such as conversing with friends or in formal setting like giving presentation. Songs can also be sued to cultivate students' interest and reduce their stress in learning. Therefore, the use of songs can indeed attract students' attention especially weak students to nurture the interest and be more productive in learning.

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ACQUISITION OF CLAUSE COMPLEXES BY INDONESIAN KINDERGARTEN STUDENTS WITH DIFFERENT MOTHERS' SOCIAL CLASS.

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ABSTRACT

The objectives of this descriptive qualitative research were to: (1) to describe what kinds of complex clauses are produced by kindergarten children of lower and middle social class mothers (2) to describe which ones of these kindergarten children of lower and middle social class mothers produce more clauses and (3) to describe the context of situation features in kindergarten children of lower and middle social class mothers' clause complexes. The data were obtained from four Indonesian kindergarten children at the age of 4-5 years old at TK ABA 32 MedanKrio, Sunggal. Two subjects were from lower social class mothers and the other two were from middle social class mothers. The results of this research showed that (1) Kindergarten's students of either from lower or middle class mothers had acquired and produced paratactic elaboration, paratactic extension, paratactic enhancement, paratactic projection, paratactic locution and hypotactic elaboration and hypotactic enhancement (2) there were some differences of clause complex's production in this study. The children of middle class mother were proven to produce more clause complexes than the children of lower class mothers and (3) based on the theory of context of situation proposed by Halliday, it was found that both groups of children uttered or produced clause complexes in different context of situation. In other words, they produced clause complexes in different field, tenor and mode. Children of lower class mothers uttered clause complexes in various topics. They produced the clauses to prohibit or command someone, to respond or comment something, to tell a story or something either during the lesson or the break. They just interacted and talked with their friends. They hardly conversed with their teachers. Their clause complexes were spoken (channel) and spontaneous, consisting rhetorical mode. And the characteristics of the clauses were informative and imperative. On other side, children of middle class mothers produced clause complexes in various topics. The clause complexes were casual or non-technical. They uttered the clauses to command, help, and guide other friends during the lesson, to play games, to share food or drink at snack time, to report something, to ask the teachers about the lesson during the learning process. In this case, these children spoke with either teachers or friends. This group a bit more blended or interacted with teachers. They produced clause complexes as they spoke to them. The clause complexes were spoken (channel) and spontaneous speech, consisting largely command (rhetorical mode) and reports. The characteristic of the clause complexes were informative, imperative, semi interactive, and reportive.

Key Words: Acquisition, clause complexes, kindergarten, mothers' social class

I. INTRODUCTION

Language is not an isolated system; it is part of human culture and his/her way of life. It is largely through language that he/she shares with others, takes part in the community and even wider society to which he/she belongs. The purposes of language use and meanings come from the social contexts and the language is organized to serve social functions. These are reflected in the grammar. Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of such a system. Language acquisition is the process of obtaining a specific variant of human language although how children learn to speak is not perfectly understood, most explanations involve both the observation that children copy what they understand grammar, children usually learn the sounds and vocabulary of their native language through imitation, and grammar is seldom taught to them; that they rapidly acquire the ability to speak grammatically supports the theory of Noam Chomsky that children are able to learn the grammar of a particular language because all intelligible languages are founded on a deep structure of universal grammatical rules that corresponds to an innate capacity of the human brain.

Four-year-olds are often great conversationalists and love to talk about the details of all sorts of scientific and important subjects. Your child needs to find out about all aspects of life and talking about things is a very important way of understanding how the world works. Four-year-olds are able to speak clearly on the whole, but they may still not use some sounds correctly, e.g. say 'th' for 's' or 'w' for 'r' ask 'Why', 'When', 'How' questions and ask what words mean tell long stories which may be partly true and partly made up are interested in questions and can argue and give their own ideas about things talk about what might happen or what they would like to have happen know a few nursery rhymes which they can say, repeat or sing.

Basically this paper employs theory of Language Acquisition and Functional Grammar to cover the analysis on *Acquisition Clause Complex by Indonesian Kindergarten Students with Mother's Social Status*. This paper aims to know how the influence of mother's social status and how much acquisition clause complexes was obtained.

Clause complexes are sentences that can be interpreted as a clause complex: a head clause together with other clauses that modify it. A combination of clauses related Paratactically or Hypotactically but not through embedding; the mode of combination is the mode of organization of the logical subtype of the ideational Metafunction. Especially for this paper, the writer focused on Clause Complexes used by kindergarten students who are able to use paratactic elaboration, paratactic extension, paratactic enhancement, paratactic locution, paratactic projection, hypotactic elaboration, hypotactic enhancement. Paratactic is one in which the clauses as in a clause complex can stand individually. Hypotactic is one clause can stand by itself whereas the other has to be dependent of the clause.

II. METHOD

In this paper, the writer has collected the data to analyse Acquisition of Clause Complexes used by Kindergarten's students of TK ABA 32 Desa Medan Krio, Sunggal. From the data, the writer has collected forty kindergarten students from TK ABA 32 which have different mother's social status. All of students in TK ABA 32 have a range of ages four and five years old.

This paper uses mixed method or design, case study design and Survey Research Design (SRD). Case study design is a strategy for doing social inquiry, although what constitutes the strategy is a matter of some debate. (Schwandt, 2007, p.28). For many, case study design is considered naturalistic and qualitative. For example, Brown and Rogers (2002), Creswell (2002) and McKay (2006) discuss CSD in terms of qualitative data in the ethnographic tradition. That definition could also fit a case study, and suggest that at some level a case study and ethnographic.

Survey research is well known and widespread in many countries. A survey is a research design, while a questionnaire is a data collection instrument. A

survey design uses various data collection procedures to enable the teacher-researcher-educator investigate a construct by asking questions of either fact or opinion from a sample of a population for the purpose of generalizing to the population. A survey design consists of a construct a population of interest, a sample, and a data collection instrument used to measure the construct in the sample. The data was collected by simple random sampling in one of type of probability sampling which is simple random sampling refers to the process by which all possible names (sampling units) are identified (sampling frame) and selected in a random, arbitrary way.

Table 1: Sample of Students of TK ABA 32 Desa Medan Krio, Sunggal

No	Names of Student	Ages	Mother's Name	Parents occupation	Social Status
1	AP	5	AN	Labor	Lower
2	AV	5	SN	Driver	Middle
3	DP	5	RA	Labor	Lower
4	DR	5	NRN	Labor	Middle
5	FAA	5	YNT	Staff Marketing	Middle
6	FA	5	SP	Security	Middle
7	JG	5	NSN	Labor	Lower
8	KAZ	5	ILS	Lawyer	Middle
9	KAZ	5	ILS	Lawyer	Middle
10	KMR	5	EY	Labor	Middle
11	MHN	5	STN	Labor	Lower
12	NBL	4	YLN	Labor	Lower
13	NA	5	SKW	Staff Marketing	Lower
14	RAF	5	MLA	Labor	Lower
15	SAM	5	SSN	Teacher	Middle
16	AA	5	ASN	Staff Finance	Lower
17	ASS	4	RS	Teacher	Lower
18	MIJ	5	NRN	Government Employee	Middle
19	AAP	4	YH	Labor	Lower
20	MKP	5	RD	Police	Middle

As a notice in the previous page in introduction, the researcher had given several literature as a Library research for the readers who wants to know what field of this research, and these all of the theories that support this paper.

2.1 Language Acquisition

Language acquisition is the process of acquiring language in a child as a process of development. It involves the language comprehension, language production and the language perception of the child in acquiring his language. A child will acquire his or her first language completely by the age of five years old. As described by Moskowitz in Wang (1978:121). "The task of acquiring language is one for which the adult has lost most of her aptitude but one the child will perform with remarkable skill within a short span of time and with almost no direct instruction the child will analyze the language completely. In fact, although many subtitle refinements are added between the ages of five and ten, most children have completed the greater part of the basic language acquisition process by the age of five. By that time, a child will have dissected the language into its minimal separable units of sound and meaning; she will have discovered the rules for recombining sounds into words, the meanings of individual

words and the rules for recombining words into meaningful sentences, and she will have internalized the intricate patterns of taking turns in dialogue”.

2.2 Clause Complexes

Clause complex comes under the logical metafunction of language, which in turn belongs to the broader ideational metafunction of language. It refers to the relationships that exist between clauses in a sentence. These relationships are of two types, *taxis* and *logico-semantic*. This is what Halliday has to say: "We shall assume, therefore, that the notion of 'clause complex' enables us to account in full for the functional organization of sentences. A sentence will be defined, in fact, as a clause complex. The clause complex will be the only grammatical unit which we shall recognize above the clause. Hence there will be no need to bring in the term 'sentence' as a distinct grammatical category. We can use it simply to refer to the orthographic unit that is contained between full stops. This will avoid ambiguity: a sentence is a constituent of writing, while a clause complex is a constituent of grammar." (Halliday 1994: 216)

2.3 Systemic Functional Linguistics

The developing of children’s language have correlations in Systemic Functional Linguistics. According Halliday’s experience in his son’s language abilities. This study in fact has had a substantial influence on the present systemic model of adult language, particularly in regard to the metafunctions. Systemic-Functional Linguistics (SFL) is a theory of language centred around the notion of language function. While SFL accounts for the syntactic structure of language, it places the function of language as central (what language does, and how it does it), in preference to more structural approaches, which place the elements of language and their combinations as central.

2.4 Logico-Semantic Relation

Logico-semantic relation indicates the meaning formed when a clause is combined with another in a clause complex. Logico – semantic includes expansion which covers the meaning realized by conjunction and projection which includes direct and indirect speech and thought. The logico-semantic relationships are of two broad kind Expansion (comprising Extension, Enhancement, and Elaboration), and Projection (comprising Locution or Idea).

Table 2: Taxis and Logico-semantic relation

LOGICO-SEMANTIC RELATION		INTERPENDENCY (TAXIS)	
		PARATACTIC	HYPOTACTIC
EXPANSION	Elaboration (=)	1 the boy did not wait; = 2 he ran away	α the boy did not wait, = β which surprised his mother

	Extension (+)	1 the boy ran away + 2 his friend stayed behind	α the boy ran away + β whereas his friend stayed behind
	Enhancement (X)	1 John was scared X so he ran away	α John ran away X β because he was scared
PROJECTION	Locution (“)	1 the babysitter said, 2”” Do not make a noise “	α the babysitter told us “ β not to make a noise
	Idea (‘)	1 she thought ‘2 ‘I’ll go now	α she thought ‘ β he would go then

2.4.1 Elaboration

In elaboration one clause elaborates on the meaning of another by further specifying or describing it (Halliday 1994: 225) this divides into two types, paratactic and hypotactic elaboration. Paratactic elaboration is indicated by 1=2. This specifically divides to: (1) exposition ‘in other words’ P i.e. Q, (2) Exemplification ‘for example’ P e.g. Q, (3) clarification ‘to be precise’ P viz Q

2.4.2 Hypotactic Elaboration ($\alpha=\beta$)

Commonly the hypotactic elaboration refers to non-defining relative clause. This divides into finite and non-finite clauses. The finite hypotactic elaboration indicates that the dominant clause functions to elaborate the meaning of the independent clause in non-defining relative clause.

2.4.3 Paratactic Extension

In extension, one clause extends the meaning of another by adding something new to it. This is done by some sense of addition and variation to the primary clause. The paratactic notion is 1+2 in addition type, one process which is simply adjoined to another. Commonly the primary clause is joined by the words; *and, too, in addition, also, moreover, on the other hand, etc*

2.4.4 Paratactic Enhancement

In enhancement one clause enhances the meaning of another by qualifying it in either one of the following ways, by reference to time, place, manner, cause or addition (Halliday1994 :232). The paratactic enhancement notion is 1x2. The paratactic enhancement in a clause complex gives a notion of coordination with a circumstantial feature. Typically a clause complex with paratactic sense is expressed by either (1) the conjunction *then, so, for, but, yet, still*, (2) by a conjunction group with *and; and then; and there; and thus; and so; and yet* or (3) by *and* in combination with a conjunctive (that is cohesive devices-not structural) such as *and at that time, and soon afterwards, and till then, and in that case, and in that way.*

2.4.5 Hypotactic Enhancement

The notion for hypotactic enhancement is $\alpha\beta$. The combination of enhancement with hypotaxis is realized by the traditional formal grammar of 'adverbial clauses'. The finite hypotactic enhancement is typically marked by conjunctions commonly known as 'subordinate conjunctions' in traditional formal grammar. In different way the non-finite hypotactic enhancement clauses are marked either by (1) a preposition such as *on, with, by, before, after* or (2) one of subset of hypotactic conjunctions such as *when, while*.

2.4.6 Paratactic Projection

Paratactic projection is one where linguistic experience is projected as wording. This is also known as quoting. To indicate the wording double quotation marks (") are used. Clause complexes he said, "*I'll finish the job*" and he thought, '*I'll finish the job*' are identified as paratactic projections.

2.5 Developing Language Skill 4-5 Years Old

2.5.1 Language Ability of Four Years Old

Speak clearly on the whole, but they may still not use some sounds correctly, e.g. say 'th' for 's' or 'w' for 'r' ask 'Why', 'When', 'How' questions and ask what words mean tell long stories which may be partly true and partly made up are interested in questions and can argue and give their own ideas about things talk about what might happen or what they would like to have happen know a few nursery rhymes which they can say, repeat or sing.

2.5.2 Language Ability of Five Years Old

Children develop skills at different rates, but by 5 years usually children will: (1) Understand spoken instructions without stopping what they are doing to look at the speaker. (2) Choose their own friends and play mates. (3) Take turns in much longer conversations. (4) Understand more complicated language such as 'first', 'last', 'might', 'may be', 'above' and 'in between'. (5) Understand words that describe sequences such as "*first we are going to the shop, next we will play in the park*". (6) Use sentences that are well formed. However, they may still have some difficulties with grammar. For example, saying 'sheep' instead of 'sheep' or 'good' instead of 'went'. (7) Think more about the meanings of words, such as describing the meaning of simple words or asking what a new word means. (8) Use most sounds effectively. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant'.

2.6 Social Status

Social class refers to a group of people with similar levels of wealth, influence, and status. For this paper, the writer focused analyses two kinds of social status, such as the middle class and the lower class.

2.6.1 The Middle Class

The middle class are the "sandwich" class. These white collar workers have more money than those below them on the "social ladder," but less than those above them. They divide into two levels according to wealth, education, and prestige. The lower middle class is often made up of less educated people with lower incomes, such as managers, small business owners, teachers, and secretaries.

2.6.2 The Lower Class

The lower class is typified by poverty, homelessness, and unemployment. People of this class, few of whom have finished high school, suffer from lack of medical care, adequate housing and food, decent clothing, safety, and vocational training. The media often stigmatize the lower class as “the underclass,” inaccurately characterizing poor people as welfare mothers who abuse the system by having more and more babies, welfare fathers who are able to work but do not, drug abusers, criminals, and societal “trash.”

III. DISCUSSION

From the sample of data that was collected by the writer, we found that children that have middle mother’s status and lower status are able to use a clause complexes, such as: paratactic elaboration, paratactic enhancement, paratactic extension, paratactic projection, paratactic locution, hypotactic elaboration, hypotactic enhancement. The writer found that all of Indonesian kindergarten students was able to use clause complexes for daily activity, but there are the differences between the result both of categories, kindergarten student that have lower social status able to use clause complexes sentences such as: paratactic elaboration, paratactic enhancement, paratactic extension, paratactic projection, paratactic locution, hypotactic elaboration, hypotactic enhancement same with kindergarten students that have middle mother’s social status, the significance differences both of them are, the students from lower mother’s social status only used clause complexes for command and retell her/his story for their friends, but students from middle mother’s social status used clause complexes sentences in many conditions and situation inside or outside of class, such as: giving a command, share food and drinks, help their friends and students from middle mother’s social status used clause complexes sentences in more polite form like while they said something to their teacher.

DR : ” Kalaukamaupinjam crayondanpensil, kamubilangya” (IND)

“If you want to borrow the color pen and a pencil, you should be permitted”

(ENG)

DR is one of the students of TK ABA 32 which is his mother has middle social status, from the above sentence that DR used, the sentences included as paratactic extension. Another example or data that was collected from the student are:

SAM: “Enggakapa-apakalau gajahnyadiwarnai, warnabiru, meskipunenggakcantik”

(IND)

“No matter if the elephant colored by blue color, even it’s not match” (ENG)

SAM is one of student of TK ABA 32 which is her mother is a teacher, absolutely her mother has middle social status and can taught her daughter with complex sentences in their daily activity, so that this situation can developing language skill of children itself. Actually so many example that we can found in our society about the developing language skills of children, all of them caused by many factor, one of the factor is mother’s social status, while his/her mother have the middle social status in their society, surely his/her mother will use a clause complex sentences while they invited their children or while they taught their children at home and a child will imitate or repeat what they heard from his/her mother.

MHN: “Jangan main disana, nantiibu guru marah” (IND)

“Do not playing there, the teacher will be angry” (ENG)

MHN is one of student from lower mother’s social status, from the data above we could saw that MHN used one of kinds of logical semantic relation (Clause complexes sentences), same with two previous children from the data, but MHN only used clause complexes sentences in his daily activity inside or outside class for command somebody to do something and retell his past story in his home. If we see clearly, absolutely we have known that there are significances differences between students from lower or middle mother’s social status even they are able to use clause complexes sentences such paratactic elaboration, paratactic extension, paratactic enhancement, paratactic projection, paratactic locution, hypotactic elaboration and hypotactic enhancement.

IV. CONCLUSION

Kindergarten's students of either from both lower and middle class mothers had acquired and produced paratactic elaboration, paratactic extension, paratactic enhancement, paratactic projection locution and hypotactic elaboration and enhancement. This finding had also indicated that there were differences in this study. The children of middle class mothers were proven to produce more clause complexes than the children of lower class mothers. Based on the theory of context of situation proposed by Halliday, it was found that both groups of children uttered or produced clause complexes in different context of situation. In other words, they produced clause complexes in different field, tenor and mode. Children of lower class mothers uttered clause complexes in various topics. They produced the clauses to prohibit or command someone, to respond or comment something, to tell a story or something either during the lesson or the break. In this case, these two children were the speakers as well as the hearers who always interacted and talked with their female mates. They hardly conversed with their teachers. The clause complexes were spoken (channel) and spontaneous, consisting rhetorical mode. And the characteristics of the clauses were informative and imperative. While children of middle class mothers produced clause complexes in various topics. The clause complexes were casual or non-technical. The uttered the clauses to command, help, and guide other friends during the lesson, to play games, to share food or drink during snack time, to report something, to ask the teachers about the lesson during the learning and to go after or keep grasshoppers during the break. In this case, these children spoke with either teachers or friends. This group a bit more blended or interacted with teachers. They produced clause complexes as they spoke with teachers and friends. The clause complexes were spoken (channel) and spontaneous speech, consisting largely command (rhetorical mode) and reports. The characteristic of the clause complexes were informative, imperative, semi interactive, and reportive.

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IMPERATIVE UTTERANCES OF FRENCH LANGUAGE IN THE TEXTBOOK “CAMPUS 2” (AN ANALYSIS OF SOCIOPRAGMATICS)

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This paper discusses the imperative utterances of French language in textbook Campus 2, having the objectives of describing the social domain where the imperative utterances of French language exist, and the meaning of imperative utterances of French language in the textbook “Campus 2”.

The data is taken from the textbook “Campus 2”. In compiling data, the writer uses the observation method, a method that is done by comprehensive reading to the use of language. The identity method is used to analyze the data. To know the sociopragmatic meaning of imperative utterance, the contextual analysis method is used, that is the method bases and associate with the context. To address the validity of the data, it is used the semantic validity, which is a technique to measure the level of sensitivity to the symbolic meanings that are relevant to a particular context. The reliability is backed stability expert judgment

The analysis showed that the textbook Campus 2 contains of imperative utterances in various domains of social life: a) the domain of work, b) the domain of media c) the domain of society, d) the domain of transactional, e) the domain of family, and f) the domain of education. Every domain has a variety of meanings: (1) the domain of work can create the imperative meaning of demand, invitation, insistence, command, prohibition, encouragement, hope, persuasion, and permission, b) the domain of media contains the imperative meaning of solicitation, command, request, appeal, prohibition, suggestions, expectations, and persuasion, c) the domain of society has the imperative meaning of suggestion, expectation, command, prohibition, solicitation, persuasion, insistence, demand, appeal and petition, d) the domain of transactional bring out the imperative meaning of command, permission, invitation, demand, prohibition, and persuasion, e) the domain of the family can contain the imperative meaning of command, prohibition, permission, and encouragement, and f) the domain of education only create the imperative meaning of command

Keywords : domain of social life, the meaning of the imperative utterances, sociopragmatics

I. INTRODUCTION

The use of language in daily communication sometimes does not in accordance with the grammar of a language. To express their purposes, speakers often use non-formal forms, for example: to convey the meaning of request, speakers do not have to use the interrogative sentence, but they can also use the declarative sentence instead, or vice versa. Likewise, when a speaker wants to convey the intent to order, he does not have to always use the imperative sentence, consider the following example:

(1) *Cette pièce est très somber*

Speech (1) can be understood from two viewpoints, first considered merely providing information that the room is dark, then speech is called declarative sentence that provide information. Second, the speech intends to have someone turn on the lights, because the room was dark, then the speech is said declarative sentences containing intent of command (imperative). The second intent above cannot be easily understood, because the speaker and hearer must understand each situation and context surrounding the speech that appears. The facts of speak act like this should be one of the subjects of discussion in language learning,

including the foreign languages learning. The textbooks *Campus 2* used were supposedly also contains of materials relating to the use of language, not just understanding the grammar that are not accompanied by their application in daily communication..

All utterances in the *Campus 2* not only contains of one meaning, as is written in the speech, but also the meanings should be understood contextually. Therefore, to understand a speech, the necessary understanding of grammatical and understanding of the principles that govern how the language pragmatics use. This is the reason of researcher choose the textbook *Campus 2* as a research subject. Basically imperative utterance in French language implies pragmatic as command (*un ordre*), prohibition (*une defense*), and advice (*un conseil*) (Monnerie, 1990: 137). Furthermore, in *Conjugué Ta Mère* explains that the imperative utterances (<http://www.conjuguetamere.com/temps/imperatif-present>, March 15, 2015 at 8:40) is as follows :

l'impératif exprime le plus souvent une injonction : un ordre ou une commande, une requête ou une demande, une prière, une exigence, une invitation, un conseil, une instruction, un souhait, une permission. Si on combine l'impératif à une négation, il peut exprimer une interdiction ou un simple conseil.

Imperative utterance can express an order, a requests (hasty), a demand (reasonable), invitations, advice, instruction, hope, and permission. If the imperative utterance is negative, the meaning of speech is a ban /an interdiction or direct advice. Another opinion states that the imperative utterance may have the meaning of pragmatic imperative as *donner un ordre* "give orders", *exprimer un désir* "express the desire", *offrir un conseil* 'offer an advise', *faire une recommandation* "make recommendations", *faire une requête* "request" , and *forme de politesse* "a form of politeness" (<http://www.connectigramme.com/imperatif.html/odyframe.htm>, 11 June 2015). Rahardi (2009: 12) states that according to the pragmatic meaning, the imperative utterance of Indonesian language can have different manifestations of imperative and can be divided into 17 kinds, which respectively can be stated as follows: 1) the imperative of command, 2) the imperative of messenger , 3) the imperative of demand, 4) imperative of petition, 5) the imperative of insistence, 6) imperative of persuasion, 7) imperative of appeal, 8) imperative of invite, 9) imperative of invitation, 10) imperatives of permit, 11) imperatives of permission, 12) imperative of prohibition , 13) the imperative of hope, 14) imperative of aspersion, 15) imperatives of giving congratulations, 16) imperative of suggestion, and 17) imperative of “ngelulu”, a special term in Javanese society when someone order something, but the command expression is not in the imperative form, but stands in declarative or interrogative, moreover the meaning also in the contrary of the speakers.

Sociopragmatic study is the study of the local conditions, especially about the use of language (Tarigan: 1986: 26). Furthermore, Saddhono (2011: 17) explains that sociopragmatic is not only focused the language, but also the social environment that supports that language. Sociopragmatic learns the language and its relationship with the community. Basically sociopragmatic is pragmatic that occurs in the context of specific social and cultural context (Leech via Rahardi, 2007: 16). Therefore, the principles that applied in the pragmatic course also applies in sociopragmatics..

In the use of language, we can find three types of speech acts (Searle in Wijana et al, 2010: 20): 1) locutionary act, 2) illocutionary acts, and 3) perlocutionary act. Locutionary act is speech acts to express something, also known as the act of saying something, whereas illocutionary acts are acts of speech to say something or to inform something and at the same time to do something, also known as the act of doing something. As a perlocutionary act is speech acts that have an effect on the feelings, thoughts or actions of either the speaker or the listener.

Among the three types of speech acts above, only the illocutionary acts' type, the speech act to say something or to inform something and at the same time to do something (the act of doing something), which is very often the subject of discussion in a pragmatic and sociopragmatic. Furthermore, Searle (via Ibrahim, 1993: 11 -54; Rahardi, 2009: 17-18) develops speech act theory centered on the illocutionary acts based on the purpose of the action

view of the speaker. According to him, illocutionary acts can be divided again into five types: 1) Assertive, 2) Directives, 3) Commissive, 4) Expressive, and 5) Declaration

Every speech that occurs in a conversation always involves a text. With a clear context, a communication will go well. There are 5 aspects that can affect the various pragmatic meaning of an utterance (Wijana, 2010: 14-16), namely: 1) speakers and hearer or the author and the reader. Aspects related to the speaker and hearer are: age, socioeconomic background, gender, level of familiarity, etc. 2) the context of speech, 3) the purpose of speech, 4) speech as a form of action or activity, and 5) speech as a follow-verbal form. Sociopragmatic study can be understood as a pragmatic study conducted across cultures (Rahardi, 2009: 4). More pragmatic assessment based on the contexts that are spatio-temporal, that are considered important in the context of a speech is the dimension of place and time (Leech, 1993, Wijana 2004, and Rahardi, 2009: 2 and 38). While the context is referred to the study sociopragmatic not just the dimensions of space and time, but also the social and cultural context. So, as such, the study is the study sociopragmatic pragmatic in its implementation involves the circumstances and conditions of the community and local culture, which is further divided in more specific in the different domain of life of a community (Rahardi, 2009: 5). This study will examine the imperative utterance in textbook *Campus 2*, which appeared in various social domains. This study will use sociopragmatic study, which observed a imperative utterance of various social dimension or domain of social life in French society and the meaning of speech posed imperative that appear in every domain of life. , Rahardi (2009: 39) explains that in the linguistic, the domain has been defined as an institutionalized context which typically is a constellation of between three things, namely: 1) the location or place, 2) topics, and 3) participants.

II. METHODS

The object in this research is all utterance in the textbook of *Campus 2* that have the imperative meaning of sociopragmatic, so that the data in this study are all utterances which implies sociopragmatic imperative. Textbooks *Campus 2* written by Jacky Girardet and Jacques Pecheur, published by CLE International, Paris, France is used as a source of data for this study. In compiling data, the writer uses the observation method, a method that is done by comprehensive reading to the use of language (Sudaryanto, 1993: 133 and Kesuma: 2007: 43-46). The data is collected and then classified based on: 1) the social domain of imperative utterance, and 2) the meaning sociopragmatic of the imperative utterance. The identity method is used to analyze the data. Sudaryanto (1993: 13-15; Kesuma: 2007: 54) explains that an identity method is a methods analysis of language that its determinant instrument is outside of the language, and does not become part of the language (langue) (Kesuma, 2007: 47). ,

To know the sociopragmatic meaning of imperative utterance, the contextual method analysis is used, the method of analysis that bases and associates with the physical context (Rahardi, 2009: 36). Context means the environment in which the language is used, both and non-physical environment. This contextual analysis methods is parallel to identity methods submitted by Sudaryanto (1993) and by Mahsun (2005). According Mahsun (2005: 111-115) identity method can be divided into two, namely intra-lingual and extra-lingual identity. The sociopragmatic analysis of imperative utterance in textbook *Campus 2* will use the extralingual identity method, to match the imperative utterances to all things that are beyond language or extralingual things.

To address the validity of the data, the semantic validity is applied, which is a technique to measure the level of sensitivity to the symbolic meanings that are relevant to a particular context. Semantic meaning can be achieved when these meanings are associated with the recipient of the message, the source of the message, the message content, and other context from data that were analyzed (Zuchdi, 1993: 75). Test reliability is backed stability expert judgment, namely the researcher repeatedly read the imperative utterances that exist in the textbook *Campus 2* and if there is any doubt, the researcher will discuss with colleagues who are from the

same linguistics fields by the researcher or by senior lecturers or other experts who expertise towards these fields, namely the field of linguistics, especially pragmatics (Zuchdi, 1993: 79)

III. DISCUSSION

The analysis shows that the imperative utterances in *Campus 2* are used in the various social domains. In every social domain, there are many imperative meanings. The following examples show the social domain and the meaning of imperative utterances.

1) The Domain Of Work

The domain of work is called that occur in the place of work, there is a topic of conversation on the job, and there are the participants said that is part of the job. In the domain of work discovered the meaning of an imperatives : demand, **invite**, insistence, command, prohibition, imperative appeal, hope, encouragement, permit, and persuasion, . Here is an example of the meaning of imperative utterance in the domain of work:

a. demand

- (1) Le directeur : *S'il vous plaît, un peu de silence... Nous allons faire le point sur les problèmes. Mais avant, je voudrais accueillir Romina Lemercier. Romina est notre nouvelle créatrice et je la laisse se présenter...*
Romina : *Bonjour à tous...* (Campus 2, page 6)

The dialog (1) occurs in work place, in an office, advertising agency 'Uni-Pub'. The speech is delivered by the director to the employee in a weekly production meeting. The director asked to the meeting participants to be calm, because the meeting will be begun. But before the meeting, the director want Romina Lemercier, new employees, to introduce herself. The speech *S'il vous plait, un peu de silence ... Allons Nous faire le point sur les problèmes* in (1) implies the meaning of an imperative of **demand**.

b. insistence

- (2) *Un jeudi matin chez Uni-Pub*
Marlène : *Je dois te parler de Charlotte. On déjeune ensemble demain ?*
Marco : *Demain à midi, je serais à la campagne.*
Marlène :

Speech (2) in the dialogue between Marlène and Marco, *Je dois te parler de Charlotte* is in the domain of work, because of such dialogue occurs in the work place, which is in an office, advertising agencies Uni-Pub, the participants, Marlène and Marco are employees at the office. In (2) the speech is insistence, Marlène urges Marco to provide time to talk about Charlotte

2) The Domain of Media

It is said the domain of media as speeches that appeared to be in a medium, can be print and online media, participants involved are the ones who become actors in the news media or any part of the media, conversation topics can be vary, according to the topic conveyed through the media. Here is an example of speech that are in the domain of media

a. Commands

- (3) *Comptez le nombre de a, b, c, d et trouvez votre type dominant et votre type secondaire. (...)* (Campus 2 page 9)

Speech (3) above is in the domain of media, that is media in the form of a questionnaire containing several questions about the psychological atmosphere and methods used in the process of foreign language learning. Participants involved in the questionnaire were students or readers in general and the teachers who will use the results of the questionnaire for the improvement of foreign language learning. Speech (3) above implies an imperative as a command, that command to the readers, especially students, to calculate the number of answers of each group of questions, then after knowing the total, the student will know that he included certain types of students, for example : the dominant spontaneous, the dominant thinkers, dominant disciplined and orderly (methodical), as well as the dominant reticent or shy or inferior.

b. Prompts

Consider the example of speech (4) below

- (4) *Reportage dans endroit branché de Paris:*
LES WEB BAR
LES INTERNAUTES

Un endroit branché est un lieu à la mode depuis peu de temps où l'on est sûr de rencontrer des gens branchés (qui s'habillent, qui vivent, selon les dernières tendances) et quelquefois des stars du show-business. C'est un endroit où il faut aller et qui surprendra vos amis. Notre reporter vous emmène dans un de ces lieux : le Web Bar à Paris.(...)

Le Petit Futé Paris 2002, Les Nouvelles Éditions de l'Université, 2001.
(Campus 2, page 14)

Context speech (4) are in the domain of media, this article is found in the online media "Les Internauts", a campaign that encourages or promotes the public to visit internet café in Paris **Bar Web**. The cafe is a place of entertainment, and the people who come to have fun while working. In this place visitors can hold a meeting with their colleagues, with the artists, and other businesses, which also discussed the affairs of the job. Speech of *C'est un endroit où il faut aller et vos amis qui surprendra* in the text reportage in (4) above implies recommendation for readers (people) to go to the bar of the site because it is a place well worth a visit and can be surprise for friends who were invited there.

3) The Domain of Society

These utterances are generally happened in society. The participants who involved are also part of the community. Likewise, the topics discussed was also part of the community. Here are examples of utterance that are in the domain of society and their sociopragmatis meanings

a. Prompts

- (5) *Grenoble : après un match de handball*
Dylan : J'ai vu Lisa. Elle est d'accord pour participer au rallye. Qui d'autre tu verrais pour faire équipe avec nous ? Florian Moretti ?
Arthur : La fille de Moretti, l'industriel ?

Dylan : *Je vous ai vus danser chez Lacour.*

Arthur : *Et alors ?*

Dylan : *À mon avis, si tu lui proposais de venir, elle accepterait.*

Arthur : *Ça m'étonnerait. Ah ! si je l'invitais à une randonnée à cheval,*

j'aurais peut-être une chance, mais les rallyes, c'est pas son truc.

Dylan : *Et si on lui posait la question ?*

Arthur : *Comment ça ?*

Dylan : *Ce soir, on pourrait aller dîner au restaurant de la fac de droit...*

(Campus 2 page 20)

Dialogue in the example (5) is in the domain of society, which is in a public place, in Grenoble, which is used by the communities to gather or hold meetings. The dialogue happens near the handball court, and occurs after a handball match. Participants involved in the dialogue were Dylan and Arthur, they are the sport of handball players. The speech “*À mon avis, si tu lui proposais de venir, elle accepterait*” spoken by Dylan implies suggestion, namely, Dylan looks for a handball player to join the group, and he proposed Florian Moretti, then Arthur advocated to meet Florian Moretti, although he is a racer car, .

b. Prohibition

(6) *Il est une heure du matin. Au Clos-Gaillard, la fête techno a commencé. Des centaines de voitures arrivent. Le propriétaire du Clos-Gaillard a été averti.*

M. Péruset : Qu'est-ce que vous faites ? Il est interdit de s'installer ici !

Etudes : On n'a plus le droit de s'amuser ?

M. Péruset : Il y a des endroits pour ça.

(...)

(Campus 2 page 94)

Dialog (6) is in the domain of society. It happens on a vacant land (field) in Clos-Gaillard, where young people get together to have a party “*la fête techno*”. The utterance “*Il est interdit de s'installer ici!*” uttered by M. Péruset implies a imperative ban, because the land used by a group of young people to party belongs to M. Péruset, so M. Péruset with grumpy forbid them to gather at that location , According to M. Péruset that location is not a place for reveling, but the young people refuse it and will still give a party at that location, because it is a vacant land, not occupied nor cultivated. Finally M. Péruset allows them to party at that place, but he would not be responsible if there is something dangerous.

4. The Transactional Domain

The utterances are available in places that allow the occurrence of a transaction, the participants involved are the people who are involved in the transactional events. While the terms of the conversation topic can be anything that contains elements of the transaction or transactional something.

a. Commands

(7) *Chez une marchande de tableaux du 6^e arrondissement.*

Élise : Regarde celui-ci. Je le trouve génial.

Franck : Lequel ? Le marché de Provence ?

Élise : Mais non. Celui qui est au-dessus. (Campus 2 page 62)

Dialog (7) is in the domain of transactional. The location of the conversation is in an art galleries. Participants involved in the utterance is the seller of the painting (gallery owner), Elise and Frank, her husband. The topic of the dialogue is about of painting. In this gallery, Elise and Frank make purchases an abstract painting. The speech “Regarde celui-ci” uttered by Elise implies an imperative meaning : command. Elise command her husband, Franck, to see the abstract paintings. She liked an abstract painting, but her husband did not like. However, Franck still want to see, watch and even buy it for his beloved wife. Thus, speech *Regarde celui-ci* has an imperative meaning **command**.

b. Allowing

(8) (...) Ce que tu veux. (...) Campus 2 : 62)

Speech (8) belong to the domain of transactional, because the speech took place at Galerie of art, where the selling and buying of a painting happens. Participants involved in the act are Elise and her husband Franck. The discussion topics is one abstract painting. Frank, her husband does not understand or cannot interpret the abstract painting. Then he asked what the purpose of the abstract painting, According to Elise the meaning of an abstract painting depend on each person. Speech (8) implies a permit, Elise allows to her husband, Franck to freely assess the abstract painting.

5) The domain of family

The utterances that are in the domain of family occurred in a house (residence). Participants involved are a family, a family member or a part of the family, while the topic of the utterance is on the family or part of the family and family issues

a. Prohibition

*(9) (...) Ne vends pas la peau de l'ours avant de l'avoir tué !...
Campus 2 : 104*

Speech (9) occurs in a family. The participants were husband (Adrien) and wife (Émile). The husband came home from work at evening, around 22:00 o'clock. She looks angry. Small argument ensued that night. The wife wished that her husband is okay to work hard to occupy the post of head of the department, but it does not have to work until night, especially the results of his work were all assigned to his senior, Professeur Meynadie, as if her husband is exploited. He tried to convince his wife that he would replace senior Paul Pignon, became head of the department. Speech (9) above implies a imperative ban, that the wife forbids him to say things uncertain, he said that certainly he will replace senior Paul Pignon, to became head of the department.

b. Permit

(10) Optiris est une entreprise familial située dans le Jura et dirigée par Jacques Grandval. Après des études à HEC (École des hautes études commerciales) et un séjour aux États-Unis, Sabine Grandval revient voir sa famille.

J. Grandval : Je suppose que tu a déjà plusieurs offres d'emploi...

Sabine : *Oui, mais je préférerais travailler ici.*
J. Grandval : *Tu sais, l'entreprise ne marche pas aussi bien qu'avant.*
Nicolas : *Disons-le francement : c'est la fin. D'ailleurs, moi, je cherche du travail ailleurs.*
Sabine : *Mais à quoi sont dus vos problèmes ?*
J. Grandval : *À la concurrence... des pays d'Asie surtout.*
Nicolas : *Le vraie cause, c'est que papa refuse de délocaliser la production.*
J. Grandval : *Je ne veux pas être à l'origine d'un plan de licenciement.*
Sabine : *Et bien, puisque Nicolas s'en va, je veux bien le remplacer...si papa est d'accord.*
Nicolas : *Tu crois que tu vas sauver l'entreprise grâce à tes cours d'économie ?*
Sabine : *Non, grâce à un styliste que je connais et à quelque idées...*

(Campus 2 page 76)

Dialogue (10) above are within the domain of the family. It happens in the J. Grandval's house. Participants involved in the utterances are children's Sabine and Nicolas. The topic of the conversation is about of the family-owned eyewear company. Due to the inability of his father to take care of his company, while Nicolas also wants to work in other places, Sabine agree to take care of and lead the company (if her father permits). The Sabine agreement can be seen in the utterance " *Et bien, puisque Nicolas s'en va, je veux bien le remplacer ... si papa est d'accord* ", It can be concluded that the utterance contains the meaning imperative of permission.

6) The domain of Education

It is said to be the domain of education because of the utterances that appeared to be in a place of education : classroom / lecture, laboratory, and so on. Participants involved are the ones who become actors in the world of education. Conversation topics can vary, according to the topics presented in the lecture halls, laboratories, and so forth. Here is an example of speech that is in the domain of education.

a. Command

(11) Adrien : *Et Meynadier n'a pas pris ma défense ?*
Clémence : *Non... De tout façons, ils veulent Marianne. Ils ont dit que les grands laboratoires l'appréciaient beaucoup.*
Andrien : *Mais tous ses étudiantes répètent qu'elle est nulle !*
Clémence : *Écoute, il y a peut être un moyen de les faire changer d'avis...* (Campus 2 page 110)

The context of speech (11) are in the domain of education, which is on the campus of the research center, in a research laboratory. Participants involved are Adrien and his friend Clément. The topic of conversation in the dialogue is those nominated as a replacement of the head that will soon retire, M. Pignon. Adrien was very surprised and disappointed, because he was not included in the nominations list, but so far he is very hopeful and trying hard to be able to replace M. Pignon as the head part. Clemente tried to calm Adrien down by saying " *Ecoute, il ya peut être un moyen de les faire changer*

d'avis ... " Clément speech is intended to govern Adrien to hear what will be said Clément to change the minds of his friends, that the decision of M. Pignon.replacement is Adrien

IV. CONCLUSION

1. Based on data analysis that has been done, it can be concluded that the textbook *Campus 2*: There is an imperative utterances that appear in various domains of social life, namely: a) the domain of work, b) the domain of media, c) the domain of society, d) the domain of transactional , e) the domain of the family, and f) the domain of education.
2. In each of the social domain has a variety of imperative meanings of sociopragmatic I , such as : demand, invite, insistence, commands, prohibitions, encouragement, hope, permit, persuasion, permission, solicitation, and appeal. This suggests that the textbook *Campus 2* was created for French language learning in various domains of social life and a variety of situations in social life. Therefore, textbook *Campus 2* is suitable for use as teaching material in the process of learning French in the Department of French Language Education, Faculty of Languages and Arts, Yogyakarta State University

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READING SKILLS LEARNING IMPROVEMENT OF COMPRÉHENSION ÉCRITE IV LECTURE USING COOPERATIVE LEARNING MODEL OF STAD IN FRENCH EDUCATION DEPARTMENT OF FBS UNY

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ABSTRACT

The lesson study activities conducted by implementing cooperative learning model type of Student Teams-Achievement Divisions (STAD) are aimed to improve the quality of reading skills in Compréhension Écrite IV of French Education, FBS, Yogyakarta State University. The research was conducted in four cycles, and each of which consisted of Plan, Do and See steps. The STAD learning model was conducted with five components: class presentations, teamwork, quizzes, individual progress, and team recognition. The data collection technique used were observations and structured tasks. The validity of the data was gained by the diligence of observation, the extension of participation, peer discussions, and the improvement of process and outcomes. The research results showed an increase in the process and outcome. The process' improvement was the improvement of the students' learning readiness, participation in the lecture, the growth in the collaboration and discussion tradition, and the confidence for oral expression. The outcome's improvement can be seen in an increase in the achievement of individual tasks scores, pretest and posttest scores, as well as students' score in French-speaking performance. Thus it can be concluded that the lecture conducted by STAD was more effective than the one without this cooperative learning model ($t > 0.652 > 0.027$).

Keywords: Lesson Study, STAD, Compréhension Écrite IV

I. INTRODUCTION

Reading is an activity that is the second receptive language activity after listening. Reading is a communication process between readers and writers, and the relationship between those two is indirectly, but rather through writings. The communication will get better if readers understand and find ideas in the texts being read.

In relation to the learning of French language, the ability to read in French (Compréhension Écrite) is developed from the lecture of Compréhension Écrite I to Compréhension Écrite V. In the lecture of Compréhension Écrite IV of French Education Department, Faculty of Languages and Arts, Yogyakarta State University, it is focused on reading abilities of threshold level (B1), i.e. the level of independent French, however, still it requires the monitoring and supervision of lecturers (CECR, 2001: 57). Compréhension Écrite IV is a compulsory lecture, with a credit point value of 2 points (2CPs), and it is a practical course. The ultimate goal of this course is to understand the written discourse related to get informations and interact in the society (s'informer et s'intégrer dans la société). It is in line with CECR statement lire pour s'informer which is emphasized with reading for getting informations and discussing (lire pour s'informer et discuter) (CECR, 2001: 58). Thereby, explicitly, it is stated that the theme s'informer is followed by discussions. It can be understood that in this Compréhension Écrite IV lecture which is a practice one, it does not only improve the receptive language skills, but also the speaking performance of the students. The reading

activity done is intensive reading. Therefore, as a reader, students do not only examine the content of the text, but also study the language, thus the students have the receptive abilities about discourse (*compétence discursive*).

Meanwhile, several indicators of learning skills for reading skills (*compréhension écrite*) in the level of B1 are as follows (CECR, 2001: 86).

- a. Capable of utilizing the purpose of task completion in the lecture process of reading to obtain information and discussions.
- b. Capable of using the learning opportunity during the lecture process.
- c. Capable of concentrating
- d. Capable of using French actively and intensively.
- e. Capable of working together in study groups.

However, based on preliminary studies conducted by lecturers, the model of the first four face to face lectures, it is revealed that: (1) the students do not complete the tasks optimally; (2) students are less active in the lecture; (3) The students are less than courageous to understand the meaning based on context of unknown and unmemorable text items, so as to using much amount of time to open their dictionary and record their findings on the text being discussed; (4) the teamwork in small groups is not done well as few students are unprepared to attend the course. Thus, it can be concluded that the students' learning skills, especially in *Compréhension Écrite IV* is still far from that expected at the level of B1.

In regards to this problem, efforts to improve *Compréhension Écrite IV* are urgent requirement to do. One of the efforts made by the lecturers to help improving the reading skills of students is to use cooperative learning. The cooperative learning is one of the learning methods that can be used in language learning with groups activities and with principle that learning is based on communication between group members. Thereby, each member is responsible for their own learning and is promoted to improve the learning of other members.

The Student Teams-Achievement Divisions (STAD) is a cooperative learning model type. This learning model is based on the opinion of Vygotsky that the improvement of one's mental functions is derived from social or group lives and not simply from the individual themselves.

II. METHOD

The subjects studied as the data source are the semester IV students taking *Compréhension Écrite IV* lecture in the second semester in the academic year of 2013/2014. The study involved 22 students, consisted of 19 females and 3 males. Seven of them were repeaters. The Lesson Study activities were carried out in 4 cycles. Each cycle was consisted of Plan, Do and See. LS was conducted from February 22, 2014 and ended on May 8, 2014. Plan is a plan for learning activities, Do is related to the implementation of the lecture, i.e. the lecturers implement models of learning and other lecturers observe students' activities, and See is related to the joint reflection on lecture activities.

The model lecturer was Siti Sumiyati, with four observers, namely: Alice Armini, Siti Perdi Rahayu, Noberta Nastiti Utami and Herman. The data collection technique was through observation and assignment. Observations were used to observe the process of implementation of the lecture, while the task was used to determine the level of achievement of the course objectives. Instruments were in the form of observation sheets and student worksheet. The data were in the form of observations and student assignments, analyzed using descriptive analysis.

The effectiveness testing of the use of cooperative learning model type STAD was done with gain score formula (Hake, 1999: 1). The validity of data resulted from the observations was gained through investigation technique using observation diligence, extension of participation, peer discussion, and repeated studies (Moleong, 2014: 327).

The research used student teams-achievement divisions (STAD). This learning model is based on the opinion of Vygotsky that the improvement of one's mental functions is derived from social or group lives and not simply from the individual themselves. Thereby, one's cognitive development other than set by the individual themselves is also actively determined

by the active social environment as well (Budinarsih, 2005: 100). With assistance of others, one can do and find more things than self-learning. This concept is what later referred to as the zone of proximal development by Vygotsky, i.e. the distance between one's ability to complete tasks independently and their ability to complete tasks in guidance or when collaborating with more competent peers (Budinarsih, 2005: 101). The development of social interaction abilities among others is related to activities and the language used.

The students pay more attention to their friends, and positive interdependence for learning is developed among them (Huda, 2011: 29). It is in line with those expressed by CECR (2001: 86) that in the process of French learning as a foreign language, the learning proficiency indicator can also be manifested in the abilities to work together in study groups to complete the tasks, thus each student realizes their potential and weaknesses as well as being motivated to get involved in a more qualified group interaction.

Student teams-achievement division (STAD) is one of a variety of learning models of cooperative learning method developed by Slavin (1995: 60). STAD characteristics are; (1) Each member has a role, (2) an interaction takes place among the students, (3) Each member is responsible for their learning and the group, (4) the interpersonal skills in the group is grown (5) the lecturers only interact with the group if required (Slavin, 1995: 4). Meanwhile, the study being carried out includes the following learning phase (Slavin, 1995: 60).

- a. Conveying the objectives and motivating the students.
- b. Presenting information.
- c. Organizing the students into the study groups.
- d. Guiding the group to work and learn.
- e. Carrying out the evaluation.
- f. Providing awards.

This learning phase is in line with intensive reading with the main purpose of picking information and discussions (*lire pour s'informer et discuter*). It is due to: firstly, in the lecture, the lecture objective is conveyed, i.e. the students should identify problems or phenomena described in an article of print media, to distinguish various kinds of arguments supporting an idea, to understand the main conclusions, and recognize the characteristics of articles in the print media (Bloomfield and Mubanga, 2006 : 28). Secondly, the ability of intensive reading skills, including: (1) understanding the content of written discourse globally, (2) analyzing the content of written discourse, (3) using the elements understood to act, and selecting written discourses mastered to read (Bloomfield and Mubanga 2006: 60). Therefore, the lecture material can be completely focused on the STAD unit and the completion of the students' worksheets can only be met in a timely manner if done with work and study groups.

III. DISCUSSIONS

The research was conducted in four cycles. Each cycle was consisted of three stages, namely: plan, do and see was attended by observers.

Cycle I

Plan I activities were to develop learning tools. The recordings should be done continuously. Do was implemented using the text entitled *Saint Rémy-de- Provence* (Girardet and Pêcheur, 2008: 108; Girardet, and Gibbé, 2008: 100). The materials were designed to be explored for information and the language used was learned through teamwork and class discussions. Student activities also included reviewing the contents of the text and language of the text, namely figures stylistiques: déplacements, les procédés de caractérisation, et lexique appréciatif. However, the discussion did not run smoothly because students were still not ready to express their opinions. In addition to learning in the lecture, students also completed the task individually. The structured task scores were still low, which was the highest score of 70, the lowest score of 50 and a mean score of 58.7.

The reflection process (See) was implemented immediately once Do activities were completed. See was held in the seminar room, in GK 1 floor 2. Attended by model lecturers

from French Education Department, and Dance Art Education Department, observers from both teams of lesson study, lesson study team of FBS UNY, monitoring and evaluation team of UNY and national team for lesson study monitoring and evaluation. The following was the summary results of observations of the observers on the learning activities the first open lesson activities: (1) The class setting needed to be reset in order to facilitate more the process of team works and discussions, (2) the learning activities should use one media so that the attention of the students would not be divided, (3) the students should be informed that their class was being used for open lesson. (4) It should be emphasized that the speaking performance is very important for the students, compétence should be supported by performance, (5) Student worksheet should be finished outside out of the face-to-face learning and face-to-face activities. Thus, the students only needed to present the results of teamwork and discussions.

Cycle II

The Plan of Cycle was performed on Tuesday, April 15, 2014, in the office of French Education Department of FBS UNY, attended by model lecturers and four observers to observe and improve the learning design and learning tools prepared by model lecturers, in the form of lesson plans, power point slides, and students worksheets. At the stage of Do, the open class was conducted on Thursday, April 17, 2014, at Room Salle Marianne and was attended by 16 students because 6 students were not present. The material discussed was the text entitled *Les scénarios pour le futur* (Girardet and Pêcheur, 2008: 127; Girardet, and Gibbé, 2008: 114-115) to be studied for the content of the text and the language. The student activities were designed in accordance with the reflection results on Cycle I. *Les figures stylistiques* studied including; articulation logique, champs lexical des compagnies d'assurances et celui de réchauffement climatique.

The observation and See results are as follows. Firstly, the students' readiness to learn was less than good. There were four students coming late, although the lecture began in 09.15. As in cycle I, the students started to get really active after 20 minutes of the learning beginning. Secondly, students and lecturers' interaction had not been established well, because the students were less enthusiastic to express their opinions. There was still some fright among several students. The interaction between students was not also established well because there were still several students who did not pay attention to the presentation of other groups. The reflection proposed is that the students responding to the standing presentation and other students should repeat the answers or the correct answer. Thirdly, the learning activities items which were categorized good by the observers are: the students' interaction with objects and the media, the instructional media, the lecturers' presentation, evaluation, and language use. Particularly for the use of language, several students were still not fluent in expressing their opinion. Fourthly, the class context remained like open class I, i.e. the condition was hot and noisy. The reflection proposed is that inter-the seating arrangements between groups should be brought closer. Although in general, the performance of the students' French had not shown some improvement. The task completion scores had some increase, i.e. the lowest score of 60, and the highest score of 80 and a mean score of 65.1.

Cycle III

Both of these cycles had not been implemented according to the planned schedule, i.e. plan on April 25, 2014, in order to prepare the open class on Thursday, April 27, 2014. Do III was conducted at Room Salle Marianne, attended by 16 students because 6 students were not present, and was performed by the model lecturers and was observed by 4 observers. The text discussed was entitled *Veolia: la mer à boire* (Girardet and Pêcheur, 2008: 132; Girardet, and Gibbé, 2008: 118-119), its content of text and language was studied. *Les figures stylistiques* studied including définir, articulation logique de la cause, champs lexical d'une usine de dessalement.

Observations and reflections are obtained as follows. First, the readiness of the students was less than because the students only arrived after a few minutes of the beginning of the

lecture. It had some impact in the learning concentration on reading aloud activities. The psychological atmosphere condition of the classroom was more conducive. The students' attention was mostly intended to the presentation, and half of them paid attention while checking the group's answers on the laptop. The interaction between the students had been well established already. It was indicated by the active participation on the presentations and they showed no worry. The reflection proposed is the timeliness of student attendance. Meanwhile, the achievement of task completion scores is; the lowest score of 62, the highest score of 82, and a mean score of 69.2

Cycle IV

Do IV was conducted at the Salle Marianne, attended by 18 students because four students were absent. It was performed by model lecturers Siti Sumiyati, and attended by three observers, i.e. Alice Armini, Sri Perdi Rahayu, and Noberta Nastiti Utami. The text discussed entitled *Ça s'est passé récemment* (Girardet and Pêcheur, 2008: 140; Girardet, and Gibbé, 2008: 124-125) to be studied for the content of the text and the language. Les figures stylistiques studied, including : déplacements, progression thématique, articulation logique.

The observation and reflection results are as follows. Firstly, the same with the previous meeting, the students' readiness was less than good because the students had only arrived after few minutes since the beginning of the lecture. The learning activities had been going well. The students were enthusiastic in joining the presentations and they had courage to have discussions although their pronunciation was still incorrect. It was only 4 out of 18 students present who were still feel ashamed/ afraid to express their opinions. In Cycle IV, the achievement of the task completion scores had also increased, namely: the lowest score of 62, the highest score of 81, and the mean score of 72.8.

The Contribution of the Program on the Lecture Quality Improvement

The contribution of the implementation of lesson study by implementing cooperative learning model type Student Teams-Achievement Divisions (STAD) on Compréhension Écrite IV lecture divided into two, namely the improvement of the processes and results.

The Quality Improvement of the Lecture

The improving quality of the lecture can be seen in the comparison of the completeness of instructional tools and students' activities in the lecture, between before and after the lesson study implementation. Firstly, the students' readiness was reflected by the completeness of the instructional tools, considered by the syllabus, lesson plans, teaching materials, media, the overall evaluation, which were a collaborative product between the model lecturers and observers. Secondly, the improving quality of students' activities in the lecture is considered by (1) the improving students' discipline in completing their tasks, (2) the seriousness to work and study in reviewing the texts, and examining the question items in the Student Worksheet, (3) practicing self-learning and study groups, (4) increasing confidence, marked by self courage to speak in French, (5) the growth of collaboration culture to solve problems. Thirdly, the growth of collaborative improvement which is also seen in (1) the discussions which do not only take place in the classroom, but also outside of the classroom, whether among the students, and students and the lecturers (2) model lecturers tried to be progressive in accordance with the recommendations of the observers, (3) mutual cooperation to develop the learning.

The Improvement of Learning Outcomes

The intended learning outcomes are the increases in the score or learning performance from one cycle to the others, and positive impact on semester final exams scores. From Figure 1, it appears that there is an increase in the learning outcome, from pretest to subsequent cycles. Even it has positive impacts on the achievement of the semester final exam scores. The Cycle III is an exception, i.e. there is a decrease in the mean scores achieved, which is from 72.4 into 69.2. It is understandable because the diversity of languages used is French business related to

techniques of turning seawater into freshwater. The following is the diagram of the improved learning outcomes in question.

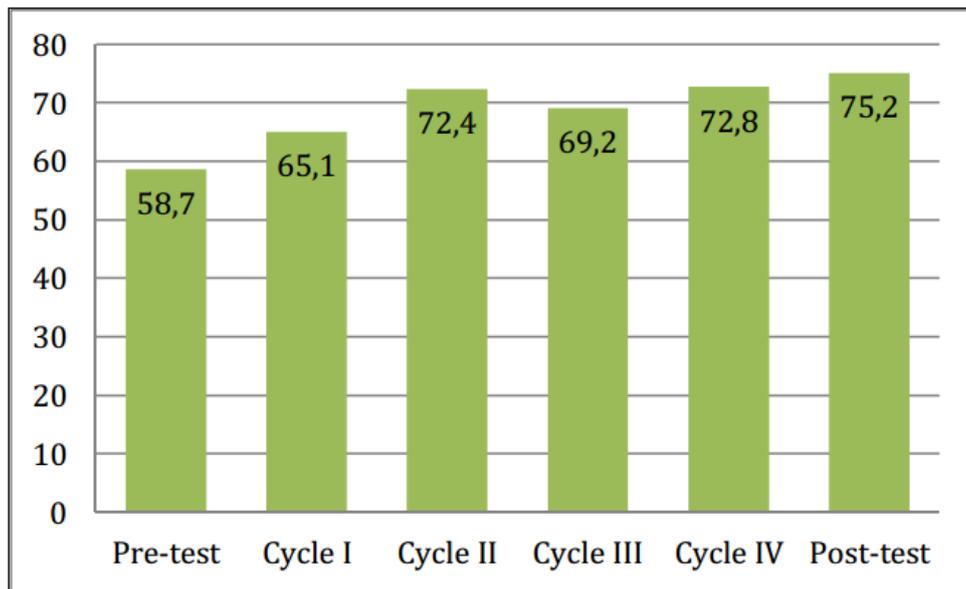


Figure 1. The histogram of the increase in the mean scores of the students' learning outcomes in Compréhension Écrite IV of experimental class.

Table 1. The results of the increase in the scores of experimental class and control class.

Class	Mean Pretest	Mean Posttest	Students' Increase Score	Gain Score Average	Category
Experimental	58,7	75,2	16,5	0,652	Medium
Control	63	64	1	0,027	Low

Table 1 shows that the average gain score of the experimental class is 0.652, higher than 0.3 and less than 0.7 ($0.3 < g < 0.7 = 0.652 < 0.7$), and was included in the medium category. The achievement of the average gain score is larger than the average gain of the control class having the average gain score of 0.027, which is smaller than 0.3 ($g < 0.3 = 0.28 < 0.3$), and is included in the low category. It suggests that the use of cooperative learning model of type STAD to improve the reading skills in Compréhension Écrite IV in experimental class on lesson study activities is more effective than the lecture of control class which is not lesson study class activities and does not use cooperative learning model type STAD, but using the lectures and the assignment of structured tasks done individually.

IV. CONCLUSION

Based on the results of activities, it is concluded that: (1) being reviewed from cycle to cycle with the stages of plan, do, see, lesson study using cooperative learning model type Student Teams- Achievement Divisions (STAD), it can improve the quality of learning lecture of Compréhension Écrite IV, (2) the increase is included the quality of the process and results. The process quality is associated with an increased readiness and courage to participate using French, as well as the growth of culture of collaboration and discussion. The lesson study also

improves the quality of academic communication between the lecturers of French Education Department. The improved results are in the form of an increase in the scores achievement for the students. The gain score test result shows that the increase in the students' learning outcomes of experimental class is higher than the control class ($0.652 > 0.027$). It indicates that the use of cooperative learning model type STAD is effective to improve reading skills in Compréhension Écrite IV.

Based on the activities that have been conducted and the conclusions, the recommendations are formulated as follows: (1) the lesson study should be prepared since the determination of the lecture schedule, thus the organizing team members can participate optimally, (2) the lesson study by applying cooperative learning model is an urgent need for classes requiring an increase in the quality of language competence and the performance of their French.

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FROM WATCHING FILM “ THE LIFE OF BUDDHA : THE EFFECTIVENESS OF CONNECTING STRATEGY TO IMPROVE LITERARY APPRECIATION IN ONE PRIVATE SENIOR HIGH SCHOOL IN SOUTH SUMATRA, INDONESIA

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ABSTRACT

The main problem of this study was “Is connecting strategy effective to improve literary appreciation by watching film “The Life of Buddha” in one private senior high school in South Sumatra?” The objective of this study was to find out whether or not connecting strategy improved the eleventh grade students in literary appreciation at one private senior high school in south Sumatra. The method used in this study was the static group pretest-posttest design.

The participants of this study was the eleventh grade students of one private senior high school in south Sumatra in the academic year of 2008/2009. The total number of the students in the participants was 126 students and the sample participants used were 46 taken by using purposive sampling method. To verify the hypotheses, the data from pretest and posttest in both experimental and control group were analyzed by using pair sample t-test and Independent t-Test and calculation was done by used SPSS program version 13.0. The questionnaire was analyzed by using percentage formula.

The results of this study showed that the participants have an improvement in literary appreciation by connecting strategy at one senior high school in south Sumatra. From the pair t-test, independent t-test and questionnaire, shows that there was a significant difference in participants’ literary appreciation improved by using connecting strategy between the participants who were not taught using the connecting strategy. It means that connecting strategy was effective to the participants to improve literary appreciation at one private senior high school in south Sumatra. The findings of this study shed light on English teachers’ understanding of literary appreciation at an EFL classroom level and what teaching strategy should be provided to improve the literary appreciation. Implications and suggestions for future research are discussed.

Key Words : The life of Buddha, Connecting Strategy, Literary Appreciation

I. INTRODUCTION

Literature invites students to respond it in an open-ended way. Some ways to respond to literature is to combine the four elements of reading, writing, listening and speaking. Whatever responses the students choose to do, the most important part is sharing them with the rest of the class. In the word of Beck and Juel (1992), The understandings about socio-cultural and situational contexts that students are developing in relation to their own experience . Furthermore, Beck and Juel (1992) also stated that Responses may be immediate or deferred and internal or external. A deferred response may not happen until another influence sparks it, thus making it hard sometimes to distinguish literature as an influence in a person's life. The most important kinds of responses come with personal involvement, voluntary involvement, and

without it people stop interacting. The choice to be involved and maintain it, usually lead to a positive emotional response of positive feelings toward literature and people involved with. Responses can be evaluated by listening to students or watching a film. Information collected from different activities will fit into the ability to evaluate different pieces of literature, desire to participate in literary experiences and desire to respond to literature, value literature and the creative process. In addition, Beck and Juel, (1992) also added that these emotional and interpretive responses are critical as they allow readers to enter into a story and make it their own. Resulting in better evaluative responses through increased comprehension (literal, inference, and evaluation), and appreciation.

Purve et. al. (1990) stated that Literature and the art exist in the curriculum as a means for students to learn to express their emotion, their thought and their imagination as they enter into the experience of the works they read and transliterate those experiences into fill, talk, silence, writing drama, picture or the like.

"The Life of Buddha" was chosen and displayed in order the students can watch because "Buddha" was the story of character. Story of character was the kind of story in which the researcher was interested to use for this study and to see what effect on the minds and emotions of individuals the events have. In additions, the real story of "Buddha" lies in the development of the characters. And all individuals are social individuals, and so every character in a story must really carry reference to the society in which he or she lives. Visualization is crucial to the success of descriptive writing. The purpose of this the quasi-experimental was to find out whether or not connecting strategy improved the eleventh grade students as participants in literary appreciation at one private senior high school in south Sumatra.

The main research question guides this study:

1. Is connecting strategy effective to improve literary appreciation by watching film "The Life of Buddha" in one private senior high school in south Sumatra?

The hypotheses will be used to guess and temporary prediction that will be checked later to make sure that initial assumption is true under certain conditions. The two hypotheses proposed for this study were null hypothesis (Ho) and the alternative hypothesis (Ha) as stated below

(Ho): Connecting strategy by watching film "The Life of Buddha" is not significantly effective to improve literary appreciation of the eleventh grade students of one private senior high school in south Sumatra.

(Ha): Connecting strategy by watching film "The Life of Buddha" is significantly effective to improve literary appreciation of the eleventh grade students of one private senior high school in south Sumatra.

II. METHODS

Research site, this site for this study is one of the private senior high school which is located in south Sumatra. The senior high school consists of Moslem and Buddhist students. The school allows each follower to hold religious activities in the school. The school usually holds each religious activities in the school. The school starting from the tenth till the twelfth grade. Every level is named with the alphabetical number starting A to E.

Participants, in the words of Fraenkel and Wallen (1993), Participants was the group to which the researcher would like the results of a study to be generalizable. Participants of this study was all the eleventh grade students of one private senior high school in south Sumatra in the academic year of 2008/2009 with the total number of the participants in the population was 189 students. In choosing the sample for this study, the researcher used a purposive sampling. Fraenkel and Wallen (1991) state that purposive sampling is different is that the researcher does not simply study whoever is available, but use his/her judgment to select the sample. Purposive sampling is based on informational, not statistical, considerations. Its purpose is to maximize information, not facilitate generalization. Its procedures are strikingly different, too, and depend on the flow of information as the study is carried out rather than on a priori considerations.

The participants used for this study were taken from two classes. Class XI.A that consisted of 37 students were treated as the control group and Class E that consist of 37 students were treated as the experimental group. Meanwhile, Class XI. C that consisted of 36 students, had been treated as non-sample students to do the try-out test.

Data collection, in this study, the researcher used two kinds of sources in collecting the data; 1. The written test, and 2. Questionnaires. In this study, the written test was used because it was considered as the most reliable way to get some information about how to connect the film the students watch into their experiences so they could complete writing task afterwards. The writing test given to the students were in the form of writing tasks that related to their their experience, other stories, films, social life, culture and religion after watching film “The Life of Buddha”. A test was any procedure for measuring ability, knowledge or performance (Richards, et al, 1992). Test was given to help the students assess the effects of experimentation and to know how far the students can understand what they have learned. In discussing experimental method, the writer used the written test namely, written pre-test and written post-test.

(1) Pre-test was given before doing the experiment (before study the lesson).

(2) Post-test was given at the end of the experiment (at the end of the lesson).

Three questions, developed by Rudy (2005) given to the students to complete in the duration of 60 minutes will be as follows:

1) Do you have the same experience with the character? Your brother? Parents? Neighbor? Friends? Please tell it.

2) Have you ever read book or watched a film which is similar to the story read? Tell the story and connect it?

3) Have you connected this story to social life? Culture? Religion? How do you connect it?

And questionnaires consisting of ten questions are used to support the test in order to find the data deeper as the researcher wants.

Research Method, in this study, the researcher used the quasi-experimental method to conduct this study. Isaac and Michael (1980) state that, the objective of the quasi-experimental is to approximate the condition of the true-experimental in a setting, which doesn't allow the control and or manipulation of all relevant variables. The researcher must clearly understand what compromises exist in the internal validity of this research and proceed with this limitation. By administering two groups of students (control group and experimental groups), the treatment referred to connecting strategy done the students to improve their literary appreciation by watching film “The Life of Buddha”. Meanwhile, The reading text about “The Life of Buddha” was administered to the control group. The pre-test took place before the treatment is done. Dealing with this design, Hatch and Farhadhy (1982:22) write, “In this design there were two groups, the experimental group which receives the treatment and the control group who do not.” This method was implemented in the form of the actual teaching process to the sample students. The steps taken were as follows:

1. surveying the literature relating to the problems;
2. defining the problems;
3. constructing an experimental plan by writing the research design;
4. conducting the experiment;
5. collecting and analyzing the data;
6. drawing conclusions, proposing suggestions and, reporting the results.

III. RESULTS AND DISCUSSION

After analyzing the data obtained from the written tests, it was found that connecting strategy by watching film “The Life of Buddha” was significantly effective to improve literary appreciation of the eleventh grade students of one private senior high school in south Sumatra. It can be seen from (1) the students' score of writing in the pre-test was 6.18, (2) the participants' score

of writing in the post-test was 7.36, (3) matched t-test calculation between the students' score in the pre-test and those in the post-test and (4) results of the questionnaire.

1. The Participants' Score of Writing in the Pre-test

The pre-test was conducted before the treatment. In the pre-test, the sample participants were asked to response six questions in writing about the same experience with the character, brother, parents, neighbour, friends, to write about the story and connect with the books they have read and the film they have watched which is similar to the story, the stories of other films they have previously watched, the story related to the social life. the story related to the culture and the story related to the religion.

The participants' writing were tested and scored for their content, form, grammar, vocabulary and mechanic. They were then ranked. After being analyzed, it was found that the highest score in the pre-test was 8, achieved by 1 participant. The lowest score in the pre-test was 5.4, achieved by 5 participants. Table 1 shows the percentage of score of writing in the pre-test.

Table 1 The Participants' score in the Pre-test

Participants' Score by Judge I							Participants' Score by Judge II						Participants' Average Scores
NO	C	F	G	V	M	T	C	F	G	V	M	T	d
1	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
2	1.6	1.2	1.2	1.6	0.8	6.4	1.2	1.6	1.2	1.6	1.6	7.2	6.6
3	1.6	1.6	1.2	0.8	0	5.2	1.6	1.2	0.8	1.6	1.6	6.8	6.6
4	0.8	1.6	1.2	1.2	0.8	5.6	1.2	0.8	1.2	0.8	1.6	5.6	5.6
5	1.2	0.8	1.2	1.6	1.6	6	1.2	0.8	1.6	1.2	1.6	6.4	6.2
6	1.2	1.2	0.8	0.8	1.6	5.6	1.2	0.8	1.2	1.6	1.2	6	5.8
7	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
8	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
9	1.6	1.2	0.8	1.2	1.6	6	1.2	1.2	0.8	1.6	1.6	6.4	6.2
10	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
11	1.2	1.2	1.2	1.2	1.6	6.4	1.2	1.6	1.6	1.2	1.2	6.8	6.5
12	1.2	1.6	0.8	1.2	1.2	5.2	0.8	1.2	0.8	1.2	1.6	5.6	5.4
13	0.8	1.6	1.2	1.2	1.6	6.4	1.6	1.2	1.2	1.6	1.2	6.8	6.6
14	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
15	1.2	1.2	1.2	1.2	1.2	6	1.6	1.6	1.2	0.8	1.2	6.4	6.2
16	1.2	1.2	1.2	1.2	1.6	6.4	1.6	1.6	1.2	1.2	1.2	6.8	6.6
17	1.6	0.8	1.2	1.2	1.2	6	1.6	1.6	0.8	0.8	1.6	6.4	6.2
18	1.6	1.2	1.2	1.2	1.2	6.4	1.6	1.6	1.2	1.6	0.8	6.8	6.6
19	1.2	0.8	1.2	0.8	1.2	5.2	1.2	1.2	0.8	1.6	0.8	5.6	5.4
20	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
21	1.2	1.2	1.2	1.2	0.8	5.6	0.8	1.2	0.8	1.6	1.2	5.6	5.6
22	1.2	0.8	1.2	1.6	1.2	6	1.6	1.2	1.6	1.2	0.8	6.4	6.2
23	1.2	1.2	1.2	1.2	1.2	6	0.8	1.2	0.8	1.6	1.6	6	6
24	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
25	1.6	1.6	1.2	0.8	1.2	6.4	1.6	1.2	1.6	1.2	1.2	6.8	6.6
26	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
27	1.6	0.8	1.2	1.2	0.8	5.6	1.2	1.2	1.2	1.2	1.2	6	5.8
28	1.2	0.8	1.2	0.8	1.2	5.2	1.2	1.2	0.8	1.6	0.8	5.6	5.4
29	0.8	1.2	0.8	1.2	1.2	5.2	0.8	0.8	1.2	1.2	1.2	5.2	1
30	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
31	1.2	1.6	0.8	1.2	1.2	5.2	0.8	1.2	0.8	1.2	1.6	5.6	5.4

32	0.8	1.6	1.2	1.2	1.6	6.4	1.6	1.2	1.2	1.6	1.2	6.8	6.6
33	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
34	1.2	1.2	1.2	1.2	1.2	6	1.6	1.6	1.2	0.8	1.2	6.4	6.2
35	1.2	1.2	1.2	1.2	1.6	6.4	1.6	1.6	1.2	1.2	1.2	6.8	6.6
36	1.6	0.8	1.2	1.2	1.2	6	1.6	1.6	0.8	0.8	1.6	6.4	6.2
37	1.6	1.2	1.2	1.2	1.2	6.4	1.6	1.6	1.2	1.6	0.8	6.8	6.6
38	1.2	0.8	1.2	0.8	1.2	5.2	1.2	1.2	0.8	1.6	0.8	5.6	5.4
39	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
40	1.2	1.2	1.2	1.2	0.8	5.6	0.8	1.2	0.8	1.6	1.2	5.6	5.6
													247.2
													Σ6.18

2. The Participants' Score of Writing in the Post-test

The post-test was conducted after the treatment. In the post-test, the sample participants were asked to response six questions in writing about the same experience with the character, brother, parents, neighbour, friends, to write about the story and connect with the books they have read and the film they have watched which is similar to the story, the stories of other films they have previously watched, the story is related to the social life. The story is related to the culture and the story related to the religion.

The Participants' writing were tested and scored for their content, form, grammar, vocabulary and mechanic. They were then ranked. After being analyzed, it was found that the highest score in the pre-test was 8, achieved by 1 participants. The lowest score in the post-test was 5.4, achieved by 5 participants. Table 2 shows the percentage of score of writing in the post-test.

Table 2 The Results of the Participants' score in the post-test

Participants' Score by Judge I							Participants' Score by Judge II						Participants' Average Scores
NO	C	F	G	V	M	T	C	F	G	V	M	T	D
1	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
2	1.6	1.2	1.2	1.6	0.8	6.4	1.2	1.6	1.2	1.6	1.6	7.2	6.6
3	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
4	0.8	1.6	1.2	1.2	0.8	5.6	1.2	0.8	1.2	0.8	1.6	5.6	5.6
5	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
6	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
7	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
8	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
9	1.6	1.2	0.8	1.2	1.6	6	1.2	1.2	0.8	1.6	1.6	6.4	6.2
10	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
11	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
12	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
13	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
14	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
15	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
16	1.2	1.2	1.2	1.2	1.6	6.4	1.6	1.6	1.2	1.2	1.2	6.8	6.6
17	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
18	1.6	1.2	1.2	1.2	1.2	6.4	1.6	1.6	1.2	1.6	0.8	6.8	6.6
19	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
20	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4

21	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
22	1.2	0.8	1.2	1.6	1.2	6	1.6	1.2	1.6	1.2	0.8	6.4	6.2
23	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
24	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
25	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
26	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
27	1.6	0.8	1.2	1.2	0.8	5.6	1.2	1.2	1.2	1.2	1.2	6	5.8
28	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
29	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
30	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
31	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
32	1.6	1.2	1.2	1.2	1.2	6.4	1.6	1.6	1.2	1.6	0.8	6.8	6.6
33	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
34	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
35	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
36	1.2	0.8	1.2	1.6	1.2	6	1.6	1.2	1.6	1.2	0.8	6.4	6.2
37	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
38	1.6	1.6	1.6	1.6	1.6	8	1.6	1.6	1.6	1.6	1.6	8	8
39	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
40	1.2	1.6	1.6	1.6	1.2	7.2	1.6	1.2	1.6	1.6	1.6	7.6	7.4
													294.2
													Σ7.36

3 .The Results of Matched T-test

The researcher calculated the matched t-test. It was applied to know whether or not connecting strategy by watching film “The Life of Buddha” was significantly effective to improve literary appreciation of the eleventh grade students of one private senior high school in south Sumatra. Table 3 shows the calculation of the matched t-test.

Table 3 The Comparison Score between pre-test and post-test

Participants' Number	Post-test (X ₁)	Pre-test (X ₂)	D	D ²
1	8	7.4	0.6	0.36
2	6.6	6.6	0	0
3	8	6.6	1.4	1.96
4	5.6	5.6	0	0
5	8	6.2	1.8	3.24
6	7.4	5.8	1.6	2.56
7	7.4	7.4	0	0
8	8	7.4	0.6	0.36
9	6.2	6.2	0	0
10	7.4	7.4	0	0
11	7.4	6.5	0.9	0.81
12	8	5.4	2.6	6.76
13	8	6.6	1.4	1.96
14	7.4	7.4	0	0
15	7.4	6.2	1.2	1.44
16	6.6	6.6	0	0
17	7.4	6.2	1.2	1.44
18	6.6	6.6	0	0

19	7.4	5.4	2	4
20	7.4	7.4	0	0
21	8	5.6	2.4	5.76
22	6.2	6.2	0	0
23	8	6	2	4
24	8	8	0	0
25	7.4	6.6	0.8	0.64
26	7.4	7.4	0	0
27	5.8	5.8	0	0
28	8	5.4	2.6	6.76
29	8	6	7	49
30	7.4	7.4	0	0
31	7.4	5.4	2	4
32	6.6	6.6	0	0
33	7.4	7.4	0	0
34	7.4	6.2	1.2	1.44
35	8	6.6	1.4	1.96
36	6.2	6.2	0	0
37	8	6.6	1.4	1.96
38	8	5.4	2.6	6.76
39	7.4	7.4	0	0
40	7.4	5.6	1.8	3.24
	$\sum X_1 = 294.2$ $= 7.36$	$\sum X_2 = 247.2$ $= 6.18$	$\sum D = 40.5$	$\sum D^2 = 107.65$

$$t_{obt} = \frac{\bar{X}_1 - \bar{X}_2}{S_{\bar{D}}}$$

$$S_{\bar{D}} = \frac{SD}{\sqrt{n}}$$

$$SD = \sqrt{\frac{\sum D - \left(\frac{1}{n}\right)(D^2)}{N - 1}}$$

$$SD = \sqrt{\frac{107.65 - \left[\frac{1}{40}\right](40.5)^2}{40 - 1}}$$

$$SD = \sqrt{\frac{107.65 - \left[\frac{1}{40}\right](1640.25)}{39}}$$

$$= \sqrt{\frac{107.65 - 65.62}{39}}$$

$$= \sqrt{\frac{42.03}{39}}$$

$$= \sqrt{1.08}$$

$$= 1.08$$

$$SD = \frac{SD}{\sqrt{n}}$$

$$= \frac{1.08}{\sqrt{40}}$$

$$= \frac{1.08}{6.32}$$

$$= \mathbf{0.18}$$

$$t_{\text{obt}} = \frac{7.36 - 6.18}{0.18}$$

$$t_{\text{obt}} = \frac{1.18}{0.18}$$

$$t_{\text{obt}} = 6.6$$

Level of significance 5%

$$t_{\text{tab}} = df(n-1)$$

$$= df(40-1)$$

$$= df(39)$$

$$= \mathbf{1.669}$$

$$t_{\text{obt}}(6.6) \geq t_{\text{tab}}(1.669)$$

It indicated that connecting strategy by watching film “The Life of Buddha” was significantly effective to improve literary appreciation of the eleventh grade students of senior high school in one private senior high school in south sumatra and based on the result of t-test calculation ‘t’, it was found that the value of ‘t’ was 6.6, where the value of the t-table is 1.669 at significance level of 5 %, with df 39. Therefore t-obtained was higher than t-table, it means that connecting

strategy by watching film “The Life of Buddha” was significantly effective to improve literary appreciation of the eleventh grade students of senior high school in south Sumatra.

Results of the Questionnaire

Based on the responses to the questionnaire obtained from the participants, it was found that the percentage of the responses of the participants who said “Yes” were 61% and the percentage of the responses of the students who said “No” was 39%. The details of the responses are described below.

Question 1

The question asked was “Apakah Anda tertarik mempelajari karya sastra berbahasa Inggris?” In responding question 1, there were 18 participants (45%) who said “Yes”, it means they liked to learn English literature and there were 22 participants (55%) who did not like to learn English literature.

Question 2

The question asked was “Apakah Anda suka membaca buku-buku atau menonton film tentang karya sastra berbahasa Inggris?” In responding question 2, there were 20 participants (50%) who said “Yes” it means they read English literary books or watched English literary films, and there were 20 participants (50%) who did not read any English literary books or watched English literary films.

Question 3

The question asked was “Apakah Anda mengalami kesulitan mengikuti jalan cerita film yang Anda lihat atau kesulitan ketika membaca buku tentang karya sastra berbahasa Inggris?” In responding question 3, there were 30 participants (75%) who said “Yes”, it means they find difficulties in reading English literary books and there were 10 students (25%) who said “No”, it means they did not find difficulties in reading English literary books.

Question 4

The question asked was “Apakah menurut Anda bahwa strategy yang Anda gunakan sebelum menggunakan connecting strategy dalam mempelajari karya sastra itu memberi keuntungan bagi Anda?” In responding question 4, there were 12 participants (30%) who said “Yes” it means the previous strategy in learning literary works they used gave them the benefits, and there were 28 participants (70%) who said “No”, it means the previous strategy in learning literary works they used did not give them any benefits.

Question 5

The question asked was “Apakah menurut Anda film "The Life of Buddha" itu sulit dipahami jalan ceritanya?” In responding question 5, there were 25 students (62.5) who said “Yes”, it means the “The Life of Buddha” was difficult to understand, and there were 15 participants (37.5%) who said “No”, it means the “The Life of Buddha” was no difficult to understand.

Question 6

The question asked was “Apakah menggunakan connecting strategy ketika Anda menonton film "The Life of Buddha" itu Anda merasa lebih memahami jalan ceritanya?” In responding question 6, there were 33 participants (25%) who said “Yes” it means the connecting strategy helped them to understand film “The Life of Buddha” and there 7 participants (75%) who said “No”, it means the connecting strategy did not help them to understand film “The Life of Buddha”.

Question 7

The question asked was “Apakah dengan menggunakan connecting strategy itu Anda dapat menilai karya sastra, budaya, kultur dan mengapresiasi karya sastra tersebut?”. In responding question 7, there were 31 participants (77.5) who said “Yes”, it means, connecting strategy helped them to appreciate literary works, social and culture, and there were 9 participants (22.5%) who said “No”, it means, connecting strategy did not help them to appreciate literary works, social and culture.

Question 8

The question asked was “Apakah Anda akan selalu menggunakan connecting strategy untuk memahami karya sastra lainnya selain "The Life of Buddha?" In responding question 8, there were 24 participants (60%), who said “Yes”, it means that they will use the connecting strategy to appreciate the literary works not limited to only appreciate “The Life of Buddha, and there were 16 participants (40%) who said “No”, it means, they will not use the connecting strategy to appreciate the literary works not limited to only appreciate “The Life of Buddha.

Question 9

The question asked was “Apakah menurut Anda connecting strategy itu memberikan manfaat bagi Anda sehingga Anda dapat memperluas pengetahuan Anda?” In responding question 9, there were 29 participants (72.5%) who said “Yes”, it means, the connecting strategy helps them to broaden their knowledge and there were 11 participants (27.5%) who said “No” it means, the connecting strategy did not help them to broaden their knowledge.

Question 10

The question asked was “Apakah Anda tertarik untuk selanjutnya menggunakan connecting strategy untuk memahami sosial, budaya, religi wawasan nasional dan internasional?” In responding question 10, there were 22 participants (55%) who said ”Yes”, it means, from now on, they will use the connecting strategy to appreciate social, culture, religion etc nationally and internationally and there were 18 participants (45%) who said “No”, it means, from now on, they will not use the connecting strategy to appreciate social, culture, religion etc nationally and internationally. Table 4 shows the percentage of the students’ responses to the questionnaire.

Table 4 The Percentage of the Participants’ Responses

NO	PERTANYAAN	YA	%	TIDAK	%
1	Apakah Anda tertarik mempelajari karya sastra berbahasa Inggris?	18	45	22	55
2	Apakah Anda suka membaca buku-buku atau menonton film tentang karya sastra berbahasa Inggris?	20	50	20	50
3	Apakah Anda mengalami kesulitan mengikuti jalan cerita film yang Anda lihat atau kesulitan ketika membaca buku tentang karya sastra berbahasa Inggris?	30	75	10	25

4	Apakah menurut Anda bahwa strategy yang Anda gunakan sebelum menggunakan connecting strategy dalam mempelajari karya sastra itu memberi keuntungan bagi Anda?	12	30	28	70
5	Apakah menurut Anda film "The Life of Buddha" itu sulit dipahami jalan ceritanya?	25	62.5	15	37.5
6	Apakah menggunakan connecting strategy ketika Anda menonton film "The Life of Buddha" itu Anda merasa lebih memahami jalan ceritanya?	33	25	7	75
7	Apakah dengan menggunakan connecting strategy itu Anda dapat menilai karya sastra, budaya, kultur dan mengapresiasi karya sastra tersebut?	31	77.5	9	22.5
8	Apakah Anda akan selalu menggunakan connecting strategy untuk memahami karya sastra lainnya selain "The Life of Buddha?"	24	60	16	40
9	Apakah menurut Anda connecting strategy itu memberikan manfaat bagi Anda sehingga Anda dapat memperluas pengetahuan Anda?	29	72.5	11	27.5
10	Apakah Anda tertarik untuk selanjutnya menggunakan connecting strategy untuk memahami sosial, budaya religi wawasan nasional dan internasional?	22	55	18	45
		244	61	156	39

IV. CONCLUSION

The findings indicated that connecting strategy by watching film "The Life of Buddha" was significantly effective to improve literary appreciation of the eleventh grade students of one private senior high school in south Sumatra. It showed that t -obtained was higher than t -table ($6.6 \geq 1.669$). It meant that the null-hypothesis was rejected and consequently the alternative hypothesis was accepted. Besides, it proved that the participants' scores in the post-test was higher than in the pre-test. The average of the percentage in the pre-test was 6.18. The highest score in the pre-test was 8 achieved by 1 student and the lowest was 5.4 achieved by 5 participants. Meanwhile, the average of the percentage in the post-test was 7.36. The highest score in post-test was 8 achieved by 14 participants, and the lowest score was post-test 5.8 achieved by 1 participant. The findings of this study shed light on English teachers' understanding of literary appreciation at an EFL classroom level and what teaching strategy should be provided to improve the literary appreciation. Implications and suggestions for future research are discussed.

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REFLECTIONS ON INDONESIAN EFL STUDENTS' WRITINGS: A RHETORICAL POINT OF VIEW VIA SOCIOLINGUISTIC APPROACH

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ABSTRACT

Most instructors in Indonesia focus heavily on grammatical correctness than focus on the aspect of the originality of the ideas when they assess students' writings. This article is written for the purpose of theoretically reviewing the reflections that we could get from the Indonesian EFL students' writings and the classroom process. Scientific looks toward the reflections are framed within the concept of rhetoric and then such reflections are interpreted through sociolinguistic approach. Students' writings are used as the data samples in order to represent the overall floors of data. The method being used in this research is descriptive and the theory applied is related to theories that are being debated in the study of rhetoric and composition, or teaching of writing. After the general analysis toward the students' writings in Writing 1 class of the College of Teacher Training and Education is done, reflections that can be found are: first, the students tend to avoid using their authentic or individualized thoughts in their academic writing assignments; second, students' writings show different syntactical patterns, but the cultural and social elements still exist in their writings; and the last, in terms of academic writing, the demand of the relevant assessment that is in fit with the quality of the students' writing is the process approach rather than solely on the product approach per se. In the end, connection between these reflections and the development of Indonesian civilization is briefly presented.

Keywords: Reflections, EFL, Indonesian, Writings, Sociolinguistic, Rhetoric

I. INTRODUCTION

Language studies that relate to the concentration of using students' writings as the object of research can be considered as rare in Indonesia. If there are researches that use such type of writings, such researches probably are written in the scope of linguistic research, particularly researches that are framed within one specific language as the reference. In Indonesia, English is considered as the foreign language, which means that it is spoken only in limited contexts, such as in academic spheres. For places that have little connection to academic like the places that we see in shopping centres and public transportation spots use English only as a means to communicate with foreign visitors coming from other countries in the world to have a sense about Indonesia. When we look at the academic dimensions of how English is being taught and learned in Indonesia, we basically come to a point of where we engage with the discussion about pedagogy, curriculum designs, language instruction, and teacher-to-students relationship in English classrooms. Considering that the idea of English as a foreign language in Indonesia is a factual condition, therefore, the ways English as a language being learned in the country present colourful pictures to linguists to see the emergence of social and cultural background as the primary influential factors toward the process of acquiring English as an international language for the students studying English in Indonesia. A unique pedagogical phenomenon existing in Indonesian classrooms is the dynamics of how students' writings embark new ways for us to look at how students actually learn English as a foreign language. For this reason, this

article is written for scholars in the field of English studies to foresee the fact that their students' writings really mean a lot and they contribute significantly to the advancement of society.

EFL students' writings can be found in the classrooms where the students learn English writing, or composition course. Outside the English classrooms, the students' writings can also be found in their online media, such as blogs, notes on Facebook, or even in comments that they composed under the YouTube videos or statuses of their Facebook friends. All these offline and online writing activities present us clear images that basically students' writings, to an extent, really influence their society. However, the context of writings in this article is geared toward the EFL pedagogical context where the focus of the discussion is EFL students' writings and the perspective being applied is sociolinguistic approach that is embodied by rhetorical point of view.

Positioning the researcher's paradigm as a scholar-practitioner is what the researcher does in writing this article. It means that to critically looking at the traditional views about teaching and learning English writing as a way to arrive at grammatical correctness solely in EFL classes of Indonesian linguistic context is what the researcher addresses. Thus, the purpose of this article is to foresee that looking at grammatical correctness as the only way to assess students' writings is a deathly academic assessment for the students' linguistic growth. Consequently, considering the originality of ideas as the priority aspect is what the researcher tries to convince to the readers and scholars in English studies. The ideas are always the core content of what we should measure from the students' writings, far beyond their grammatical aspect. The rhetoric of the students' writings that is reflected through the sequence of sentences in their writings reflects how diverse the ways the students think about a lot of things. This sort of diversity in voices is the thing that becomes the corner stone to look at how students' writings can give significant contributions toward Indonesian civilization.

II. METHOD

This research is categorized as a research in composition studies; however, the methodology applied in this research consists of framing data within qualitative-descriptive method and applying the concept of rhetoric via sociolinguistic approach to reflect the students' writings in order to see how the writings could possibly give influences toward the development of Indonesian civilization. In this case, method is defined as "a technique or way of proceeding in gathering evidence"; meanwhile, methodology is defined as "underlying theory and analysis of how research does or should proceed" (Kirsch, 1992, p. 2). Therefore, what the researcher does in gathering the data is that he collected the students' writings from the classrooms that he taught. As this research is written in the form of qualitative form, thus, he applies the concept of rhetoric into the students' writings samples via sociolinguistic approach.

1.1. Source of Data: EFL Students' Paragraph Writings

The primary source of data in this research is taken from paragraph writings that were written by students enrolling in Writing 1 course at English Education department of STKIP PGRI Sumatera Barat in 2014. The students' final examination sheets were collected and then eighteen samples of students' writings were chosen. The researcher applies purposive sampling from all of the collected students' writings. This sampling technique is acceptable because the source of data show that the data have high generalities in terms of the students' backgrounds. They composed the writings within the same time frame: June 5, 2014 as the date of the final examination in the college. In the perspective of English as a foreign language, the students' writings can be categorized as EFL students' writings. Consequently, viewing such writings needs concepts and theories, as well as relevant systems of thoughts that connect to English as a foreign language.

A particular notion that we as the English instructors at university levels, or at elementary up to senior high school levels need to accept deeply into our teaching practice is that the word 'good' for writing is problematic. "'Good' is a rhetorical term whose application and definition depends on its context" (Hindman, 2002, p. 405). Thus, when we judge and value a piece of writing as 'good', that means that we have applied our own standards to determine whether such writing deserves our praises or harsh criticism. For students who start to learn English seriously in Indonesia, they actually bring wide variety of linguistic nuances to their classrooms, such as their traditional language, or vernacular language, and their embedded patterns of thoughts in naming or labelling things in their surroundings. Likewise, "if the student was educated primarily outside the U.S. in a language other than English, second language acquisition is probably in progress, and the student's writing is likely to be strongly influenced by the attitudes and rhetorical patterns of his or her home culture" (Edlund, 2003, p. 371). In other words, learning English in universities to a large extent mean that the students started to begin their journey fully to get the sense of what it means to acquire English only from learning English in the university level.

Indonesians already are convinced that English could be mastered by Indonesian children who are continuously exposed to English, either through entertainments, mass media, or electronic devices since their early ages. Children who are rarely introduced to how English is being used, or rarely encountering sounds or letters in English, except only in classroom basis in the school environments of their village will likely face difficulties in acquiring English fully as a language for communication. However, the only question that we have in mind at this point is, "what about acquiring the English writing skilfully for such students? How will their works contribute to their society after learning English as a foreign language?" The answer for the first question is, "English writing instruction is very difficult, but the task is even greater in EFL contexts..." (Chaisiri, 2010, p. 181). Besides, "there is no hiding the fact that writing well is a complex, difficult, and time-consuming process" (Elbow, 1998, p. 3). Meanwhile, for the second question, "when students enter college, they are asked to study texts, histories, perspectives, positions, and ideas different from their own" (Dombek, 2004, p. 90). It means that the expectations of the English teachers at the university level are high and these sorts of expectations can only be achieved properly by raising creative ways in looking at different things and considering how cultures influence the ways we make responses in our life.

In terms of EFL writings, another expectation is that the students need to learn how to compose their ideas in neat syntactical acumen, which is one thing that is difficult to achieve by most EFL students. Essentially, "good writers try to make one sentence flow smoothly into the next" (Kelly, 2010, p. 84). The EFL students not only are required to write in proper matter dealing with the topic they want to discuss in their writings but also are demanded to compose their thoughts in proper manner dealing with how they discuss their point of view. After reaching these two conditions then a student can be classified as good writers. The question is, "would that be possible for these EFL students? Will the social facts around these students improve their writing? In what way their writing influence the social development?"

1.2. Qualitative-Descriptive Method

The form of this research is qualitative and the way its findings presented to the readers is written in descriptive fashion. Such description is framed within the rhetorical point of view in order to see the sociolinguistic pictures reflected from the writings. Hence, the process of writing this article follows what writing actually means. "Finding and arranging the right words to properly construct an idea is the work of writing" (Babbage, 2010, p. x). Thus, the crucial aspects that the researcher looks at the students' writings are the words they chose and how such words they composed in their writings provide meanings. "In composition studies, researchers encounter writing immediately as well as inevitably. Writing is not only the medium we use to make discoveries and impart findings to others but the very 'it' we search for" (Kirsch, 1992,

p.1). Description in terms of reflections on the students' writings is the essential part that the researcher briefly discusses in this article.

1.3. Rhetorical Point of View

The angle to see the students' writings in this article is known as rhetoric, which leads to the ideas of rhetorical point of view. It is generally defined as the ways we look at writings through the lens of language being used in specific context for specific purposes. In this case, the rhetoric that will be applied is geared toward the students' writings. As Weigle points out, "the ultimate goal of learning to write is, for most students, to be able to participate fully in many aspects of society beyond school, and for some, to pursue careers that involve extensive writing" (2002, p. 4). Even in this statement, students are directed to their purpose in learning to write where it shows the rhetorical purposes of the learning process. It indicates that learning to write is a means to an end. It is not the end itself. In addition, "learning to read and write is not like learning to speak" (Fromkin, 2008, p. 791). Writing and speaking are principally the same language skills; however, when we look at these two skills on the basis of how they are constructed, then we come to a point where writing is in so many layers more challenging than speaking.

Rhetorically, learning language could contribute a great deal toward someone's level of academic endeavour and especially toward his or her future life. For example, learning English literature provides rich spectrum of thinking and high awareness on diverse cultures in the world. In essence, "English literature/language can play a significant role in higher education by refining one's personality and making him/her a better person when people have become reckless and morally degraded" (Sinha, 2011, p. 4). Literature, as a place for language to grow, becomes a tremendous place for everyone to learn something good that come out of the past or present social milieu.

In relation to rhetoric, what the students wrote, who teach the students, and who read the students' works are three components of how rhetoric is perceived. In a simple statement, "...rhetoric has been concerned with the relationship between the writer/speaker..." (Burnham, 2001, p. 21). Since the students are the people who compose the writings, therefore, they become the parties that send the message to the readers or, in this case, the English instructors. Besides, one thing that makes teaching English writing problematic is the different understandings of knowledge between teachers and the students. "Teachers' knowledge is personal, context-rich, and elusive" (Russell, 1999, p. 132). Thus, it will indirectly influence what should be expected and what should not be expected from the students' writings. In turn, the teachers' knowledge will shape the ways the teachers assess their students' writings.

For the students themselves, what we could see from their writings is that many syntactical expressions that are read in their writings, especially in the drafts stage, show how vivid the first language influences the foreign language writing process. This phenomenon implies that rhetorically the students' writings show diversity of ideas within diverse 'unofficial' syntax. At this point, to produce writings that have excellent quality in a foreign language is extremely difficult to achieve for basic student-writers, especially for EFL students in Indonesia. "The way in which we speak, therefore, tends to be more strongly marked by the speech patterns (both in terms of sounds-accent and intonation, and in terms of form-word choice and grammar) of family and friends than is the way we write" (Hughes, 1996, p. 12). Following this statement, the reality that we see from the students' writings is that the way they express their ideas are partially composed within the written structure of their first language. The interesting part is that no matter how hard the students try to reach a point of where their writings speak their ideas even within absurd syntax, they still have to come to a better stage as a writer. As in Bhela's argument, "regardless of the learning environment, the learner's goal is to mastery of the target language" (1999, p. 22). Denying what the EFL students' face in daily life seems to bring them into a condition where they have to battle with themselves to be a better student of English language learning. The limited supports for them like diverse

environment with linguistic diversity trigger linguistic challenges for the students. They have to organize and be familiar with this kind of challenges. In terms of writing, they have to be able to compose solid and thoughtful essays; although sociolinguistically, they are tampered with daily linguistic varieties of vernacular and national language in Indonesia, and foreign languages that are academically coming to Indonesia.

1.4. Sociolinguistic Approach

The ways that students' writings can influence society are officially observable through the perspective of sociolinguistics. Kenneth Burke, as an expert in rhetoric, "he believes that language constructs our worlds and ourselves" (Warnock, 1998, p. 11). Therefore, according to this premise, anything that is categorized as the products of a language can bring certain influences toward the society where the language is used at large. To bring the approach closely, definitions and concepts of sociolinguistics in this article need to be properly addressed. Linguists define sociolinguistics in different ways. Crone states that "sociolinguistics concentrate on analysing the diversity of language" (1981, p. 175). Meanwhile, "sociolinguistics study the relationship between language and society" (Holmes, 1990, p. 1). Furthermore, "sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of the language and of how languages function in communication" (Wardhaugh, 1998, p. 12). To sum up, sociolinguistics is a branch of linguistics. Its focus is to investigate and analyse how language and society connect one another. Within this definition, the researcher defines sociolinguistic as an approach to see students' writings as form of written language production in relation to Indonesian society.

A sign of knowing someone as achieving language mastery to its optimum competence is when such person can communicate to a large number of audiences and readers through written texts as a means of communication. Likewise, "to be literate, accordingly, is to be able to 'speak' and 'listen' to a whole new class of people—those whom we can know through texts" (Tuman, 1987, p. 28). This ability is indeed in need of ongoing efforts from the student if she wants to be called as literate. If we bring this notion to EFL students, it means that the student needs high capacity to communicate to diverse readers. This capacity would seem to be difficult to reach for EFL students when we know that their daily readers are speakers from language that they do not study, or simply, their readers' language is different from what they could achieve from their learning target.

In line with above, sociolinguistic often discusses the ideas of discourse community. One of the characteristics of discourse community is that "the discourse community has mechanisms for intercommunication between members" (Swales, 1988, p. 212). It means that when the EFL students learn about English and how to use it communicatively with targeted speakers—native speakers—they tend to bring their first language discourse community to the discourse community that is acceptable in English. As a result, the four skills that a language has—listening, reading, speaking, and writing—will be affected. The structure that these students need to obey becomes blurring, so what happens afterwards is the emergence of fossilized mistakes—linguistics deficiency that is caused by unstandardized language production. To clear this misconception, therefore, assessing students' writings only through linguistic perspective per se will be limited. A researcher on composition claimed, "we would not recommend studying language only from the linguistic point of view" (Lenkauskiene, 2002, p. 62). It indicates that language is bigger than solely looking at how such language can be studied through grammar as a part of linguistic imperatives.

A claim that cognitive linguistics makes in relation to second language teaching and learning is that "language is inherently meaningful although grammatical meanings are more abstract than lexical meanings" (Littlemore, 2009, p. 1). The words that the students chose in their writings reflect that the students need to communicate with the readers clearly. "...good writers are in dialogue with their readers" (Henning, 2005, p. 123). At this point, "to be a successful student-writer, one has no choice but to abide by the true obligations of being or

becoming a good language learner, as well” (Baroudy, 2008, p. 48). This expectation will be difficult to realize if all elements in the teaching process work their jobs separately. For example, “educators should recognize that the goals and values of school curriculums, materials, and activities reflect social values. Educators should ensure that textbooks are culturally sensitive and respect students’ varied sociocultural backgrounds” (Lie, 2000, p. 82). Only when this kind of needs is receiving attention, then the high calibre students can be realized.

In relation to sociolinguistic approach, “variety is sociolinguistic term referring to language in context” (Holmes, 1990, p. 9). Meanwhile, “vernacular languages [are] a language [that] is used for everyday interaction, without implying that it is appropriate only in informal domains” (Holmes, 1990, p. 81). It shows that Minangkabau language is a vernacular language in Indonesia, and within the province of West Sumatera, Minangkabau language has varieties on dialects, for instance. This notion applies to the mastery of Bahasa Indonesia as well. Then, as the last stage, Indonesian EFL students learn English as a foreign language. What we could hope for them is that we encourage the views that “all students should interact with and understand people who are ethnically and culturally different from themselves” (Ruiz-Cecilia, 2012, p. 225). The only thing that is possible to do at this point is to introduce native speakers from English-speaking zones to these students or to let these students visit countries or places where English is being spoken in all dimensions of life. The former might be possible, but the latter is, as usual, demanding high budget. Which way that we choose, then?

III. DISCUSSION

The first finding that the researcher drew from the data is that the students tend to avoid using their authentic or individualized thoughts in their academic writing assignments. Data samples that represent this finding can be seen in the following table.

Table 1. Data Samples for the First Findings

Students’ Reg. Numbers	Code	A few Sentences from the Students’ Paragraph Writing
13040085	1 (a)	...and for child this years don’t your try about a ceegaret because it is very dangerous for life, it is can your died.
13040088	1 (b)	Love and hate have slim different. Because love and hate is one pack.
13040089	1 (c)	Many teenagers in the world have the same habit, that is smoking.
13040079	1 (d)	Study is proces to increase of knowledg or science. Schol is place for to study. in the school we can get knowledg from a teacher.
13040024	1 (e)	In the world to special in Indonesia many people like smoking. They are know about the smoking will the our body sick.
13040005	1 (f)	The smoking is one problem for the generation young at moment. The smoking very danger for our health. Because can to effect lung, cough, asthma, and another.

From the data presented in the table 1, it can be seen that all sentences from 1(a) to 1 (f) show grammatical inconsistencies. Assessing a paragraph in which sentences are written in that way will create lower impression to the English instructor. If the original rubrics are to be followed, the best consequence that may happen to these students’ writings is that they will have low scores. In terms of the authentic thought, all sentences resemble socially-taught knowledge. The students are afraid to take a risk to stand on the opposite sites. For example, in 1 (a), the students know cigarette is dangerous, so the student tends to stand on that view, rather than try to evaluate this statement by asking, “Is it true that smoking dangerous? How? In what way? Why?” If the student can dig up their minds in this way, he or she will end up writing a piece of writing that is personal but meaningful.

The second finding is that the students’ writings show different syntactical patterns, but the cultural and social elements still exist in their writings. The elements can be searched

through the words that they select in writing their ideas. Although the students might use dictionaries to find the English words for concepts that they have in mind, at least to a degree we can see that the sequence of words in their writings reveal cultural and social elements emerge in the writings. Data samples that represent this finding can be seen in the following table.

Table 2. Data Samples for the Second Findings

Students' Reg. Numbers	Code	A few Sentences from the Students' Paragraph Writing
13040022	2 (a)	Smoking is a dangerous habit for all human. [...] In Indonesia many people know about dangerous habit, but they don't care about impact of smoke.
13040017	2 (b)	Furthermore, smoking is expensive, cigarettes smell bad, smoking can make eyes not sharp.
10040408	2 (c)	Nowadays so many teenagers have bad habit, such as smoking. The habit of smoking in teenagers happen caused by several reasons.
13040066	2 (d)	Love is something in our heart. Many teenagers will fail in love with someone other.
13040098	2 (e)	We know, many someone to experience love. Love can change life-styles, mindset and whim sold out someone.
13040013	2 (f)	I have girls friend, Putri. I think she is type woman with residing, ideal color is white but she have problem with love, the behavior his with love very bad.

From the data presented in the table 2, all sentences present unique and interesting ways of how students compose their ideas. In 2(a), for example, the student uses the words 'dangerous habit' where it implies that the intended meaning from what is written is '*kebiasaan yang berbahaya*'. In fact, habit cannot be classified as dangerous and safe. In the rest of the sentences, we can find words like 'make eyes sharp', 'so many teenagers', 'fail in love', 'someone to experience love', and 'girls friend.' All these phrases mean different when they are viewed through the context of Indonesian language. Thus, the cultural and social baggage that the students have influence the ways they arrange their ideas in composing sentences to become a thoughtful paragraph.

The last finding is that in terms of academic writing, the demand of the relevant assessment that is in fit with the quality of the students' writing is process approach rather than solely on the product approach per se. Data samples that represent this finding can be seen in the following table.

Table 3. Data Samples for the Third Findings

Students' Reg. Numbers	Code	A few Sentences from the Students' Paragraph Writing
12040269	3 (a)	The smoking habit is not good for our health. Many of teenagers in our country Indonesia is a smoker.
13040053	3 (b)	In education process the people to choose directly to finish he study soon. We choose diligent study and serious for to finish study.
13040068	3 (c)	My mother was instrumental, hers in my success because they were always in favour of what he wishes to me and what my needs.
13040071	3 (d)	I has family very happy, because my family is good. I has two sisters and four brothers.
13040096	3 (e)	How to finish your study soon, method with prepare your self for to face the study. With prepare your self maximal for the study the easy studied and understand and viewing.
13040091	3 (f)	There are smoking can do you people is today, be careful in the student, because smoking habit of teenagers, and anyway smoking can thar are your family. the next smoking can not my life.

In table 3 above, all sentences from 3 (a) to 3 (f) reveals how chaotic and fearful it is to read students' writings like those above. The sad thing is that the sentences are written by students who already are enrolled in the level of higher universities in Indonesia and they are students who are expected to be able to write sentences with minor grammatical mistakes. The challenges for English writing instructor becomes even more difficult, but the best solution to overcome this sort of pedagogical problem is through process approach in teaching writing. We focus on the process of how they write from draft up to final revision so that their writing could stand a chance for good score.

The link of the reflections discussed earlier to the development of Indonesian civilization can be seen from the sociolinguistic linearity between the ways students compose their thoughts in their writings with the ways how their writings capture, frame and develop more unconscious sophisticated ideas in the future for Indonesian civilisation. The students need to remember that "academic writing is a social act in which they are expected to work responsibly with the ideas of others" (Greene, 2012, p. v). To assess students' writings with rubrics can be helpful but that will only mean skipping more essential things in students' writings, such as the content. Despite "a rubric is a set of criteria for a given piece of student work that describes the quality of the work" (Bromley, 2007, p. 213); still, writing cannot be counted mathematically as a form of its assessment. "The idea of teaching writing as a process starts from one or two simple premises: (1) that there are many different ways to get from a blank piece of paper to an effective text; (2) that people can benefit from reflecting on how they go about writing and from composing their processes to those of peers and more experienced writers" (Charney, 2002, p. 92). Furthermore, "process approaches see writing primarily as the exercise of linguistic skills, and writing development as an unconscious process which happens when teachers facilitate the exercise of writing skills (Badger, 2000, p. 155). By all means, process approach becomes the suitable approach to be applied in the process of teaching writing.

IV. CONCLUSION

Writings that are written by EFL students in Indonesia have their specific nuances, although the nuances rhetorically create different layers in understanding how writings influence Indonesian society at large. In terms of writing, "every culture uses style to maintain its identity in a wide range of objects and practices, artefacts and behaviours" (Holcomb, 2010, p. 163). Therefore, "carried out thoughtfully and conscientiously, writing assessment can be a positive tool for supporting student learning; helping language learners achieve their personal and professional goals, and promoting more effective communication worldwide" (Weigle, 2002, p. 244). In the English classrooms, "teachers are not the real audience" (Elbow, 1998, p. 220). We as the teachers of our students play our role as guidance to lead them into a better state of an educated man. At last, as the researcher concludes this article, he emphasizes from the following citation:

We have to respect the student, not for his product, nor for the paper we call literature by giving it a grade, but for the search for truth in which he is engaged. We must listen carefully to those words that may reveal a truth, that may reveal a voice. We must respect our student for his potential truth and for his potential voice. We are coaches, encouragers, developers, creators of environments in which our students can experience the writing process for themselves (Murray, 2011, p. 5).

Whatever the students' write in their life will always bring significant impact to the society where they live. It is only in our hands to teach them how to write eloquently and meaningfully so that they have left precious thoughts to be read from one generation to the next generation.

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LOAN WORDS IN JAPANESE LANGUAGE –THE FACT OF GLOBALIZATION IN JAPAN –

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ABSTRACT

Regardless, there is a period that Japan was isolated during Tokugawa Shogun period (1633-1853), the phenomenon of loanwords in Japanese language shows the fact of globalization in Japan through cross-linguistics interaction with other countries. Historically, those cross-cultural and cross-linguistics interaction between Japan and other countries happened before and after the isolation period (sakoku 鎖国 1633-1853) and the Meiji Restoration period was started. This literature review found the donor languages of loanwords in Japanese language are mostly Western languages. Loanwords in Japanese language are written in Katakana characters, so it is also called as Katakana-go. Moreover, Wasei-eigo, as a part of loanwords in Japanese language, derived from English that has modified in meaning and pronunciation. Yet, it becomes Japanese-made English that in fact some of those Wasei-eigo are not used in its original English. Since there are some different meanings and pronunciations with its original languages, these findings suggest that study of morphology, morphophonology, semantics and sociolinguistics aspects of those loanwords is a need.

Keywords : loanwords, Japanese language, Globalization, Japan

I. INTRODUCTION

As a fact of cross-linguistics interaction between countries, loanword is defined as words that are transferred from donor language to recipient language (Martin Haspelmath in Stolz 2008). Yet, In Japanese sociolinguistics term, loanword which called as *Gairaigo* (外来語) is defined as words that are transferred from western countries as donor languages (Kokuritsu Kokugo Kenkyuujou 1964). Despite the fact that there was the period of cultural borrowing from China and Korea between the sixth and eighth centuries in Japan, including thousands of words, the borrowing words from China and Korea are not seen as loanwords, since they are highly assimilated to Japanese language. They have specific term, called as *Kango* (漢語). The stages of borrowing language in Japanese language divided into three phases of cross-linguistics interaction in history of Japan: Iberian (Portuguese and Spanish), Dutch and Western (French, German, Russian and English) (see Irwin 2013). Moreover, Matsumura Akira in *Gairaigo* (Kokuritsu Kokugo Kenkyuujou, 1964) explained, in Japan history, cross-linguistics interaction between Japanese language and western languages started with Portuguese language since a Portuguese drifted ashore on Tanegashima Island, Kyushu Japan in 1534. They came to Japan with the purpose of weapons merchant. After this first drifting ashore, every year Portuguese came into Japan for merchant and since 1549 they introduced Christian religion. The Arrival of the first Portuguese to Japan remains Portuguese loanwords in Japanese language that are still exists nowadays. As shown in table 1, These Portuguese loanwords in Japanese language are used in Japanese people's daily life and recorded in Japanese national dictionary entries (*Kokugojiten* 国語辞典). It is mostly related to Christian religion terms.

Table 1
Portuguese Loanwords in Japanese Language

Loanword	Deutch language	Meaning in English
<i>kurusu</i> クルス	<i>Cruz</i>	Cross

<i>anjo</i> アンジョ	<i>anjo</i>	Angel
<i>paatere</i> パーテレ	<i>Pater</i>	Portuguese Jesuit
<i>tempura</i> テンプラ	<i>tempero</i>	Deep-fried fish and vegetables
<i>karuta</i> カルタ	<i>carta</i>	Playing cards

In the same year of the first Portuguese drifting ashore to the island of Tanegashima, Kyushu, the first Spanish came to Japan with the intention of Christian mission. Later, the first Spanish merchants sailed to Japan in 1592. However, in 1624 those merchants and Christian mission were banned strictly by the Shogun. Consequently, Spanish loanwords in Japanese language are not quite so prolific as Portuguese loanwords. The Spanish loanwords in Japanese language are mostly related to daily life vocabularies, instead of Christian terms as Portuguese loanwords. Table 2 is a list of Spanish loanwords in Japanese Language's examples.

Table 2

Spanyol Loanwords in Japanese Language

Loanword	Spanyol language	Meaning English
<i>shabon</i> シャボン	<i>Jabon</i>	Soap
<i>meriyasu</i> メリヤス	<i>Medias</i>	knitting

* in Spain language, *medias* means shoes

Additionally, The Portuguese and the Spanish merchants who came to Japan at the first periods also brought some southern Asian languages loanwords as they came by to those southern Asian countries for merchant. Table 3 shows the southern Asian countries language loanwords in Japanese language that are still being used in Japan.

Table 3

Southern Countries language Loanwords in Japanese Language

Loanwords	South Countries language	Meaning English
<i>kiseru</i> キセル	<i>Khsier</i> (Cambodian)	Calico
<i>sarasa</i> サラサ	<i>Sarasa</i> (Javanese)	Javanese <i>Batik</i>
<i>kanakin</i> カナキン	<i>Canequim</i> (Hindustani)	Calico / printed cotton

In 1609, the first Dutch visited Japan and opened trade house. Yet, Since no foreigner could enter nor leave Japan, called "isolated country" (*Sakoku* 鎖国) policy was enacted by the Tokugawa shogunate in 1635, only Dutch who could trade in Japan, restricted in Dejima Island, Nagasaki. In those times, Japanese people were eager to learn Western knowledge, called Dutch learning, such as astronomy, biology and medicine through learning Dutch language. Therefore, Dutch loanwords in Japanese language mostly related to trading and science terminology as shown in table 4.

Table 4

Dutch Loanwords in Japanese Language

Loanword	Dutch language	Meaning English
<i>Koohii</i> コーヒ	<i>Koffie</i>	Coffee
<i>Gurasu</i> グラス	<i>Glas</i>	Glass
<i>Korera</i> コレラ <i>Rrensu</i>	<i>Cholera</i>	Cholera
レンズ	<i>Lens</i>	Lens

Stanlaw (2004) stated that English language education in Japan started as an American Ranald MacDonald taught English to the official Japanese interpreters of Dutch in Nagasaki under Shogun order in 1848. Subsequently, Commodore Perry visited Japan in 1853 as the second arrival. Later, after the opening of Japan in 1853, especially in Meiji Era ,English lesson was integrated to local school curriculum and thousands of English loanwords have been absorbed in Japanese language. Table 5 gives some examples of English loanwords in Japanese language.

Table 5
English Loanwords in Japanese Language

Loanwords	Original English	Meaning in English
<i>Mishin</i> ミシン	Machine	Sewing machine
<i>Baketsu</i> バケツ	Bucket	Bucket
<i>Erebeetaa</i> エレベーター	Elevator	Elevator
<i>Airon</i> アイロン	Iron	Iron

Beside those foreign languages as explained above, French, German and Russian are another languages which learned by Japanese people in Meiji Era for learning sciences as the main purpose. Those languages loanwords in Japanese language are used especially in sciences terminology.

II. Discussion

Wasei-eigo as Part of Loanwords in Japanese Language

Considering *Gairaigo* is excluded of Chinese and Korean borrowing languages, instead of written in Kanji characters, it is written in Katakana characters, as one of Katakana function is to write words from foreign languages. Therefore, some scholars considered *Gairaigo* as *Katakana-go* (*Katakana* language) too.

Recently, most of loanwords that are being part of Japanese language and still exist used in Japanese people's daily life come from English as its donor language. Loanwords are about ten percent of Japanese language modern lexicon in 1989 *Nihongo Daijiten* Dictionary (Tomoda 1999 in Daulton 2009). Words such as *infomeeshon* インフォメーション (information), *media* メディア (media) and *feeshon* フェッション (fashion) are the examples of loanwords that are being used commonly in Japanese people's daily life. Yet, though most of loanwords in Japanese language come from English as its donor language, it is not necessarily so all of the loanwords in Japanese language 's meaning and pronunciation understood by English speakers. For instance, the loanword of *Guguru* (ググる). No one of English speakers with no background of loanwords in Japanese language knows that the meaning is 'searching on google'. These kinds of loanwords in Japanese language are known as *Wasei-eigo*.

Wasei-eigo is derived from English that has modified in meaning and pronunciation, but it becomes Japanese-made English that in fact mostly does not used in its original English. Miller (1997) explained some scholars labeled *Wasei-eigo* as "pseudo loanwords" (Miura 1985), "pseudo English" (Quackenbush 1974), "Japan-made English" (Miller 1986) and English-inspired vocabulary items " (Stanlaw 1988). To understand the usage of *Wasei-eigo*, there is a need to learn more about morphology, morphophonology and semantics of *wasei-eigo* itself (Irwin 2011).

There are fourteen morphological varieties of *Wasei-eigo* (Tanabe 1990). Those varieties are : (1) *tango to fukugougo* 単語と複合語 (word and compound word), (2) *dougi to igi* 同義と意義 (synonym and antonym), (3) *kanzenkeitoshouryakukei* 完全形と省略形 (exact style and abbreviated style), (4) *onseishakuyou to mojishakuyou* 音声借用と文字借用 (borrowed sounds and borrowed letters), (5) *hinshi no tenkan* : *kika* 品詞の転換 : 帰化 (part of

speech turning : naturalization), (6) *konshu*混種 (hybrid), (7) *kaban-go*かばん語 (portmanteau words), (8) *gotou to gobinosetsujiniyoruzougo*語頭と語尾の接辞による造語 (coined word formed by prefix and suffix), (9) *ryakugo*略語 (abbreviation), (10) *okikae*置き換え(replacement), (11) *touchi*倒置 (inversion) ,(12) *toujigo*頭字語 (acronym), (13) *fureezukei to sentensukei*フレーズ型とセンテンス型 (phrase form and sentence form) and (14) *ruisui : nijitekinazougo*類推 : 二次的な造語 (analogy : the second coined word). The examples of each varieties are listed in Table 6.

Table 6
Morphological varieties of wasei-eigo

Varieties	Wasei-eigo	Meaning	Original English
(1) <u>Word & compound word</u>	<i>hottodoggu</i> ホットドッグ	Hot dog	Hot dog
(2) <u>Synonym & antonym</u>	<i>sumaato</i> スマート	Cool	Smart
(3) Exact style & abbreviated style	<i>hausu</i> ハウス	Green house	House
(4) <u>Borrowed sounds & borrowed letters</u>	<i>purin</i> プリン	Pudding	Pudding
(5) Part of speech turning	<i>saboru</i> サボる(v)	To skip school	Sabotage (n)
(6) Hybrid	<i>gengyara</i> 現ギヤラ	Deposit money	<i>Gen[kin]</i> (cash) guarantee
(7) Portmanteau words	<i>apaateru</i> アパーテル	Residential hotel	Apartment hotel
(8) Coined word formed by <u>prefix & suffix</u>	<i>ambaransu</i> アンバランス	Imbalance	un + balance
(9) Abbreviation	<i>shiiemu</i> シーエム	Advertising	c[o]m[mercial]
(10) Replacement	<i>handomanee</i> ハンドマネー	Cash	hand + money
(11) Inversion	<i>oobuntoosutaa</i> オープントースター	Toaster oven	oven + toaster
(12) Acronym	<i>wapuro</i> ワープロ	Word processor	Word processor
(13) <u>Phrase form & sentence form</u>	<i>horudon</i> ホルドン	Hold on !	Hold on
(14) Analogy	<i>tsunpa</i> ツンパ	Pants	Pants

As shown in table 6, *hausu*ハウス (green hausu), *gengyara*現ギヤラ (cash), *apaateru*アパーテル (residential hotel), *ambaransu*アンバランス (imbalsu), *oobuntosutaa*オープン・トースター (toaster oven), *wapuro*ワープロ (word processor) and *tsunpa*ツンパ (pants) show the examples of morphological and morpho-phonological distinctions between loanwords and its original English. Meanwhile, *sumaato*スマート (cool), *saboru*サボる (to skip school) and *shiiemu*シーエム (advertising) express the examples of semantics difference between loanwords and its donor language. One of the conceivable reasons of those differences is adopting to their writing and phonological systems. Considering of the differences between *Wasei-eigo* and its original English, a study of phonology, morphophonology, semantics and sociolinguistic aspects of *Wasei-eigo* is a must.

III. CONCLUSIONS

This study is focused on loanwords in Japanese language that absorbed through cross-linguistics interaction in history of Japan. Regardless, there is a period that Japan was isolated during Tokugawa Shogun period (1633-1853), the phenomenon of loanwords in Japanese language shows the fact of cross-linguistics interaction with other countries. Historically, those cross-cultural and cross-linguistics interactions between Japan and other countries happened before and after the isolation period (*sakoku* 鎖国 1633-1853).

This literature review found the donor languages of loanwords in Japanese language are mostly Western languages, excluded Chinese and Korean. Loanwords in Japanese language is also called as *Katakana-go* as it is written in Katakana characters. Moreover, *Wasei-eigo* , as a part of loanwords in Japanese language, derived from English that has modified in meaning and pronunciation, but it becomes Japanese-made English that in fact some of those *Wasei-eigo* are not used in its original English. To understand the usage of loanwords in Japanese language, the study of morphology, morphophonology, semantics and sociolinguistic aspects of those loanwords is a must since there are some different meanings and pronunciations with its original languages.

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THE INDIGENOUS AKIT MALAY VARIATION IN RIAU PROVINCE

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ABSTRACT

This paper is aimed at describing a Malay variation used by an indigenous Akit tribe settled in Riau Province. This is a comparative linguistic study in which lexicostatistic method of analysis is applied as the basic parameter of quantitative description. Besides, the phonological evidences are explained for the qualitative description. The analysis is based on 200 swadesh words. The data are gathered by conversational and listening methods which applied several techniques. The results of the analysis are presented by formal and informal methods. The research findings reveal that the language of the indigenous Akit tribe is just a variation/dialect of Malay language and several phonological variations are explained to distinguish them. Such phonological variations are found in the words, both at the initial, at the middle, and/or at the final positions. They are presented in sound correspondence sets, i.e.: 1) R~X/#; 2) h~Ø/#; 3) R~X/V~V; 4) mp~mb/V~V; 5) mb~mm/V~V; 6) nt~nd/V~V; 7) nd~nn/V~V; 8) Gk~Gg/V~V; 9) Gg~GG/V~V; dan 10) nj~~n~n/V~V.

Keywords: Akit Malay, comparative linguistic, lexicostatistic method, phonological variation

I. INTRODUCTION

Akit Malay variation refers to an isolect used among *suku Akit* or *orang Akit* (Akit tribe or Akit people), that is an indigenous tribe in Riau Province. The name of *suku Akit* or *orang Akit* is originated from *suku Rakit* or *orang Rakit* (Raft tribe or Raft people) but it is gradually well known as *suku Akit* (Akit tribe). Some clans of *suku Akit* call themselves as *suku Anak Rawa* (Swamp People tribe).

The forefather of Akit tribes spent all their life on the raft and drifted from a place to another everytime they want. They cruised around small islands along the eastern coastal areas of Riau Province. They tethered their rafts and constructed a temporary shelter in the islands when they wanted to go hunting, to take fresh water, to collect eggs, or to harvest fruits and leaves. Their life was very simple and mostly hung on to nature. They believed in spirits and the power of stones, trees, and other supernatural things. They were isolated from any modern culture at least until one or two last decades.

Nowadays, most of Akit tribes settle at some parts of Bengkalis and Kepulauan Meranti Regencies, primarily in Rupa Island, Rangsang Island, Bengkalis Island, and several sites along the seaside of Siak and Pelalawan Regencies. They do not yet live on the raft as well as their forefather. They build their settlements near the beach and are survived by fishing and farming or harvesting the fruits, leaves, or trees of the natural plants. They live in a small group (20—30 houses/families) with a specific social manner, beliefs, and language. Their settlements are relatively aparted from modern social groups such as from other Malayan sub-groups which have carried out such modern livings.

The research on the language used by the indigenous Akit tribe is set out by an assumption that it is just a variation of Malay language since there is still a mutual intelligibility among Akit language user and other Malay language users. Such phonological variations are suggested as the specific characteristics that determine the dialectal features of the indigenous Akit Malay variation.

The objectives of the research are to proof the assumption and to describe such the phonological variations by analyzing data from an isolect used by an indigenous Akit tribe settled in Hutanpanjang, Rupa Island, in comparison with the data from an isolect of Malay used in Kampungrempak, Siak Regency.

II. METHODS

The data are in form of verbal expressions of 200 Swadesh words of Akit people in Hutanpanjang and verbal expressions of the same words of a Malay sub-group in Kampungrempak, Siak Regency, which had been defined as a variation of Malay in the research done by Balai Bahasa Provinsi Riau (Riswara et al., 2008: 27—27). The informants of the research are determined refers to the following criteria: 40—65 years old, relatively less-educated, indigenous peoples, was born and grown up in the research location and also get married with the local peoples, and have complete and perfect speech organs (Nadra and Reniwati, 2009: 36—42).

The methods used in collecting the data are conversational method and listening methods which applied several techniques, i.e. face to face and unface to face conversation, eliciting, tapping, noting, and recording (Mahsun, 1995: 94—98). The data are transcribed in the last version of IPA (*International Phonetics Alphabet*) revised by Kenneth L. Pike in *Phonemics: A Technique for Reducing Languages to Writing* (Pike, 1978; 5—7). The use of IPA is aimed at transcribing the sound as subtle as the ear can hear since it provides a large inventory of symbols including a set of diacritics (Wray, 1998: 196).

Any symbols used in the description refers to those used in dialectology and/or other comparative linguistic researches i.e.: brackets ([]) for phonetic transcriptions; tilde (~) for phonological variation; underlined tilde (~-) for sound correspondence; backslashes (/ /) for phonemic transcriptions; single quotation marks (‘ ’) for meaning; hyphen after hedge sign (#-) for initial position; hyphen between double V letters (V-V) for middle position or in between vowels position; and hyphen before hedge sign {-#} for final position).

The method used in analyzing the data are lexicostatistic method and comparison method. The lexicostatistic method used to determine the language status of Hutanpanjang Akit isolect. The statistic formula used in classifying the kinship level of the isolect is $\frac{\Sigma m}{n} \times 100\%$ (**m** refers to the number of cognate words and **n** refers to all words compared in this research). The kinship levels are classified according to language classification criteria suggested by Swadesh (Keraf, 1984: 135) as below;

The Kinship Level	The Cognate Word Range (%)
Language	81—100
Family	36—81
Stock	12—36
Microfillum	4—12
Mesofillum	1—4
Macrofillum	≤ 1

The results of the analysis are presented by formal and informal methods, i.e. by figuring the data in tables and then clarifying them in such distinct descriptions as suggested by Sudaryanto (1993: 144—145).

The research of “The Indigenous Akit Malay Variation in Riau Province” is a kind of synchronic analysis on a dialectal variation which is done by both qualitative and quantitative approaches. It attempts to describe any linguistic characteristics, especially the phonological characteristics. One of the specific characters on phonological aspects is the variety of sounds which may appear in form of phonological variation (if only supported by two maximum examples) or sound correspondence (if supported by three or more examples) (Mahsun, 2008: 50—51).

III. DISCUSSION

According to the analysis, it is defined that the language used by the indigenous Akit tribe in Hutanpanjang is not a single language but a variation or dialect of Malay since it is at similar kinship level with those Malay variation used by Malayan sub-group in Kampungrempak, Siak Regency. This conclusion is implied by the lexicostatistic consideration which shows 83,5% cognate words between the two language variations.

Indigenous Akit Malay (AM) variation/dialect in Hutanpanjang indicates several specific characteristics that distinguish it from the Malay variation in Kampungrempak (KM). The specific characteristics are in form of phonological variations that appear at some positions in a word, both at the initial, at the middle, and/or at the final positions. Those specific characteristics define AM as an exclusive dialect of Malay among others. Some of the phonological variations are supported by three or more examples but some others are only supported by one or two examples or cases among 200 words of data.

Is defined at least 10 very specific phonological variations between AM and KM. All the 10 correspondence sets are presented in correspondence sets as the following:

a. R ~ X / #-

Figure 1. Correspondence Set of [R] and [X] at Initial Position

Glos	KM	AM
rambut	RambUt	Xammut
rumpu	RumpUt	Xumbut

Figure 1 above shows that among 200 words of data, it is indicated two words as the evidences which consist of the sound correspondence of voiced uvular trilled [R] and voiceless velar flap fricative [X] at initial position. The variation of [R] used in KM while the variation of [X] used in AM. It means that all sound [R] at initial position in KM always corresponds with [X] in AM. The sound correspondence set of R ~ X / #- appears in two glosses begin in /r/ among 200 data. They are *rambut* 'hair', and *rumpu* 'grass'.

b. Ø ~ h / #-

Figure 2. Correspondence Set of [Ø] and [h] at Final Position

Glos	KM	AM
Air	ayO	aeh
Besar	boso	bes h
Ekor	ekO	ekoh
Leher	leO	(bataG) leXeh
Tidur	tidU	tiduh

Figure 2 above shows that semivowel [h] appears in correspondence with zero sound [Ø] at final position in all cases between KM and AM. The variation of [h] used in KM and the variation of [Ø] used in AM. The correspondence set of Ø ~ h / #- seems to be very regular because it is supported by all cases among the data which glosses end in /r/, for instances *air* 'water', *besar* 'big', *ekor* 'tail', *leher* 'neck', and *tidur* 'to sleep'.

c. R ~- X / V-V

Figure 3. Correspondence Set of [R] and [X] in between Two Vowels

Glos	KM	AM
Baru	baRu	b Xu
Berat	boRat	beX t
burung	buRUG	buXuG
Lurus	luRU <u>s</u>	luXu <u>s</u>
Perut	poRut	peXut

Figure 3 shows that voiced uvular trilled [R] appears in correspondence with voiceless velar flap fricative [X] in between two vowels at the middle word position. The variation of [R] used in KM and the variation of [X] used in AM. This correspondence set seems to be very regular because it is supported by all cases among the data which glosses have /r/ to substitute at the position. For examples, in the glosses *baru* 'new', *berat* 'heavy', *burung* 'bird', *lurus* 'straight', and *perut* 'stomach'.

d. mp ~- mb / V-V

Figure 4. Correspondence Set of [mp] and [mb] in between Two Vowels

Glos	KM	AM
empat	mpat	embat
rumpu <u>t</u>	Rump <u>U</u> t	Xumb <u>u</u> t
sempit	somp <u>I</u> t	s mb t
tumpu <u>l</u>	tump <u>U</u> l	tomb <u>o</u> l

Figure 4 shows that consonant sequence of voiced bilabial nasal and voiceless bilabial stop [mp] appears in correspondence with consonant sequence of voiced bilabial nasal and voiced bilabial stop [mb] at the middle word position in between two vowels. The variation of [mp] used in KM while the variation of [mb] used in AM. It means that consonant sequence [mp] in between two vowels at the middle position in KM always corresponds with [mb] in AM. This correspondence set is supported by four glosses among the data, i.e. *empat* 'four', *rumpu* 'grass', *sempit* 'narrow', and *tumpul* 'blunt'.

e. mb ~- mm / V-V

Figure 5. Correspondence Set of [mb] and [mm] in between Two Vowels

Glos	KM	AM
apung (me)	tim <u>b</u> U <u>l</u>	tim <u>m</u> o <u>l</u>
rambut	Ramb <u>U</u> t	Xamm <u>u</u> t
Tiup	h mb <u>U</u> s	G mm <u>u</u> s

Figure 5 shows that consonant sequence of voiced bilabial nasal and voiced bilabial stop [mb] appears in correspondence with consonant gemination of voiced bilabial nasal [mm] at the middle position in between two vowels. The variation of [mb] used in KM while the variation of [mm] used in AM. It is identified three glosses which support this correspondence set, i.e. *apung* ‘to float’, *rambut* ‘hair’, and *tiup* ‘to blow’.

f. nt~ nd / V-V

Figure 6. Correspondence Set of [nt] and [nd] in between Two Vowels

Glos	KM	AM
bintang	bintaG	bindaG
jantung	jantuG	j ndoG
lelaki	jantan	j ndan

Figure 6 shows that consonant sequence of voiced alveolar nasal and voiceless alveolar stop [nt] appears in correspondence with consonant sequence of voiced alveolar nasal and voiced alveolar stop [nd] at middle position in between two vowels. The variation of [nt] used in KM and the variation of [nd] used in AM. This correspondence set of nt~ nd / V-V is supported by three glosses for examples, i.e. *bintang* ‘star’, *jantung* ‘heart’, and *lelaki* ‘man’.

g. nd ~ nn / V-V

Figure 7. Variation Set of [nt] and [nd] in between Two Vowels

Glos	KM	AM
pendek	pende?	penn ?

Figure 7 shows that consonant sequence of voiced alveolar nasal and voiceless alveolar stop [nd] are in variation with consonant gemination of voiceless alveolar nasal [nn] at the middle position in between two vowels. The variation of [nd] used in KM and the variation of [nn] used in AM. The phonological variation of [nd] and [nn] at that position is only supported by one case among the 200 data, i.e. in the gloss *pendek* ‘short’.

h. Gk ~ Gg / V-V

Figure 8. Correspondence Set of [Gk] and [Gg] in between Two Vowels

Glos	KM	AM
bengkak	boGka?	beGga?

Figure 8 shows that consonant sequence of voiced velar nasal and voiceless velar stop [Gk] appears in variation to consonant sequence of voiced velar nasal [Gg] at middle position in between two vowels between KM and AM. The variation of [Gk] used in KM and the variation of [Gg] used in AM. The phonological variation of [Gk] and [Gg] at that position is only supported by one case, i.e. in the gloss *bengkak* ‘to swell’ or ‘abscess’.

- i. Gg ~ GG/ V-V.

Figure 9. Correspondence Set of [Gg] and [GG] in between Two Vowels

Glos	KM	AM
punggung	puGgUG	puGGuG

Figure 9 shows that consonant sequence of voiced velar nasal and voiced velar stop [Gg] appears in correspondence with consonant gemination of voiced velar nasal [GG] at middle position in between two vowels. The variation of [Gg] used in KM and the variation of [GG] used in AM. The phonological variation of [Gg] and [GG] at that position is only supported by one case, i.e. in the gloss *punggung* 'back'.

- j. nj ~ ~n~n/ V-V

Figure 10. Correspondence Set of [Gg] and [GG] in between Two Vowels

Glos	KM	AM
panjang	panjaG	pa~n~naG

Figure 10 shows that consonant sequence of voiced alveolar nasal and voiced alveopalatal stop [nj] appears in correspondence with consonant gemination of voicelessalveopalatal nasal [~n~n] at middle position in between two vowels. The variation of [nj] used in KM and the variation of [~n~n] used in AM. The phonological variation of [nj] and [~n~n] at that position is supported only by one case, i.e. in the gloss *panjang* 'long'.

IV. CONCLUSIONS

The language used by the indigenous Akit Tribe in Hutanpanjang is defined as the same language with those used by a Malayan sub-group in Kampungrempak, Siak Regency. It is implied by the lexicostatistic consideration which shows 83,5% cognate words between the two isolects. It means that both isolects are just dialects of Malay language, called Akit Malay dialect (AM) and Kampungrempak Malay dialect (KM).

By describing several phonological variations between AM and KM, it is identified at least 10 correspondence sets which show sound variations or sound correspondences between both language variations/dialects. It is defined that the specific phonological variations of AM indicate the dialect as an exclusive variation among others since it has a very specific characteristics on phonological aspect. The phonological variations are in form of sound correspondence between the two Malay variations, i.e. 1) R ~-X / #-; 2) h ~-Ø / #-; 3) R ~-X / V-V; 4) mp ~-mb / V-V; 5) mb ~-mm / V-V; 6) nt ~-nd / V-V; 7) nd ~-nn / V-V; 8) Gk ~-Gg / V-V; 9) Gg ~-GG / V-V; dan 10) nj ~-~n~n / V-V.

The result of the research about the indigenous Akit Malay variation used in Hutanpanjang may contribute to Malay language studies, especially to those used in Riau Province. However, this research does not yet investigate all aspects of the indigenous Akit Malay variation. There are many other sub-groups of the indigenous Akit Tribe in this province beside the sub-group settled in Hutanpanjang. Further investigations on this dialect and/or any dialects of Malay in Riau Province are required to obtain more extensive descriptions of language variations study within the territory.

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EFL/ESL LEARNING PROCESS FOR LIMITED-ENGLISH-PROFICIENT AND ANKYLOGLOSSIA CHILD: A NEUROPSYCHOLINGUISTICS STUDY

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ABSTRACT

The research about EFL for Limited-English-Proficient (LEP) and Ankyloglossia child is a continuity of previous research about Language Dysfunction of Mild Mental Retardation and Ankyloglossia Child. This is a Neuropsycholinguistic study in which we analyzed the language learning of a child who suffers Mild Mental Retardation and Ankyloglossia. This paper discussed about the ability of an LEP and Ankyloglossia Child in learning English as a Foreign Language (EFL) or English as a Second Language (ESL). LEP child with mild disabilities can succeed with modifications in mainstream classrooms (Eric Digest, 2015), while Ankyloglossia sufferer (based on condition and position of frenulum) cannot pronounce certain letters (such as L and R) clearly (Horton, 1967).

In conducting research, there were two methods applied, traditional and modern method of EFL/ESL learning process (Henson, 1980), which is also supported by Linguistic Research Method (Sudaryanto, 2014) for analyzing data. For traditional, we used paper-based media and internet-based media for modern method. For internet-based, we used "Duolingo" application as one of learning medias. The research was conducted at home, and the results were compared with daily learning process at school. All in all, the finding showed that modern method applied at home gave improvement of English ability (in listening and speaking especially), hence self-confidence to speak and the willingness to learn English at school are more increased than before.

Keywords : EFL, LEP, Ankyloglossia, Neuropsycholinguistics, Mental Retardation, Teaching Methods.

I. INTRODUCTION

1.1. Limited English Proficient English Language Learners

EFL/ESL students, also known as "Limited English proficient English language learners (LEP/ELLs)," are sometimes referred improperly to special education. Students with disabilities who need special education and ESL students (i.e., students with limited English proficiency [LEP]) are not the same. Students with disabilities included to special education are such as autism, deafness, blindness, mental retardation, orthopedic impairment, and communication disorders such as stuttering, impaired articulation or a voice impairment which adversely affects educational performance (Chernoff, 2015).

The presence of limited-English-proficient (LEP) students in special education settings has raised a number of questions about the special needs of these students and about effective ways to meet these needs. Just as special education, students require specialized instructional programming to account for identified disabilities, while mainstream LEP students require tailored educational services that account for their second language status (Glass, 1982). Special Education is instruction designed for students who require some degree of modification in their educational programs because of intellectual, emotional, sensory, or physical impairments. Modifications may include special curricular materials, specialized teaching strategies or

behavior management techniques, and specially-designed equipment or facilities. Students with mild disabilities can succeed with modifications in mainstream classrooms and regular classroom (Glass, 1982). Other students whose disabilities range from moderate to severe in nature require placement in special settings.

1.2. Mental Retardation

Mental retardation is an idea, a condition, a syndrome, a symptom, and a source of pain and bewilderment to many families. It is also a condition or syndrome defined by a collection of symptoms, traits, and/or characteristics. It has also been used as a defining characteristic or symptom of other disorders such as Down syndrome and Prader-Willi syndrome (Valente, 1974). There are four levels of mental retardation which are mild level (IQ 50 - 69), moderate level (IQ 35 - 49), severe level (IQ 20 - 34), and profound level (IQ below 20). IQ should not be used as the only determining factor. Clinical findings and adaptive behavior should also be used to determine level of intellectual functioning. In educational classification, children who were *educable* could learn simple academic skills but not progress above fourth grade level. Children who were believed to be *trainable* could learn to care for their daily needs but very few academic skills. Children who appeared to be *untrainable* or totally dependent were considered in need of long term care, possibly in a residential setting. Some form of this scheme is still in use today in many school systems across the country.

1.3. Ankyloglossia (Tongue-tie)

Tongue-tie, or partial ankyloglossia, is manifested by an abnormally short and thick lingual *frenulum*. Degrees of tongue-tie vary from the very mild, having only a mucous membrane band to those in which both the *frenulum* and the underlying fibers to the *genioglossus* muscle are markedly fibrosed, to the rare, complete ankyloglossia where the tongue is actually fused to the floor to the mouth (Horton, 1967). Accordingly, the vertical mucous membrane fold under the midline of the tongue is properly called *frenulum linguae*. Tongue-tie was believed to be a cause of major speech disorders as early as the time of Christ, when it was first described by Celsus (Approximately 31 B.C. to 14 A.D). Stuttering, lispings, and retardation in speech were attributed to tongue-tie by both professional and lay persons, as they are sometimes even today.

Dr. James C. Shanks, Jr. (in Horton 1974), a speech pathologist, indicates that, in his opinion, one's attitude to the relationship between tongue-tie and speech disorders depends on his approach to the problem. He feels that if one asks the question "Does tongue-tie cause speech defects?", the answer must be in the negative. In analyzing the sounds that theoretically might be impaired, he noted that the *th* sounds (voiceless, as in the word *thin*; voiced, as in the word *then*), which are the consonants most likely to be affected, require only that the tongue tip be protruded several millimeters beyond the incisor edges. Compensation for restriction may involve, at worst, a cupid's bow of the tongue tip with the midline retruded relative to adjacent anterior lateral margins of the tip. Similarly, the tongue tip sounds of *n*, *t*, *d*, and *l*, which usually involve tongue tip elevation to the alveolus or rugae, may be compensated by dentalization; that is, the tip goes forward and up. An acoustically acceptable sound can result. The *r* sound is distinctive in that it requires two 'humps' of the tongue, of which the anterior one merely requires the tip to be free of contact. Here mandibular elevation can assist in compensating for lingual restriction. The *s* and *z* sounds may be made in two ways: a) with the tongue tip behind and below the lower incisor edge, or b) with the tip against the palatine rugae, leaving a median groove open for turbulent air escape. If the upper central incisors are missing, the speaker may use the second alternative; with the tip of the tongue held down, as in tongue-tie, the tongue dorsum can achieve compensatory occlusion against the palatal rugae. In other words, although it does not cause speech defects, tongue-tie does contribute to difficulties in rate and range of articulation. It may be affected by factors such as dentures, missing incisors, tongue size, sensory and motor function of the tongue, as well as the degree of Ankyloglossia.

1.4. Study Objectives

The main objective of this study is to review EFL/ESL strategies and activities in teaching EFL/ESL for LEP child through comparing method usually applied in classroom (traditional method) with modern method using internet media. It is an effort to enhance student motivation (in this case is Yogi) in EFL/ESL learning process. This study focuses on the following specific objectives:

- Discuss Mental Retardation and Ankyloglossia from Neurolinguistics point of view.
- Discuss EFL/ESL strategies and activities, which foster and motivate student with LEP and Ankyloglossia to learn English in regular class.
- Introduce and recommend better method applied in EFL/ESL class especially for LEP students.

1.5. Research Questions

This study attempts to answer the following questions:

- (1) How do Ankyloglossia and Mental Retardation affect English learning process on Yogi in regular class?
- (2) How do traditional and modern methods work in EFL/ESL learning process on Yogi?

II. METHODOLOGY

This research is a qualitative research in which we did observation for collecting data naturally, did interview to support our analysis, and produced findings that are applicable beyond the immediate boundaries in advance (Denzin NK, 2000). The subject of this research is Yogi, a child suffering Mild Mental Retardation and Ankyloglossia affecting his learning process especially in EFL class. In collecting data, we used Observation Method, in which we observed Yogi's performance in learning English for certain aspects, for instance; observing his way in reading his English book, writing words and sentences, introducing himself in English (speaking aspect), and his ability in understanding the direction given in English. This observation method was supported by tapping technique.

The Involved Conversation Observation Technique (ICOT) was also used for getting more data from informant (Sudaryanto, 2014). By this method, Traditional and Modern Methods were applied. For traditional method, besides using paper-based-test, the learning process applied in the class by Yogi's English teacher also became reference. On the other hand, internet-based-test was applied in Modern Method. The results then were compared. To support the finding result, information from Yogi's English teacher related to his performance and ability in the class is also included in analysis. Visual and audio recording techniques were used in this method. According to De Vos (2002, in Kharisma Dewi, 2014), the researcher should do recording in systematic way, and suitable, in order to ease the analysis.

1. EFL/ESL LEARNING PROCESS FOR LIMITED-ENGLISH-PROFICIENT AND ANKYLOGLOSSIA CHILD

EFL/ESL acquisition refers to "picking up English" through comprehensible input and meaningful conversation without conscious attention to forms just like the way children pick up languages, whereas EFL/ESL learning occurs through conscious study of forms and grammar of language. Learning starts on the willingness of students and their ability in "digesting" the lessons. Without willingness and self-support, learning process will keep going on but without maximal result. Environment factor is also needed in learning process (Krashen, 1985). The learners should be supported by their family so that they will feel more confident to learn anything in school and out of school. According to Saville-Troike (2006) learning strategies refer to students' behaviors and techniques they adopt in their effort to learn a second language which is influenced by their motivation, cognitive style, and personality, as well as by specific

context of use and opportunities for learning. Language learning correlates with brain work in each learner. For normal learners (without disability), they can learn and digest the lessons given as well as their brain ability. They can be categorized as LEP if the stimulation given during learning process cannot be understood and digested well. LEP student can be categorized as disability student or student with special need, but disability student is belonged to LEP. According to New York State Education Department guidelines (2014), the disability must be intrinsic to the child and not primarily as a result of environmental factors.

3.1. Mental Retardation and Ankyloglossia affecting EFL/ESL learning process on Yogi

Mental Retardation is categorized to left hemisphere defect which is the source of language function. It is one of important studies in Neurolinguistics. Sastra (2011) stated that brain defect affects producing language. The defect in left hemisphere also causes difficulty in language production (Brocca) and comprehension (Wernicke). Yogi is one of students with LEP. He is diagnosed Mild Mental Retardation in which his IQ is only 68. It is less than normal IQ (> 70) and it is also proven by clinical findings and adaptive behavior. In his school record, he oftengot low score. When he was at Elementary school, he failed twice to pass his study, in grade 3 and 5. In Junior high school, he failed to pass first grade so that he had to repeat at the same grade. At school, he did not talk much with friends, felt embarrassed to speak, and only interacted with certain persons. At home, he did not want to do anything by himself. He often asked his mother to prepare his need for school. For his self-need, he always asked his parents to prepare it..

Besides Mild Mental Retardation, Yogi also suffers Ankyloglossia in which he cannot utter certain letters properly either in Bahasa or English. Those letters are:

- *th* which requires only that the tongue tip be protruded several millimeters beyond the incisor edges.
- The tongue tip sounds of *n*, *t*, *d*, and *l*, which usually involve tongue tip elevation to the alveolus or rugae, may be compensated by dentalization; that is, the tip goes forward and up. An acoustically acceptable sound can result.
- The *r* sound in which it is distinctive because it requires two ‘humps’ of the tongue, of which the anterior one merely requires the tip to be free of contact. Here mandibular elevation can assist in compensating for lingual restriction.

In Neurolinguistics, Ankyloglossia can be categorized to speech disorder or articulation disorder. Articulation process in language involves various organs in human’s body. Problem in articulation causes a person cannot communicate properly and normally. Producing language involves speech organ such as tongue, teeth, mouth, and palatal. Articulation disorder can be caused by mouth and larynx cancer, accident, genetic, or other factors causing disorder in speech organ. People with this disorder commonly have problem in articulating sound. In Yogi’s case, he cannot articulate the letters because of mild Ankyloglossia he suffers. Different syllable will be articulated differently as shown in table below (in Bahasa):

Table. 1: Yogi’s Consonant Substitution

No.	Words	Yogi’s Pronunciation	Reference	Substitution	Position
1	D <u>ur</u> haka	[dulhaka]	[durhaka]	[-r-] → [-l-]	Antepenultimate
2	B <u>er</u> u <u>nd</u> ing	[beyundiŋ]	[bərundiŋ]	[-r-] → [-y-]	Penultimate
3	M <u>er</u> e <u>b</u> us	[meyebus]	[mərəbus]	[-r-] → [-y-]	Penultimate
4	T <u>er</u> a <u>t</u> ur	[teyatur]	[təratur]	[-r-] → [-y-]	Penultimate
5	P <u>er</u> a <u>s</u>	[peyas]	[pəras]	[-r-] → [-y-]	Ultimate
6	B <u>ur</u> u <u>ng</u>	[buyuŋ]	[buruŋ]	[-r-] → [-y-]	Ultimate
7	H <u>er</u> a <u>n</u>	[heyana]	[herana]	[-r-] → [-y-]	Ultimate
8	R <u>ez</u> e <u>k</u> i	[rejeki]	[rezeki]	[-z-] → [-j-]	Penultimate
9	R <u>u</u> sak	[yusaʔ]	[rusaʔ]	[r-] → [y-]	Penultimate

10	Runtuh	[yuntuh]	[runtuh]	[r-] → [y-]	Penultimate
11	Barisan	[bayišan]	[barisan]	[-r-] → [-y-] [-s-] → [-š-]	Penultimate Ultimate
12	Perubahan	[peyubaaŋ]	[pərubahaŋ]	[-r-] → [-y-]	Antepenultimate
13	Perampasan	[peyampaŋ]	[pərampaŋ]	[-r-] → [-y-]	Antepenultimate

Source: Kharisma Dewi (2013)

From the table above, the substitutions were occurred in three syllables position; ultimate, penultimate, and antepenultimate. In ultimate position, *r* substituted to *y*, as well as in penultimate and antepenultimate position. For *s* in ultimate position was substituted to *š*, *z* was substituted to *j* in penultimate, and *r* was substituted to *l* in antepenultimate when its position after vowel. This condition affects Yogi's performance in EFL/ESL learning process. He cannot learn as well as other students in the class, though some students are also belonged to ELP. Conversely, in Yogi's case, he does not only get ELP but also disability though student with mild disability can succeed with modifications in mainstream and regular classrooms (Glass, 1982). Therefore, two methods were applied in this study, Traditional and Modern method. Traditional method is a form of continuity of what teacher had applied in the classroom, while Modern method is a new method applied to see the progress obtained during research. Here we find out the best method that can be applied to motivate and improve Yogi's willingness and ability in learning English in ESL classroom.

3.2. EFL/ESL learning methods applied in Yogi's case

3.2.1. Traditional Method

Traditional method is mostly defined as the teacher-dominated interaction (Broughton, 1994). The teaching is mostly teacher-centered in which teacher has big role in learning process and students tend to be more passive, and it is believed that if students are present on the lesson and listen to the teacher's explanation and examples, they will be able to use the knowledge. Assist. Prof. Dr. Abdullah Kuzu (2007) stated that, in traditional view of education, teachers serve as the source of knowledge while learners serve as passive receivers". The domination of teacher causes some disadvantages for students, which are: students feel unmotivated to practice, tend to receive all lessons given, and only repeat without developing by finding out other sources. Here is what occurred in Yogi's case. Moreover, he is an LEP student with Ankyloglossia.

Traditional method applied in ESL learning process by Yogi's teacher, Mrs. Elvi, did not give worthy motivation and improvement for him. Mostly she used this method in learning process in the classroom by providing English book as learning media. In applying this method, she usually used whiteboard as tool to demonstrate and give additional information for students. In addition, this ESL classroom is undertaken in a State Junior High School in a district at Riau. Internet media is seldom applied in learning process. She is afraid of the less comprehension of students in doing their work using this media. Sometimes she assigned the students to do homework by using computer media, in printed-form. It only gives them motivation in typing English words correctly.

Seen from mental condition, Yogi is different from his friends. His physical age is not same with his mental age. If he is 17 years old, his mental age will be 11 to 14 years old. It will be different for each child. However, his mental condition and Ankyloglossia which causes articulation disorder hamper his willingness and effort to learn English. In ESL class, students are supposed to be more active in speaking practice instead of writing and reading, such as doing conversation, singing, performing speech, etc. In fact, he feels unconfident to speak though practice. Mrs. Elvi stated that Yogi is the most passive student she has ever taught. Therefore, she recommended Yogi to join with her English course privately so that he could learn English more effective and she could help him by giving different approaching in learning English. Yet it still did not give better progress. She admitted that Yogi became quite confident when he was asked to answer certain questions neither in written nor spoken way, but

when he studied in the class, Yogi did not show good progress, keep being a passive student. Before conducting this research, Mrs. Elvi did not know that Yogi suffered Mild mental retardation and Angkyloglossia, and had no idea how to treat students with LEP. From the interview result, unconfident factor and uninterested method applied in learning process completely made Yogi uncomfortable to learn English and cannot understand each lesson given. "Tradition" in traditional method in which teacher always becomes center of attention makes this method not completely and properly accepted by EFL learners, especially LEP student. However, the "sixth sense" of a teacher towards students' need and condition sometimes cannot work automatically, especially in larger class with 25 to 35 students, which is minority never comes up to the surface or being headline.

3.2.2. Modern Method

Unlike traditional method, modern method is much more student-centered. According to Jim Scrivener (2005), the teacher's main role is to help learning to happen, which includes involving students in what is going on by enabling them to work at their own speed, by not giving long explanations, by encouraging them to participate, talk, interact, do things, etc. By putting the students as the center of learning process, makes them motivated and more creative in learning process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting, etc. In modern method, the using of technology is the most prominent thing here. Technology is regularly integrated into educational programs and practice to facilitate learning for students of all disabilities across all grade bands (O'Connell, et al., 2010). Students with disabilities are increasingly able to interact with classroom technologies and teachers are increasingly able to customize the content for varying students' needs of preferences. Moreover, new technology uses and educational applications specifically for students with disabilities emerge daily from researchers, teachers, curriculum developers, parents, and even students themselves.

In this study, researchers applied language application named "Duolingo". It is a free language learning platform that includes a language learning application along with a crowdsourced text translation platform, and a language proficiency assessment center. It offers over 40 different language courses across 23 languages, and is available on the Web, iOS, Android and Windows Phone 8.1 platforms over 100 million registered users across the world. One of languages available here is English (Duolingo, 2015). Each lesson includes a variety of speaking, listening, translation, and multiple choice challenges. Each answer will instantly be graded and it can be used anytime, anywhere, and for everyone. It can also be applied at school and teacher can easily manage the students' progress.

First media used was Duolingo. By this application, Yogi was instructed to play this app and then his ability in answering all questions in basic level was counted. Questions consist of multiple choices, translation, listening, and speaking. It is also supported by attractive pictures. While playing this app, we observed his way in answering questions, how enjoy he played by learning, how motivated he was to make high score by answering all questions correctly, and how comfortable he was to learn English. From the first test, he missed 8 questions, and for the second test he missed 4 questions. There was an improvement in this first step. The questions he mostly missed is speaking test. He pronounced the words and sentences given but because of his utterance was not clear, the direction automatically asked to repeat till twice but still no clear answer then finally it was skipped by itself. Other mistakes are such as wrong meaning and wrong arrangement for sentences. However, he almost answered all questions correctly and he had improvement for each level. The most important things are he really enjoyed and felt comfortable in learning English using Duolingo app.

Second media applied was online English test. For this test, we used English-Test.net as the first step. In this test, Yogi was asked to answer multiple choice questions related to basic grammar. For this test, he could only answer 5 correct questions of 10. For the second step is Englishtag.com. There were 28 questions with multiple choices about grammar for Elementary

A1 level test. From those 28 questions, he could only answer 10 out of 28. It is quite good improvement indeed, because the questions are quite difficult and tricky.

Third media used was reading test. Reading test applied is to see Yogi's ability to read English article. Here we observed his fluency in reading, pronunciation, and intonation. He read a football player article that he really favorites of. When he was reading, we tapped and observed the way he read from those three aspects. Pronunciation was the aspect that had many mistakes. When he could not pronounce and did not know how to pronounce it, he just read the words as they are, without trying to figure out or guess the proper or correct pronunciation of them. Especially for words containing *l*, *r*, *th*, and *s* with different syllables position. It also affected his intonation and fluency in reading. By those results, we decided to observe Yogi's ability in speaking by instructing him to introduce himself in English, as if he was a football player. The result showed that he could do it with some mistakes in grammar but he looked like uncomfortable with it. In this matter, the mistakes occurred in reading may be caused of two possibilities which are condition of Yogi's tongue (articulator) does not enable him to pronounce the words properly and correctly or Yogi does not know how to pronounce the words correctly.

IV. CONCLUSION

By two methods applied, Modern method gives more improvement for Yogi in learning English. He became quite active in learning English at school and tried to answer questions given correctly. His progress in learning was clearly seen in his exam. He usually answered questions by only two or three correct answers, but after he was accustomed to learn English using Duolingo and internet sources which was also referred by book, the result showed better progress. The progress was distinctively seen at Yogi's exam in which he used to get low score. Yogi's case in which Mild mental retardation and Ankyloglossia he suffered causes him cannot articulate certain words correctly and his mild disability make him differs than other students. Those absolutely affect his performance in EFL/ESL learning process. By keep accustoming himself to learn English at home using internet-based, he will be more motivated to be active and to practice it outside (at home) or inside of classroom.

We through this research prove that LEP with Ankyloglossia child can be stimulated and motivated to learn EFL/ESL. The creativity and appropriate treatment for students are needed so that the students can get treated well and properly. The appropriate treatment supported with attractive method will stimulate students' creativity and their willingness to learn English. This is the possible way to improve students' willingness and ability in learning English, especially for LEP students. The implication of this research is also concerned with further awareness of all teachers to detect and respond quickly and properly towards the existence of LEP and mild disability students in regular classroom. Students who always get low score and hard to understand lessons given in EFL/ESL learning process cannot be defined as stupid and lazy students. The condition in which they cannot understand the lessons because of LEP and mild disability should be known and detected very soon to anticipate students graduate with average or even lower score for EFL class. Based on our observation, we recommend applying modern method in EFL/ ESL class. As much students enjoy learning English through this method, as better their ability in English, especially for LEP students. As long as teacher cannot treat students well and properly, there will be harder and longer for them to enjoy learning English. All in all, motivation is not enough if only done by students, themselves, school (English teacher) and family supports are very needed, because LEP students need more support from surrounding to make them keep getting motivated and accustomed in learning and practicing English as their Foreign language.

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PHONOLOGICAL ABILITIES OF SPEECH DELAYED CHILDREN (A Case Study : Faruq's Utterances)

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ABSTRACT

Speech delay is delayed speech development of children significantly, under the normal age. Speech delay in children gives impact on the phonological ability. This study aims to compare speech ability of speech delayed children in producing consonant phonemes with the normal one. Faruq's utterances were taken representatively for speech delayed child and Echa's were for the normal one. Both children were in the age range of 3 years. It is based on the age of 3 years, normal children have been able to produce phonemes as found by Dardjowidjojo, meanwhile the speech delayed children are assumed to be less. This research was qualitative descriptive using longitudinal case study method. Gathering method was used with tapping technique. Data analysis used articulatory phonetic equivalent method in the form of minimal pairs (contrast) with the basic techniques of classify determinant element (PUP) and subsequent technique of related equivalent difference (HBB). Methods of presenting the results of the analysis were in the form of informal and formal. In the age range of 3 years, consonant phonemes had generally been acquired by Echa, only three phonemes that were still fluctuating, and three others had not been acquired. Faruq in the same age range, only half of Echa's phonemes had been acquired perfectly, while the imperfect phonemes acquired by Faruq were nearly doubled from Echa's.

Keywords : phonological, speech delayed, phonemes, consonant

I. INTRODUCTION

1.1. Background

Speech ability of a child is related to the ability to be able to produce sounds, either in the form of sounds without meaning or sounds that have led to words. If there is a disruption in the ability, it is called a disorder associated with difficulty producing sounds that are specific to talk. Speech disorders can also be a nuisance in the articulation. It is called phonological disorder or articulation disorders. Articulation disorder is the replacement of the sound of a voice with the voice of another, or the removal of a voice sound, or be changed at all. An example of articulation disorders, "mobil "becomes "obin" or "mobi" or "obil" (Judarwanto, 2006: 1).

Speech delay is one form of speech disorders that are commonly found in children. Sastra (2011: 151) said that the speech delay occurred in 1 out of 12 children or 5-8% of preschoolers. Associated with it, Soetjiningsih (1999: 135) had previously conducted research more specifically towards speech disorders in children. The disorders were experienced by 8% preschoolers. Nearly 20% of 3-aged children had disorders on speech delay that most often occurred at the age of 3-16 years. Boys were identified as having speech delay almost two times more than girls. Based on these two studies shows that the delays in speech is more likely to occur in children of preschool age and of male. Utterances of speech delayed children can be studied phonetically to determine which phones experience delay or disruption.

Faruq was one of the children claimed to have speech delay by a pediatrician and neurologist at Siti Rahmah hospital. Speech ability of Faruq was slower than his age. At the age

of 3 years, Faruq was still not able to produce phones as well as his friends. This condition would affect his phonological ability. As a comparative measurement of Faruq's, it was used Echa's phonological ability as a representative of normal children who had been studied by Darjowidjojo (2000: 107). From analysis of the phonological disorders, it can be traced phonemes that have or have not been able to be acquired by speech delayed children.

I. METHOD

1.1. Source of Data

Substantive data source of this research were utterances of a speech delayed child. The utterances were taken when the subject interacted with the nuclear family and the extended family. Specifically to see the form of the phonological disorder, then the substantive data were also taken when the subject interacted with children at his age. The interaction was in the form of conversation occurred naturally as presenting spontaneous topics. All spoken words or sentences from the subject rose without any intervention. It aimed to get the data naturally, as consequently the research results would be more accurate.

1.2. Research Method

This research was qualitative descriptive using longitudinal case study method (Djajasudarma, 1993: 10). Longitudinal case study (Bungin, 2003: 21) was used for observing the subject within a period of one year and continuously since the age of 3 years. This was done to see the trend development of speech ability of the subject in the age range. Furthermore a single case study was used for the research, using only one single subject with one case. In addition, comparative case study was also applied comparing speech of the subject with Echa's (Darjowidjojo, 2000: 4) as a representative of Indonesian children with normal speech and language development. Gathering method used tapping technique, meanwhile data analysis used articulatory phonetic equivalent method (Sudaryanto, 1990: 76) in the form of minimal pairs (contrast), and similar pairs with the basic techniques of classify determinant element (PUP) and subsequent technique of related equivalent difference (HBB) besides analysis of the phonemes acquisition (Dardjowidjojo, 2000). Methods of presenting the results of the analysis were in the form of informal and formal

2.3. Theories

2.3.1. Speech Delay

Speech delay term is derived from English language, in which the meaning refers to delay in speech. Oka (2006: 1) stated that the delay in speech is a disruption in the ability to produce speech that is appropriate at that age level. Meanwhile Fitriyana (2008: 2) reinforced the speech delay is a delay in the ability of children to produce sound, the sound of the language, or words using the articulation and organs of the body such as the mouth, tongue, teeth, lungs, and so on.

The same opinion was also raised by Shriberg (1993: 235):

"... such phonological developmental disorders of unknown origin have been labeled speech delay when they occur in children who are still in the developmental period of speech acquisition, that is, from 2 years, 0 months to 8 years, 11 months. Speech delay is diagnosed when the child's conversational speech sample either is more unintelligible than would be expected for his or her age or is characterized by speech sound error patterns are not appropriate for his or her age."

In this case, Shriberg suggested that delays in speech can be phonological developmental disorders that occur in children during language acquisition. Shriberg gave the age range of children that makes it possible to experience the delay, from the age of 2 years 0 months (2; 0) to 8 years and 11 months (8; 11). If the children in that time can not afford to have the ability to speak as a normal child, then the child can be claimed to be experiencing delays in speech that can also be marked with the voice of error patterns.

Shriberg's opinion in general are acceptable explanation for the delay associated with speech. However, the age range of children that makes it possible to experience speech delays as stated by Shriberg is not fully comply with the conditions of Indonesian children. Children may have speech delay before the age of 2 years. It can be detected by comparing the child's age when producing the first utterance to some other children with the same relative age. If there is a difference that is too far away from some things like vocabulary, the ability of speech articulator and the voice, it can be assumed that he would be or are experiencing delays in speech.

2.3.2. Phonology

Etymologically, the word 'fono' has the meaning sound and "logy" meaning knowledge (Chaer, 2003: 102). Phonology is a part of basic study to learn, to analyze and to discuss the sequence of language sounds. Sound of language is the sound produced by human speech articulator that acts as an element of the language. Sound as elements of language are sounds that can form words strung into speech (Amril & Ermanto, 2007: 34). The sounds of the language are studied in phonology to find a number of phonemes that have a role in the formation of words in the language studied.

2.3.3. Consonant

The sound is made by utilizing part of the mouth such as the tongue, lips and teeth. These sections called articulator. To make consonant sounds, there are three factors involved (Dardjowijojo, 2003: 35):

a. Place of Articulation

Place of articulation is where articulator located, adjacent, or attaches. Verhaar (1980:54) classifies place of articulation on some terms : laringal, faringal, dormal, medial, laminal, apical, uvular, velar, palatal, alveolar, dental, labial, oral and nasal. Unlikely, Dardjowijojo (2003: 38) classifies the place of articulation on some simple terms; bilabial, labiodental, dental, palatal, velar, and glottal.

b. Manner of Articulation

Manner of articulation is related to how the air from the lungs releases through the mouth. When the air in the mouth tightly detained then released simultaneously will cause some kind of cracking noise. Therefore, the sound produced in the above manner is called plosive or inhibitory. Dardjowijojo (2003: 38) classifies the manner of articulation on some terms; plosives, fricatives, affricates, nasal, vibrates, lateral and glides.

c. Vocal cords

The vocal cords can be fully open, somewhat secretive or closed (Dardjowidjojo, 2003: 37). When we are not talking, the vocal cords open wide. The sound produced by the unvibrated vocal cords is called voiceless sound. The sound produced by the vibrated vocal cords is called voiced sound.

By considering three factors above then all consonants in Indonesian can be described in the following table:

Table 1: Indonesian Consonants

Place of Articulation	Bilabial	Labio-dental	Dental	Palatal	Velar	Glottal
Manner of Articulation						
Plosives	p b		t d		k g	
Frikatives		f v	s z	ʃ	x	h
Affricates				c j		
Nasals	m		n	ɲ		ŋ

Vibrated			r			
Laterals			l			
Glides	w			y		

Source: Dardjowijojo (2003: 38)

Associated with development of children's language, the three-years-old consonants had been obtained by Darjowidjojo through his research on Echa. The consonant findings are as follows:

Table 2: Three-Years-Old Child's Consonants

Place of Articulation	Bilabial	Labio-dental	Alveolar	Alveo-Palatal	Velar	Glottal
Manner of Articulation						
Plosives	p b	t d			k g	ʔ
Frikatives		f v	s z	ʃ	x	h
Africates				ç ʝ		
Nasal	m		n	ɲ	ŋ	
Lateral			l			
Vibrated			(r)			
Glides	w			y		

Source: Darjowidjojo (2000: 107)

In table 2, phonemes that have been acquired perfectly are printed in ordinary letters, and that can not be pronounced is placed in parentheses. Based on the two tables above shows that the three-year-old child has had a consonant that is not much different from adults. Seen from the place of articulation, the bilabial phonemes are also able to be produced by three-year-old child. A number of phonemes such as / t, d, s, z, n, r, l / are placed in the dental articulation, whereas for the three-year-old child, the phonemes are placed in alveolar point. Phoneme in bracket is a phoneme that can not be pronounced by the child, that is / r /. Furthermore, at the place of Alveo-palatal articulation it seems that the phonemes / ç, j / have been produced by three-year-old child just like a adult.

Phonological development is through a long process of language decoding. During the preschool years, children do not only receive inventory phonetics and phonology system, but also develop the ability to determine where the sound is used to distinguish the meaning of (Parker, 2001: 22 in Fieldman, 2005 : 16). But Parker's statement can not apply fully to speech delayed child. Inventory phonetics, phonology systems, and the ability determining distinctive sound are growing as an in-put language for speech delayed child, but the out-put production restricts or impedes the speech delayed child to talk normally according to his age. For example, the spoken word "prosotan" be pronounced by the speech delayed child as "pOsOtaG", but Echa as a child with normal development pronounces it as 'pOsOtan' (see Dardjowijojo, 2003: 107). Sound of alveolar nasal [n] should have been able to be spoken by speech delayed child, but it is actually changed as a nasal glottal sound [G]. So it can be stated that the speech delayed child has basically been able to determine the distinctive sound. However his speech articulator is not ready yet to produce the sound of the word as expected.

III. DISCUSSION

3.1. Consonant Phonemes of Faruq

To find the phonemes that had been able to be obtained by Faruq, there were used several ways, namely, minimal pairs, similar pairs and complementary distribution.

a. Age range 3; 1-3; 4 Years

1. / t / / d /
/ taG / / daG /

Minimal pairs above showed that the placement [t] and [d] that were at the beginning distinguish meaning of the two words. / taG / meant 'kan' and / daG / meant 'dan'. From the utterances produced by Faruq, / t / and / d / were two different phonemes. Both were labiodental plosive phonemes.

2. / k / / ? /
/ auk / / ai? /

Couple words above could be categorized as a similar pairs. The occurrence of [k] and [?] at the end position also distinguished meaning of the words. / auk / meant 'pau' (school) and / ai? / meant 'baik'. From these similar pairs, it could be seen that / k / and / ? / were two different phonemes.

/ t / / b /
/ atuk / / abuk /

The existence [t] and [b] in a very similar environment proved that they were two different phonemes in a minimal pair, ie / t / and / b /. It was based on the word meaning referred by the pairs, / atuk / meant 'takut' and / abuk / meant 'rambut'.

3. / p / / l /
/ |puk/ / |luk/

These minimal pairs showed that / p / and / l / were two different phonemes because the presence of the two in a very similar environment could distinguish the meaning of words, / |puk/ meant 'jempit' and / |luk/ meant 'perut'.

4. / c / / j /
/ aci / / aji /

The existence of [c] and [j] in minimal pairs above could distinguish the meaning, so that / c / and / j / were two different phonemes. / aci / referred to a family call and / aji / meant 'lagi'. / c / and / j / phonemes were located on alveopalatal affricate.

5. / p / / m /
/ upa / / ima /

This similar pair showed that / p / and / m / were two different phonemes because the presence of both in their environment might distinguish meaning. / upa / meant 'rupa' and / ima / meant 'lima'.

6. / ñ / / n /
/ aña? / / ana? /

In the utterance, Faruq differentiated meaning / aña? / and / ana? / by placing the [ñ] and [n] in the same environment. Thus it could be seen that / ñ / and / n / were two different phonemes.

7. / G / / m /
/ itaG / / itam /

The existence of [G] and [m] in minimal pairs above showed two different meanings, / itaG / in Faruq's utterance meant 'bintang' and / itam / meant 'hitam'. Based on this condition, it could be expressed both were two different phonemes, namely, / G / and / m /

8. / k / / h /
/ |lak/ / |lah/

This minimal pairs showed [k] and [h] could distinguish meaning of the two words in order to obtain different phonemes, ie / k / and / h /. / |lak/ meant 'erat' and / |lah/ meant 'merah'.

9. / t / / y /
/ ataG / / ayaG /

The existence [t] and [y] in minimal pairs above distinguished the words referred to. In the utterance, Faruq showed that both sound were two different phonemes ie, / t / and / y /.

Based on analysis of the minimal pairs above, it was obtained consonant phonemes acquired by Faruq in his age range 3; 1-3; 4, as in the following table:

Table 4: The consonant phonemes of Faruq 3; 1-3; 4 Years

Place of Articulation	Bilabial	Labio-dental	Alveolar	Alveo-Palatal	Velar	Glottal
Manner of Articulation						
Plosives	p b	t d			k	ʔ
Frikatives						h
Africates				ç ʝ		
Nasal	m		n	ɲ	ŋ	
Lateral			l			
Vibrated						
Glides				y		

The table shows that not all consonant phonemes can be obtained by Faruq in the age range 3: 1 to 3; 4 years. There are still many phonemes that have not been acquired such as, / f /, / v /, / g /, / x /, / s /, / z /, / r /, and / w /.

b. Age range 3; 5- 3; 8 Years

In this age range, the inventory of phonemes in Faruq's utterances are the same as the previous age range. This period, the development of Faruq's phonological abilities is more directed at strengthening sound at the position of beginning, middle, or end..

c. Age range 3; 9- 4; 0 Years

The discovery of phonemes in the last age range is not so much increased as follows;

1. / w / / t /
 / watu / / tatu /

This minimal pairs showed / w / and / t / in the same environment put them on different phonemes because it could distinguish meaning of the words.

2. / f / / p /
 / lif / / lip /

The existence of [f] and [p] in the same environment formed different meanings. It was the distinction of meaning that put them on different phonemes, ie / f / and / p /.

With discovering phonemes of minimal pairs above, it increased Faruq's phonemes in this age range, as in the following table:

Table 5: The consonant phonemes of Faruq 3; 9- 4; 0 Years

Place of Articulation	Bilabial	Labio-dental	Alveolar	Alveo-Palatal	Velar	Glottal
Manner of Articulation						
Plosives	p b	t d			k	ʔ
Fricatives		f				h
Africates				ç ʝ		
Nasal	m		n	ɲ	ŋ	
Lateral			l			

Vibrated						
Glides	w			y		

From this table, there were still some phonemes that were not able to be obtained by Faruq such as / v /, / g /, / x /, / r /, / s / and / z /. This table obviously was an inventory on consonant phonemes of Faruq from the age range of 3: 1 to 4; 0 years.

3.2.Comparison Between Phonological Abilities of Faruq to Echa’s

Dardjowidjojo had been researching Echa’s language development for five years, in various studies such as phonological acquisition, morphosyntax, lexicon and pragmatics. Dardjowidjojo (2000: 150) classified the consonants phonological abilities of Echa’s into three categories:

Table 6: Consonant Phonological Abilities of Echa

No	Level of Abilities	Phonemes
1	Perfect Acquisition	p b t d k g f v s h m n G l y w
2	Imperfect Acquisition	ĉ ñ ĵ
3	None Acquisition	r š x

From the three categories, most of the consonant phonemes had been acquired perfectly, and only a few of which were acquired in rudimentary and unacquired completely. It seemed consonant phonological abilities of Echa at the age of three years old had been approaching to an adult abilities. Unlike Faruq, the consonant phonological abilities at his age of three years developed slower than Echa as summarized in following table.

Table 7: Consonant Phonological Abilities of Faruq

No	Levels of Abilities	Phonemes
1	Perfect Acquisition	p b h c j ñ l y w
2	Imperfect Acquisition	t d k f m n G
3	None Acquisition	v g s z r x

For more details, comparison between Faruq’s and Echa’s were shown in the following table:

Table 7: Comparison between Consonant Phonological Abilities of Faruq and Echa’s

	ECHA	FARUQ
PA	/p b t d k g f v s h m n G l y w/	/p b h c j ñ l y w/
IA	/ĉ ñ ĵ/	/t d k f m n G/
NA	/r š x/	/v g s z r x/
PA : Perfect Acquisition		
IA : Imperfect Acquisition		
NA:None Acquisition		

The comparison table above described consonant phonemes in general had been acquired by Echa, only three phonemes that were still fluctuating in such away regarded as imperfect acquisition, and three others had not been acquired by Echa in her age range of 3 years. Meanwhile, Faruq in the same age range had only acquired a half of Echa’s perfect acquisition phonemes, while Faruq’s imperfect acquisition phonemes were nearly doubled from Echa’s as with the none acquisition phonemes.

Judging from the perfect phonemes and the imperfect phonemes between Faruq and Echa, there were some contrasts occurred. Some phonemes that were not yet perfectly acquired by Echa occurred as perfect acquisition phonemes of Faruq /c, j, ñ /. Conversely, some phonemes that had been perfectly achieved by Echa became actually imperfect acquisition for Faruq like / t d k f v m n G / and none acquisition like / G s z /. While the phonemes / r x / were not acquired by both Faruq and Echa.

According to Dardjowidjojo (2000: 64), Echa's phonemes that were imperfect acquisition and none acquisition associated with the development of biological and neurological of Echa. This made her impossible to obtain the phonemes. Under the same reason, Faruq was also affected with his inability of biological and neurological development to produce fewer phonemes than Echa. It can be stated that the biological schedule of Faruq's speech articulator was slower than Echa in the same age range.

IV. CONCLUSION

From a series of discussions that exist in the previous chapter, there were some conclusion as follows:

1. Consonant phonemes which had been acquired by Faruq were /p,b,t,d,k,ʔ,f,h,c,j,m,n, ñ, ŋ, l, w,y/.
2. Consonant phonemes in general had been acquired by Echa, only three phonemes that were still fluctuating in such way regarded as imperfect acquisition, and three others had not been acquired by Echa in her age range of 3 years. Meanwhile, Faruq in the same age range had only acquired a half of Echa's perfect acquisition phonemes, while Faruq's imperfect acquisition phonemes were nearly doubled from Echa's as with the none acquisition phonemes.
3. Faruq was affected with his inability of biological and neurological development to produce fewer phonemes than Echa. It can be stated that the biological schedule of Faruq's speech articulator was slower than Echa in the same age range.

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