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Mentor Texts: Models to Improve False Beginners' Writing Skills

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Abstract

This research was to find out the effects of mentor texts on students' ability to write a descriptive paragraph. Changes in the content and organization of their paragraphs were examined closely. As many as 35 students majoring in nursing who were enrolled in an English class participated in this research. In the class, the students learned to write a descriptive paragraph using some mentor texts which served to help them learn identifying and writing a topic sentence, supporting sentences, and a concluding sentence. The texts also provided them with models to make a paragraph have unity and coherence. The data were collected from the student' paragraphs produced before and after the learning process and the paragraph they wrote in the delayed posttest. A survey was also distributed at the end of their English class to collect their responses on the use of mentor texts in their learning process. The findings of this research indicated that mentor texts indeed had positive effects on the students' ability to write a descriptive paragraph. Their awareness to include a topic sentence, details, unity, a concluding sentence, and transition signals in their paragraph was found to significantly develop. In addition, mentor texts enhanced the students' confidence, interest, and motivation in writing.

Keywords: mentor text; descriptive paragraph; content and organization

Introduction

Many EFL students said that writing is difficult. It is because writing requires students to be able to express ideas in a written form with the grammar and vocabulary of the foreign language. As pointed out by Tessema, some reasons that can make writing in a foreign language very difficult are to know the grammar and vocabulary, to present ideas clearly in a good organization, and to have motivation in writing (2005, p. 22). Such reasons often make students lose interest in writing and give up completing writing exercises following the requirements stated by the teacher.

Writing is one of the English language skills difficult to learn by Indonesian students. Even though they have studied English since Junior High School, many of them are unable to use English correctly both in spoken and written forms as they lack practices and exposures to the language. When these Indonesian students pursue an undergraduate degree, non-English departments include English in their curriculum. They, therefore, become false beginners since they "have already studied some English at some point in their life. ...many for a number of years", but they need to study the language again from the beginning (Beare, 2017, p. 1). The reason for some of them might become false beginners is "because of inherent learning problems" of the language (p. 3). Such learners, thus, need other methods with the explicit instruction that can help them learn the target language.

Such kind of false beginners could be found at a Nursing Academy in Yogyakarta. In the third semester, the students majoring in nursing have to take an English subject that required them to be able to write a paragraph in English. A preliminary study using an open-question questionnaire conducted with 35 students at the nursing academy found out several problems that the students had in writing in English. The majority of the students (31 of them or 88.57%) mentioned that lack of vocabulary became their major difficulty in writing in English. In addition, 30 of them (85.71%) said that to make sentences in English was another major problem for them. Using English verb tenses correctly also hampered them to write as stated by 22 of them (62.85%). It was also found that 6 of them (17.14%) said that to spell words correctly was difficult for them and 5 of them (14.28%) felt that writing words in a good order were their problem.

In this research, the researcher attempted to use mentor texts in addition to explicit instruction in teaching writing to the nursing students. The preliminary study had encouraged the researcher to use mentor texts in conjunction with explicit instruction to teach the students to write in English since most of the students still had difficulty to make sentences.

Mentor texts, according to Bartrom, are "any piece of writing that can be used to teach a writer about some aspect of writer's craft" (2015, p. 5). She notes that

in addition to providing a model of a good writing, mentor texts can make students better visualize possibilities for their writing and encourage them “to take risks in their writing and try something new” (2015, p. 5). She further points out that mentor texts “offer instant support to parent educators by providing a framework to follow and structure to lean on” (p. 9). She acknowledges that mentor texts “provide a model of what great writing looks like and encourage students to take risks in their writing and try something new (p. 5).” Students who have no idea of how to write a text with a specific genre, style, or format, thus, can learn and recognize how a text is written with the target genre, style, or format. Students learn by copying someone else’s writing. However, copying here does not mean plagiarism. It is thus believed that mentor texts facilitate beginners who are unable to write at basic levels and help advanced students who learn to write various forms and genres of writing.

Research on using mentor texts to improve EFL students’ writing has shown positive influences on students’ writing knowledge. A study conducted by Turner (2015) investigating the effects of mentor texts and a writing workshop on 12 students’ writing abilities revealed that the use of mentor texts in combination with the writing workshop increased not only the students’ interest in writing but also their motivation to write (p.4). She used short stories to teach the first-grade elementary students, various punctuations, to show them how to write dialogs in their writing, and to develop ideas. Her four-week-study also found that the mentor texts and the writing workshop developed the students’ confidence in their writing abilities as well as developed collaboration among them. Students’ awareness of various types of writing techniques and strategies also increased.

That mentor texts have positive effects on students’ writing ability is also shown in the results of Abbuhl’s study (2011). She conducted a quantitative study with native speakers of English, non-native speakers of English with higher proficiency and non-native speakers of English with lower proficiency. She compared the effects of model texts and model texts combined with explicit instruction on the writing abilities of those three groups of learners. It was reported that the students receiving model texts with explicit instruction performed better in their 3 essays than those only receiving model texts. She further noted that it is not sufficient to use only models, for explicit instruction “facilitate students’ noticing and understanding the target rhetorical strategies” (p. 9).

Bashyal (2009), in a study with English trainee teachers at an Educational Training Center in Palpa, Nepal, used a postcard letter as the model text for deconstruction practice to analyze the text’s dictions, grammar, organization, and other writing components. He named his teaching writing approach using mentor texts as Model Text Deconstruction Process (MTDP). The trainee teachers acknowledged that they benefited much from the model texts as the text not only

helped them learn the components of writing, possible words, and structure but also developed their confidence. In addition, they considered the technique of teaching writing makes teaching writing easier.

In a study examining the effectiveness of text-based modeling strategy (TBMS) in increasing high school students' competence in writing an essay, Sudaryat (2013) also found that model texts indeed had a positive effect on the students' writing. He claimed that such texts increased the students' competence in five aspects of discourse, namely substantive, textual, lexical, syntactic, and graphemic items. The texts also assisted the students to overcome obstacles to writing an essay.

This research was an action research which attempted to help the nursing students develop their writing ability to write a paragraph in English. They were false learners who needed an additional method that was combined with teacher's explicit instructions to assist them to learn writing in English. Mentor texts were applied in their EFL classroom to identify the effects of the texts on the development of content and organization of their writing. The research questions addressed in this research were: 1) Do mentor texts combined with explicit instruction have effects on the students' ability to write a paragraph? 2) If so, what changes can be seen in the content and organization of their paragraphs? 3) Do the mentor texts assist the students in writing?

This research was thus to examine the effects of mentor texts on the students' ability to write a paragraph and to study the changes or development of content and organization of their paragraphs. The content and organization covered the topic sentence, supporting sentences, unity, coherence, and the concluding sentence of the paragraph. Writing conventions which included punctuation, spelling, and grammar were also studied. This research also tried to find out if mentor texts helped the students to write and to overcome any problems they had when writing.

Method

This research was classroom action research (CAR) with a pretest and posttest design. CAR was conducted by the teacher in her classroom to improve her teaching. The research took the following steps: identifying problems, planning action, collecting data, analyzing data, and planning for future action.

The subjects of this research were 35 students majoring in nursing who were enrolled at a Nursing Academy in Yogyakarta. They were third-semester students taking English I class which aimed at improving their ability in using English verb tenses in sentences and at developing the students' ability in writing a descriptive paragraph. The students had learned English in their Junior and High Schools. They were false-beginners as they had got a basic knowledge of English, yet they had to study it again like beginners. In the first five meetings of the English I class,

they reviewed the use of 5 English verb tenses, i.e. Simple Present, Simple Present Continuous, Simple Past, Simple Future, and Present Perfect Tense. The rest six meetings were allocated to study writing a descriptive paragraph in which mentor texts were applied in the teaching-learning process.

To identify the research problems, a preliminary study using an open-question survey to identify the difficulties the students had in writing in English was distributed before the first week of the writing instruction using mentor texts. The answers to the survey were to formulate the research questions.

In the planning action, a pretest and posttest design were prepared for this research. The research took place over a course of eight weeks in a natural classroom setting of English 1 class. During the semester the students had the English I class for 100 minutes a week. In the first week, students were asked to write a descriptive paragraph of their favorite place. The paragraph served as the pretest. They were encouraged to use vocabulary they had known. In the second to fifth week, they learnt to write a paragraph using some mentor texts provided by the teacher which were taken from Blanchard and Root's (2006) *Get Ready to Write: A First Composition Text* pages 60, 69, and 75, and Oshima and Hogue's (2007) *Introduction to Academic Writing* page 68. The texts from Blanchard and Root page 60 and Oshima and Hogue page 68 were used as models of getting ideas of what to write in a descriptive paragraph. Blanchard and Root's text page 69 was to practice noticing unity in a paragraph, and the one on page 75 was to practice noticing unity, coherence, and grammar in a paragraph.

The mentor texts were used to learn brainstorming ideas, to identify and write a good and correct topic sentence, supporting sentences, and a concluding sentence of a descriptive paragraph, and to make a paragraph have unity and coherence. In the sixth week, the students wrote a new paragraph, which became the post-test.

A student writing attitude survey was completed in the sixth week after the students wrote a paragraph for the posttest. The survey asked what the students felt when writing, whether mentor texts helped them to write, and any problems that students still had in writing.

In week eighth, students had another test (delayed posttest) which required them to write a descriptive paragraph about their hometown. The test scores were also collected at the research data to provide validity.

Quantitative data collection methods were used to get information for the analysis. The student' writings before and after the intervention (pretest and posttest) and their delayed posttest were assessed using a paragraph rubric designed to see students' improvement in writing a paragraph. The rubric was adapted from the scoring rubrics used by Premont (2016) in his research on

Picture Books as Mentor Texts for 10th Grade Struggling Writers. The assessment focused on the content and organization of their paragraph which covered the topic sentence, supporting sentences, unity, coherence, and the concluding sentence of the paragraph. Writing conventions which included punctuation, spelling, and grammar were also scored using the rubric. Below is the rubric to assess the students' paragraph.

Paragraph rubric

Adapted from Premont (2016, pp. 119-120)

SCORE	ITEM SCORED	DESCRIPTIONS
5	Topic sentence Supporting sentences Unity Concluding sentence Transition signals Conventions	Topic is clear; controlling ideas are clear. Give details/examples that explain the topic sentence. All supporting sentences are on topic. Restates the main ideas in different words. Effectively used. Spelling is mostly correct; punctuation is accurate; grammar is correct.
3	Topic sentence Supporting sentences Unity Concluding sentence Transition signals Conventions	Not clear; has topic but no controlling ideas or does not sum up all main ideas of the paragraph. Do not give adequate details/examples that explain the topic sentence. Some supporting sentences are not on topic. Does not restate the main ideas. Incorrectly/carelessly used. Spelling errors on some words; punctuation is mostly correct; grammar problems are not serious.
1	Topic sentence Supporting sentences Unity Concluding sentence Transition signals Conventions	No topic sentence or only mentions the topic without controlling ideas. Supporting sentences ramble, do not connect to each other at all. Supporting sentences are not on topic. No concluding sentence. No transition signals. Spelling errors are frequent; punctuation is often missing; grammar errors are serious.

Qualitative data collection methods were also employed in this research by distributing a writing attitude survey after the posttest and conducting observations of student attitude while taking the pretest and posttest as well as while they learned using mentor texts in class. These were to get information about whether mentor texts assisted the students to write and to overcome problems they faced when writing. Moreover, observing students' pretest, posttest, and delayed posttest paragraphs was done to see the progress or changes in the students' writing.

Statistical analysis with a paired sample t-test using SPSS was applied to examine the mean difference between the pretest and posttest scores. The delayed posttest was also analyzed and compared to the posttest scores using the paired sample t-test to see the improvement in the content and organization

of the students' paragraphs. In addition, the average score of each item assessed was examined to look at the improvement in the content and organization of the students' paragraphs.

The results of student writing attitude survey were discussed to see what the students felt when writing after learning using mentor texts and to see if the mentor texts helped them to learn writing.

Observations of student attitude while learning using mentor texts were also used to gather information to support the results of student writing attitude survey.

Planning for future action was then conducted based on the findings of this research. Some other aspects that were not addressed in this present research would be presented.

Results

Students' pretest, posttest, and delayed posttest scores

To find out if mentor texts combined with explicit instruction had effects on the students' ability to write, paired-samples tests were employed as they showed significant differences in the scores of pretest, posttest, and delayed posttest.

Table 1. Pretest and Posttest Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	15.83	35	4.349	.735
	Posttest	21.37	35	6.054	1.023
	Delayed posttest	19.43	35	5.689	.962

The mean score of pretest was 15.83 and that of the posttest was 21.37. The gain score was 5.54 suggesting that the students improved their writing performance on the posttest. The standard deviation of the posttest increased from 4.349 to 6.054 indicating that the students' posttest scores were closer to the posttest mean. The highest score in the pretest was achieved by one student (student 2) with a score of 26, and the lowest score was 6 achieved by 6 students (8, 14, and 32). More students got a better score in the posttest. Eight (students 1, 5, 11, 12, 16, 19, 25, and 34) succeeded to get the highest score of 28, and two (students 10 and 14) got the lowest score of 8.

As for the delayed posttest, the mean score was 19.43. The gain score between the pretest and the delayed posttest was 3.6 suggesting that the students also improved their writing performance on the delayed posttest. Only a student (student 19) achieved the highest score of 30 in the delayed posttest; also, only a student (student 14) got the lowest score of 6. The standard deviation

of the delayed posttest also increased from 4.349 to 5.689 indicating that the students' delayed posttest scores were farther away from the mean (19.43).

As seen in Table 1, however, the posttest showed better mean score than the delayed posttest suggesting that the students' writing performance did not improve on the delayed posttest. The standard deviation of the posttest decreased from 6.054 to 5.689 indicating that the students' delayed posttest scores were closer to the mean (19.43). This reflects a small amount of variation in the scores which is good.

Table 2. Pretest, Posttest, and Delayed Posttest Paired Samples t-test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Pair 1	Pretest- Posttest	-5.543	6.382	1.079	-7.735	-3.351	-5.138	34	.000
	Pretest- Delayed Posttest	-3.600	5.152	.871	-5.370	-1.830	-4.134	34	.000
	Posttest- Delayed Posttest	1.943	5.477	.926	.061	3.824	2.099	34	.043

The calculation of pretest-posttest indicates the p-value of 0.000 which was smaller than 0.05. In other words, a significant difference was found in the students' pretest and posttest. The paired-samples t-test on the pretest and delayed posttest also shows that the p-value was 0.000 which was less than 0.05. It confirmed that the students' writing statistically improved on the delayed posttest. In addition, the result of the paired-samples t-test on the posttest and delayed posttest indicates a p-value of 0.043 which was lower than 0.05. Thus, there was a significant difference between the posttest and the delayed posttest scores of the students.

The paired samples t-tests revealed that there were significant differences between the pretest and posttest, and between the pretest and delayed posttest with a p-value of 0.000 (<0.05) respectively. In the posttest, twenty-seven students showed improvement, five (student 2, 10, 22, 26, and 29) decreased their scores, and the rest three students (student 3, 6, and 27) achieved the same scores as their pretest. Compared to the delayed posttest, twenty-two students got better scores than their pretest, seven (student 2, 10, 15, 22, 25, 26, and 27) decreased their scores, and six (student 3, 9, 11, 14, 28, and 35) showed the same scores. A significant difference was also found between the posttest and delayed posttest with a p-value of 0.043. Nevertheless, the posttest mean score

(21.4) was higher than the delayed posttest (19.4). Only eight students (6, 7, 10, 18, 19, 23, 24, and 29) improved their scores in the delayed posttest, while twenty of them got lower scores. The rest seven students (2, 3, 13, 26, 30, 32, and 33) received the same scores as their posttest.

Changes in the students' content and organization of their paragraphs

To examine changes in the students' content and organization of their paragraphs, the average scores of such items as topic sentence, supporting sentences, concluding sentences, unity, the use of transition signals to show coherence and writing conventions were illustrated in Table 3.

Table 3. Students' content and organization

	Topic Sentence	Supporting Sentences	Unity	Concluding Sentence	Transition Signal/ Coherence	Conventions
Pretest	4.31	2.60	2.83	2.26	1.00	2.77
Posttest	4.26	3.46	3.63	3.80	3.51	2.71
Delayed posttest	3.29	3.63	3.57	3.40	3.00	2.54

Topic sentence

The average pretest score (4.31) of the topic sentence was found to be the highest of the three tests given. Twenty-nine of the students wrote a clear topic sentence in their paragraph. They used the topic of the paragraph which was "My favorite place" as part of the topic sentence of their paragraph. They mentioned their favorite place in the first sentence of their paragraph which made their topic sentences had a clear controlling idea. Six students, on the other hand, wrote directly the description of their favorite room which resulted in the absence of a topic sentence.

In the posttest, the paragraphs of 25 students showed a clear topic sentence with the topic of the paragraph mentioned and students' favorite place written as the controlling idea. However, 7 students failed to write a clear topic sentence as they did not indicate the main ideas of the paragraph. They directly wrote the name of their favorite place and told about the place. The rest three students did not write a topic sentence for their paragraph. They failed to show a good topic sentence as they told about a place without giving controlling ideas. Two of them (student 14 and 32) were the same students whose paragraphs in the pretest had no topic sentence.

The average score of topic sentence in the delayed posttest (3.29) was the lowest compared to the other two tests. Only 13 students wrote the topic sentence clearly in their paragraph. Fourteen students either failed to write the

controlling ideas or to include all main ideas of their paragraph in their topic sentence. Eight students had no topic sentence in their paragraphs. Some mentioned too many details which did not contribute to the contents of their paragraph and some did not tell the reader what their paragraph was about, for they jumped to their supporting sentences. Three of those eight students (student 14, 15, and 32) were the same students who did not have a topic sentence in their pretest paragraph.

Supporting Sentences

Unlike topic sentence, the average scores of supporting sentences show a progress. The highest average score can be seen in the delayed posttest (3.63), in which 15 students explained the topic sentence with explicit details or examples, and 16 did provide details that supported their topic sentence, yet the details were not many. In addition, four students wrote phrases or sentences that did not connect with each other about the topic of the paragraph, and they even wrote some words in Bahasa.

The average score of the posttest (3.46) was also better than that of the pretest (2.60), indicating that students made a progress in the contents of their paragraph. As many as 13 students provided clear details in their paragraph, while 17 lacked details to support their topic sentence. Five students wrote rambling sentences that did not show any details of the topic or topic sentence.

As for the pretest, only one student gave adequate details to her topic sentence, while the supporting sentences of twenty-six students were lack of details. The rest eight students failed to give supporting sentences in their paragraphs. Some only wrote one to two sentences or phrases that did not yet describe the place they were trying to talk about, and others wrote sentences that were disconnected and did not explain the topic.

Unity

Unity of the students' paragraph was the best achieved in the posttest. As many as 16 students could write supporting sentences that were exactly on topic and 14 had some supporting sentences that were off topic. Five students (student 6, 10, 14, 26, and 27) whose supporting sentences were rambling got the lowest score of unity for their paragraphs.

The delayed posttest's average score (3.57) was lower than the posttest (3.63). Fourteen students succeeded to provide supporting sentences that did not distract from the topic, while seventeen were found to construct several sentences that did not connect to the topic as they attempted to write more details to explain the topic sentence. Similar to the posttest, four students who failed to provide supporting sentences were not able to demonstrate unity in the content of their paragraphs. Three of those four students (student 14, 26, and 27) were the same students who got the lowest score of unity in their posttest, while the other

student (student 25) seemed to find difficulty to construct sentences which made her paragraph not have clear supporting sentences.

In the pretest, students did not write many supporting sentences. The pretest average score of unity was the lowest (2.83) as only 6 students were able to write supporting sentences that were on topic. Among the supporting sentences written by twenty students, several sentences were found to be off the topic; and nine students did not show any unity in their supporting sentences, eight of them (student 5, 8, 12, 14, 21, 25, 31, and 32) were those who did not provide supporting sentences that were on topic.

Concluding sentences

The average score of the concluding sentence was the best in the posttest (3.80). Twenty students were successful to write a concluding sentence for their paragraph that restates their main ideas, and nine had a concluding sentence that did not restate the main ideas of their paragraph. The rest six students did not demonstrate a concluding sentence in their paragraphs. Three of them (student 3, 6, and 23) had a clear topic sentence but failed to provide a concluding sentence for their paragraph; one (student 29) whose topic sentences had no specific controlling ideas also missed to write the conclusion; and two (student 10 and 32) did not supply a concluding sentence since they also did not provide a clear topic sentence.

The delayed posttest showed an average score which was below the posttest (3.40). Only 14 students provided a clear concluding sentence, while 14 other students whose most of their topic sentences had no clear controlling ideas made a concluding sentence for their paragraph that did not restate the main ideas of their paragraph. Those who were unable to give a concluding sentence were four students (student 14, 15, 29, and 32) who also did not give a topic sentence for their paragraph, two (student 3 and 10) who wrote a good topic sentence but forgot to write a concluding sentence, and one (student 27) who seemed to have troubles when writing her paragraph.

The majority of the students (22 students) were not able to construct a concluding sentence for their paragraph which made the average score of the concluding paragraph in pretest show the lowest score (2.26). Eight students were successful to write a conclusion restating the topic sentence, while five students provided a conclusion which was not related to the main ideas.

Use of transition signals/coherence

The ability to link sentences using transition signals which shows paragraph coherence was best seen in the posttest. The average score was 3.51 in which 18 students used transition signals effectively, 8 used them carelessly, and 9 did use any.

However, the number of students who supplied transition signals decreased in the delayed posttest with the average score of 3.00. As many as 15 students effectively show coherence in their paragraph, while transition signals in the other 15 students were absent. The rest 5 students incorrectly used transitions in their paragraphs.

As for the pretest, none of the students were able to demonstrate the use of transition signals which made the average score of this item 1.00.

Conventions

Conventions which include grammar, punctuations, and spelling reached the highest average score in the pretest (2.77) in which the majority of the students wrote short sentences. Only one student (student 2) got a perfect score for conventions, while most of the students' (29 students) writing showed grammar problems which were not serious. Five students (student 4, 8, 14, 24, and 32) had serious grammar errors as they were not able to supply verbs or use verbs correctly in their sentences.

The average score of conventions decreased a few points in the posttest (2.71). Student 2 still got the perfect score, and 28 students had some errors in their grammar, such as subject-verb agreement and plural forms of nouns, as well as errors in spelling. Six students (student 8, 14, 22, 26, 27, 32), three of them were the same students whose conventions scores were the lowest, showed the inability to write sentences using English sentence patterns.

In the delayed posttest, students tried to write a long paragraph which made as many as 25 students construct sentences with more errors in grammar, but not serious. Nine students (student 8, 11, 14, 21, 25, 26, 27, 32, and 33) displayed serious grammar problems as they could not use verbs correctly in their writing. Only one student (student 19) increased her score of conventions. Even though she wrote a longer paragraph, her sentences were free from serious errors of grammar, spelling, and punctuations.

Student writing attitude survey

The survey distributed after the posttest helped reveal whether the students benefit from the mentor texts or not. The survey found out that as many as 94.43% of the students agreed that mentor texts helped them write sentences and organize ideas in their paragraphs. Moreover, 65.71% of them were more confident and thought that writing was a fun activity for them even though 11.43% of them acknowledged that they felt confused but curious and motivated when writing. Nevertheless, 60% of the students said that they still had the minimum vocabulary to write, 48.57% of them considered it difficult to order words into correct sentences, and 25.71% had problems to use correct tenses in their sentences. Only 0.57% viewed that vocabulary was not their main problem anymore when writing.

Discussion

Mentor texts with explicit instruction did have positive effects on the students' ability to write a paragraph. Results of the paired samples t-tests indicated a p-value of 0.000 between the pretest and posttest and between the pretest and delayed posttest and a p-value of 0.043 between the posttest and delayed posttest. The majority of the students (77%) did make a progress in the posttest. This suggested that mentor texts contributed to their learning of writing a paragraph. Many acknowledged that such texts facilitated them to know what sentences to write and how to organize sentences into a paragraph. The mentor texts were used for deconstruction that is to learn the texts' organization, grammar, and other writing components so that what they saw and read in those texts were applied in their writing (Bashyal, 2009).

The mean scores of the three tests given indicated that the posttest was the best. Students made sign of progress in four of the six items scored, namely supporting sentences, unity, concluding the sentence, and transition signals/coherence. The mean scores for the topic sentence and conventions slightly decreased which might be caused by students' greater attention to complete the other four items. Students tended to write more sentences in their posttest and even much more sentences in their delayed posttest. More than 50% of the students became aware of writing a concluding sentence to close their paragraphs which were rarely found in their pretest paragraph. Transition signals which were not used at all in their pretest were started to be applied in their posttest paragraph and also in their delayed posttest. Thus, the mentor texts did make them learn to incorporate those items into their paragraphs. The texts successfully encouraged them to use new writing components which made the quality of their writing improve (Abbuhl, 2011).

Even though the mean scores of the six items scored were the best in the posttest, the students' delayed posttest paragraphs were better than their pretest. The same four items were outperformed in the delayed posttests. The mean score for supporting sentences was the best compared to the pretest and posttest since their delayed posttest paragraphs showed that they wrote longer paragraphs with more details in the contents. Their efforts to construct sentences seemed to be getting better as their confidence improved (Bashyal, 2009; Turner, 2015). Nevertheless, it affected their mean score of conventions which became the lowest compared to the pretest and posttest. Grammar was still their main problem in writing. Problems in subject-verb agreement, using singular and plural nouns, supplying the main verb in a sentence were still prominent. The topic sentence also appeared to be neglected as its mean score was also the lowest. Students opted for directly writing the content of their paragraphs which made most of them forget to write the controlling idea in their topic sentence.

The class observation found that many students looked confused and anxious when writing the pretest paragraph and asked the researcher the English words of some Indonesian vocabulary. Even to produce three sentences seemed very difficult for them as they did not what to write or how to write them in English. They were also worried about using incorrect tenses and words in their sentences. Most students only write three to five sentences in the pretest. They struggled so much to construct sentences. In the posttest, on the other hand, most students felt more confident and thought that writing became a fun activity for them. Not only was confidence developed from mentor texts (Bashyal, 2009), but students' interest in writing and motivation to write were also increased with the help of mentor texts (Turner, 2015). Even there were a few students who stated that vocabulary was not a problem for them in writing. It seemed that mentor texts have helped them find words to use in describing a place. That was another result of using mentor texts which were able to provide models for dictions to use in students' writing (Bartrom, 2015; Bashyal, 2009). A few students, however, still asked the English words of some Indonesian vocabulary, while the majority appeared to be busy writing their own paragraphs. It was evident as mentor texts did "encourage students to take risks in their writing and try something new" (Bartrom, 2015, p. 5). Even though the result of student writing attitude survey showed that some students still mentioned that lack of vocabulary, using correct tenses, and ordering words into good sentences hindered them to write, the number of students who addressed those as their problems in writing decreased.

The overall findings above suggest that the students benefited from the mentor texts. The texts served them as models to find ways to write creatively and learn new items to be included in their writings.

Planning for future action

This research provided information that using mentor texts help students increase their confidence in writing and improve their interest and ability in writing. The mentor text taught them to write a paragraph without forgetting to include a topic sentence, a concluding sentence, unity, and coherence. Additional research can be conducted to see if the students can apply those items in other genres of writing.

Word choice and sentence fluency still seemed to be a problem for the students. Further research, thus, is required to discover if word choice and sentence fluency can also be developed effectively using mentor texts. Students' awareness of writing sentences with correct grammar and words can be examined more.

Conclusion

This research found that using mentor texts enhanced high the students' writing ability to write a paragraph. After learning to write using mentor texts, the students were more confident and interested in writing and their motivation to write was also impacted.

In conclusion, this research found that using mentor texts had positive impacts on the students. The mentor texts facilitated the students to learn the content and organization of a descriptive paragraph. The students became more aware of the importance of a topic sentence, details, unity, a concluding sentence, and transition signals in their writing. Providing students with model texts allow them to learn what to include in their paragraph and what to write. This led students to foster their confidence to write and to find writing as a fun activity.

This research suggests that mentor texts can be implemented when giving students explicit instructions to write. The use of mentor texts led the students to discover and notice elements of writing and apply those elements in their writing.

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Comprehending Narrative Text: The Effectiveness of Cooperative Integrated Reading and Composition (CIRC)

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Abstract

The aim of this study was to investigate whether there was significant difference on the students' reading comprehension of narrative text between those who were taught through Cooperative Integrated Reading and Composition (CIRC) method and those who were not. Forty-nine students were selected as the sample and quasi-experimental, non-randomized pre-test and post-test design were employed. The analysis of covariance showed that the students who were taught by using CIRC method statistically outperformed those who were not on their reading comprehension of narrative text, ($F(1, 48) = 13.56, p < .05$). This result implies that CIRC is an effective method to teach reading comprehension, particularly on narrative text. Since this study only focused on narrative text, future researchers might be interested to seek the effect of CIRC on other text genres. Similar study though may be conducted with a randomized design of larger population.

Keywords: reading comprehension; CIRC; narrative text

Introduction

In the vast literatures of reading research, comprehension has been becoming an essential component of reading both in its instruction and assessment (see e.g. Adams, 1990; National Reading Panel, 2000; Paris & Stahl, 2005; Snow, Burns, & Griffin, 1998). It solidifies the idea that the goal of reading is to understand information on texts, which involves interactive process between the reader, the text, and the context. Good readers engage deeply with those processes, monitor and evaluate what they read, and take advantage from what they read for their lives. Therefore, teaching students to become good readers is a difficult and challenging task that requires specific comprehension instructions (Block, Gambrell & Pressley, 2002).

On the account of the above definition, it seemingly clear to assume that being able to read means having the capability to comprehend what is being read. According to Kintsch (2013), comprehension is understood as building a mental representation of a text. Levels of representation in reading range from perceptual, verbal, and semantic representations. In building semantic representation, readers need to identify propositions or idea units that allow them to represent the meaning of the sentences regardless of the syntactic structure. The meaning of a text is constructed by combining idea units or propositions in sentences and phrases, which is called microstructure of the text. In addition, meaning of a text is also related with higher order units, not just word meanings or propositions, which is called the macrostructure. It includes a process of identifying important themes or topics in a text.

Kintsch (2013) continued on saying that at the textbase level, a reader might understand the meaning of the text through the interrelationship taking place between the microstructure and the macrostructure of a text. However, it might be just happen at the surface level (i.e. explicit meaning). For a deeper understanding, a reader needs to construct a situation model or a mental model of what has been described within the text, which requires prior knowledge, readers' goal, and the world knowledge. All information processing takes place in the capacity of working memory. According to Cowan (2009), working memory is broadly defined as "short-term memory applied to cognitive tasks, as a multi-component system that holds and manipulates information in short-term memory, and as the use of attention to manage short-term memory" (p. 1). To this end, teaching reading comprehension might sound more abstract. What may classroom teachers do hence in their teaching practices?

Pearson and Fielding (1991) reviewed studies on text comprehension instruction and categorized text into narrative text and expository text. Instruction for narrative text emphasized the role of background knowledge and implied stories ideas, which in Kintsch's (2013) notion is at textbase level of processing

by building mental model of the text. At this point, the main goal of teaching students to comprehend texts is an active involvement in reading. This can be done through activities, such as self-questioning, generative learning, and self-monitoring. Other factors like peer-interaction, student-teacher dialogue, and repeated reading are also beneficial to improve reading comprehension. Noted that comprehension instruction might be implemented in a variety of forms depending on task control (who decides learning task), task authenticity (how much real-life reading texts and task are), and teacher's role (how much teacher participation in the teaching and learning process).

Following the explanation above, Slavin (1988) has long proposed the notion of cooperative learning to teach reading, such as the cooperative integrated reading and composition (CIRC). This proposal is in line with what Kintsch's (2013) theory of reading comprehension. Three fundamental elements of CIRC include direct instruction in reading comprehension, treasures-hunt activities, and integrated language arts and writing. Treasures-hunt activities are the ones covering comprehension questions, predictions guidelines, new vocabulary to be learned, story retell, and story related writing. All activities though are conducted in small group interaction with series of steps, including teacher presentation, team practice, independent practice, peer-assessment, additional practice, and testing.

Durukan (2011) studied the effects of CIRC method and the traditional reading and writing pedagogical methods for primary school students. Based on the statistical analysis, it was revealed that there was a statistically significant difference between the reading and writing skills of the experimental and control groups in terms of academic achievement and retention. This difference was discovered favoring CIRC method. In a similar vein, Darmayanti (2014) studied the effect of CIRC method on students' reading comprehension of narrative text. 70 students were clustered as the sample students with 33 students in experimental group and 37 students as the control group. She found that there was significant difference between the students' score who were taught CIRC method and non-CIRC method.

Based on the explanation above, CIRC has been showed as an effective method to teaching reading comprehension of narrative text with students in different context. However, more studies are needed to confirm those findings. As such, we are interested to continue intellectual dialogues regarding the effectiveness of CIRC in teaching comprehension of narrative text, particularly in the Indonesian context. Teaching English narrative through CIRC will be expected to contribute to the development of teaching quality in the classroom to improve the student's reading comprehension and support the teacher in constructing suitable material based on the student's need, knowledge, and interest.

Theoretical Perspective

Since CIRC entailed the importance of context and social interaction of learning, this study then is grounded in Vygotskian's (1978) sociocultural perspective of language learning. Vygotskian's (1978) perspective of language learning emphasizes the central role of social interaction in learning. Learners actively construct meaning in interaction with others. Without denying learners as unique individuals, learning occurs in line with language development through social and cultural practices (as cited in Wood, 1998). For Vygotsky, language is not only a medium for learning, but also learning itself. Children use language in the interaction of cognitive and social processes with their peers by presenting their ideas and experiences verbally in social learning environments. Learning may also occur by the use of scaffolding language by teachers or adults who are more knowledgeable others in which children may not be able to solve the problem independently. Later, learners gradually internalize higher cognitive inputs that become thought. To this end, learning happens first in the intercognitive process where children share their social speech, and then they move to the intracognitive process where children have their private speech to problem solve (As cited in Kong & Pearson, 2003). After that, children internalize higher cognitive inputs in which adult language is not merely appropriated by the child, but that the child take the language exchange and transform it into their inner speech. That is how thinking and language are developed in Vygotsky's notion (1978).

Method

In this study, we employed experimental research to measure which of between two techniques CIRC or conventional is more effective. The design was quasi-experimental non-randomized design to prove the hypothesis. This design was used because it was impossible to assign the subjects randomly to group, interrupt the schedule of the class, and reorganize the class for the research purpose. According to Ary, et al (1979), experimental design refers to the conceptual framework in which the experiment is conducted. It serves within two functions: (1) to establish the conditions for the comparisons required by the hypothesis of the experiment, and (2) to enable the experimenter through statistical analysis of the data to make a meaningful interpretation of the results.

Population and Sample

The populations in this study were the tenth-year students taking English subject at *SMK An-Nur Sampang* which consist of 49 students from two classes; first class was named X-1 and the second class was X-2. The sample was within a non-randomized design so that the researcher could directly divide the X-1 class as the control group and X-2 class as the experimental group.

Data Collection

The instrument in this study was reading test, which include pre-test and post-test. The type of reading test was in the form of multiple-choice and composition. The multiple-choice tests consisted of 20 items and five options in every item, and students were asked to compose a simple narrative passage by 100 words based on students' perception about fairytale of folktale as the theme. The composition was used to measure the students' ability to compose a passage after they read a passage. The test items were developed based on the instructional objective in the materials and the level of reading comprehension. The type was chosen because it was appropriate with the material and the reading levels of the students as informed by the English teacher. The research instruments were administered for the pre-test and post-test for both experimental and control groups. Pre-test and post-test contained some items and passages of narrative texts about fable and fairytale.

Intervention

After pre-test was administered for both control and experimental group, the treatment for both experimental group and control group started. Each group had different teaching strategies. The experimental group was taught by using CIRC and the control group was taught by using conventional teaching strategy. The procedure of the two techniques involved three phases of teaching and learning activities: pre-reading, meanwhile reading, and post-reading activities. The table below displays the difference of the teaching procedure between two groups.

Table 1. The Intervention for Control and Experimental Group

Experimental Group	Control Group
1. Inform the students about the topic that will be discussed, and the goal of learning.	1. Inform the students about the topic that will be discussed, and the goal of learning.
2. Direct the student with leading questions related to the text.	2. Direct the students with leading questions related to the text
3. Asking the students to respond to the information in the text.	3. Explain the reading text to the students
1. Divide the students into heterogeneous groups of five.	1. Ask the students to read the passage out loud.
2. Ask the students to start working in groups by reading together in which each student in one group substitutes to read aloud in different paragraphs.	2. Provide opportunities for students to ask any difficult vocabularies.
3. Ask the students to cooperatively read & find the main idea, explicit & implicit information, and several ones of the text.	3. Ask the students to discuss the difficult words and grammatical items.
	4. Ask the students to translate the reading passages.
	5. Discuss the text with the whole class.

Experimental Group	Control Group
4. Ask the students to share and discuss their ideas and write them down on a paper.	6. Ask the students to complete the exercise and discuss it in the whole class.
5. Ask the students to present the result of group discussion.	
6. Provide reinforcement.	
7. Try to reach a consensus for the whole class.	
8. Ask the students to do the reading exercise in a paper and discuss it.	
9. Ask the students in a group to compose a passage.	
1. Check the students' workbooks for their compositions about the passage.	1. Conclude the class session, particularly about the reading text.
2. Conclude the class session and make sure if the learning objective has been reached.	2. Ask the students' response about the text.

Data Analysis

Analysis of Covariance (ANCOVA) was employed for data analysis. ANCOVA is the combination between correlation and analysis of variance. In ANCOVA analysis, we can control the effect of variables besides independent ones. The idea is to test whether there are differences between groups on a dependent variable, or set of variables. The pre-test score was analyzed to determine whether the means and standard deviation of the two groups differ significantly. If the score for the two groups on the pre-test are not equivalent, then the analysis of covariance technique is used. Additionally, the post-test is applied to spot the effect of treatment, the score of post-test compared with the pre-test score and tested at 0.05 level of significance to determine the effect of the treatment. The variables examined in this experimental research were the independent and dependent ones. The independent variable was teaching narrative text using CIRC, and the dependent variable was student's reading comprehension.

Results & Discussion

The descriptive statistics of the pre-test for both control and experimental group showed that the mean score of experimental group (in this case group which is taught narrative text by using CIRC) was 49.40 (SD = 9.717) and the control group (in this case group which is taught using conventional method) was 47.50 (SD = 9.208). It means that the experimental group and the control group were relatively different before the intervention. Moreover, the descriptive

statistics of post-test for both groups showed that the mean score of experimental group was 62.60 (SD= 9.587). The increase of the mean score of the experimental group was 13.2 or 26.72%, while the mean score of the control group was 55.64 (SD = 13.587) with an increase of 8.14 or 17.13%. The increase of the mean score of teaching narrative text by using CIRC method is relatively higher than the conventional method group.

From the result above, the mean score of the post-test were different. The post-test mean score of control group is lower than experimental group: 52.92 < 62.60, but we cannot conclude that the technique used in experimental group is more effective than the control group because they had relatively different mean score in pre-test. Therefore, analysis of covariance (ANCOVA) was conducted to test the hypothesis. The ANCOVA suggested a statistically significant effect for the pretest ($F(1, 48) = 71.10, p < .05$). More importantly, there was a statistically significant effect for the method of instruction ($F(1, 48) = 13.56, p < .05$), with a large effect size (explained by the value of eta Squared .23; suggesting 23% of the variance in reading comprehension was explained by the method of instruction).

Findings of this study are similar with some other previous studies on this topic, particularly the one by Darmayanti (2014), who studied the effect of CIRC method on students' reading comprehension of narrative text. She found that there was significant difference between the students' score who were taught under the CIRC method and non-CIRC method. In addition, Samlan (2010) in a classroom action research using CIRC, showed that CIRC could improve the students' reading comprehension. Durukan (2011) also found the effects of CIRC method on reading and writing for primary school students. Based on the statistical analysis, it was revealed that there was a statistically significant difference between the reading and writing skills of the experimental and control groups in terms of academic achievement and retention.

In most CIRC activities, students follow a sequence of teacher instruction, team practice, team pre-assessments and quizzes so that they do not take the quiz until their teammates have determined that they are ready. Teachers in CIRC method use reading texts and reading groups, as much as in traditional reading programs. However, all students are assigned to teams composed by two pairs from two different reading groups. While the teacher is working with one reading group, the paired students in the other groups are working on a series of engaging activities, including reading to one another, making predictions about how narrative stories will come out, summarizing stories to one another, writing responses to stories, and practicing spelling, decoding, and vocabulary. Students work as a team to master the main idea and other comprehension skills. During language arts periods, students engage in writing drafts, revising and editing one another's work, and finalizing the team books (Slavin, 2011).

Additionally, students in CIRC strategy can cooperate in a heterogeneous member of group in which the students who have higher ability in reading comprehension can work together with those the students who have low ability. It doesn't mean that students who have low ability depend on the students who have higher ability, but the principle in this strategy is like helping each other in achieving the learning purpose. Slavin (2011) Stated that Cooperative learning refers to instructional methods teachers use to organize students into small groups, in which students work together to help one another learn academic content. Cooperative learning methods are extensively researched, and under certain well-specified conditions they are known to substantially improve student achievement in most subjects and grade levels.

We found that in our study CIRC strategy accommodates almost all students active in the class involved in the activities. This is different with class that was taught by using conventional method, students only used translation and understanding of the text, which make the students, especially lower group students feel afraid and shy to be involved in learning process. The researchers argued that conventional teaching that only used was translation; only translating the text from second language to the first language will make students have difficulties to understand and comprehend the text, because those need grammatical adjustment. The researchers also found that CIRC is a comprehensive reading and writing program for students in the second grades through eight. It includes story-related activities, direct instruction in reading comprehension, and integrated reading and language arts activities. Pairs of students (grouped either by or across ability levels) read to each other, predict how stories will end, summarize stories, write responses, and practice spelling, decoding, and vocabulary. Within cooperative teams of four, students work to understand the main idea of a story and work through the writing process.

It should also be noted that background knowledge and students' vocabulary mastery may become a crucial part in the teaching of reading to make students good at reading comprehension. Because students may comprehend texts better when these ones are culturally familiar or when they relate to well-developed disciplinary knowledge acquired by the students. Teachers need to figure out other teaching strategies that would work for the teaching of comprehension of the students, especially in connecting their background knowledge. Parlindungan (2017) mentioned that providing context of reading might help connecting students' prior knowledge. For example, building connection between what students read at home and school may provide a window to students' current knowledge of the text being read.

Finally, in this study the researchers used CIRC strategy in the teaching narrative text. The researcher wanted to know the effect of this strategy, whether students who were taught narrative text using CIRC would have better results in

reading comprehension than the students who were taught narrative text using conventional teaching. The result showed that students who are taught narrative text by using CIRC strategy have higher score than those who in which narrative text is taught by using conventional strategy.

Conclusion

Based on the hypothesis testing, it is clearly known that there was a significant difference in students' reading comprehension between those who were taught narrative text by using CIRC strategy (experimental group) and those who were taught narrative text by using conventional teaching strategy (control group). The gain score from experimental group and control group led to the rejection of the null hypothesis which stated that there is no significant effect on the students' reading comprehension that is taught by using CIRC strategy. It suggests that teaching narrative text by using CIRC strategy is effective to be applied or used in the teaching narrative text mainly in determining the main idea, explicit, implicit meaning and several events of the story.

In accordance with the conclusion above, we provide suggestions for English teachers and future researchers. While teaching reading, the teacher should consider factors affecting reading comprehension, so that teachers can teach reading effectively and select a suitable technique and learning aid that will be used in their teaching. CIRC should be considered as an effective comprehension strategy for teaching narrative text. In teaching reading, the teacher should also cover vocabulary building because the vocabulary mastery is very crucial in the process text comprehension process.

For further researchers, this study only investigated narrative text of students reading comprehension and composition that focus on folktale and fairytale story. Future researcher may examine the effect of CIRC strategy on reading and writing skills in other texts genre. Similar studies may also be conducted with larger population and sample and a better experimental design.

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Effectiveness of ABA Therapy for Children with Special Needs of Autism: A Study of Psycholinguistics View

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Abstract

The background of this study is the recognition of an expert consultant psychiatrist named dr. Suzy Yusna SpKJ, who stated in our interview that based on the experience of practice before the 1990's the number of patients who were diagnosed as a child with autistic disorder in a year is only about five people. However, at this time of day can be diagnosed, three new patients. This shows a significant increase in autism. This study aims to describe (1) the effectiveness of Applied Behavioral Analysis (ABA) therapy model to increase autistic children's language; and (2) language development of children with autism after acquiring learning methods ABA therapy. This research method is descriptive research. The study takes its source data from children with special needs at *Rumah Autis Bogor*. Five children were selected as the research participants. We conclude that Lovaas' ABA method to prove the effectiveness of these therapies through phases and methods. Therapists who are experts in this field also helped determine the success in measuring the response level of language learning for children with autism. Thus, effective ABA therapy model applied in improving the language of children with autism. Before the ABA method is applied, the average child's ability to speak to one type of vocabulary requires learning four to five times (four and five days) with bad judgment and poor. However, after being given an action, then the average language skills of children with autism increased by only one or two lessons (one and two days) with the excellent score.

Keywords: applied behavioral analysis; autism; model therapy

Introduction

Language is one of the parameters in child development. Speech and language involve the cognitive, psycho-sensory, psychological, emotional, and environmental development of the child. Chaer (2003) says the production process or the process of language design is called encoding whereas the process of reception, recording and understanding is called the decode process. If the code can be interpreted as a signal or sign in the delivery of information; encoding means the event or process of the birth of the code and the decode means the event or process of receiving the code.

Alwasilah says the language is an utterance which means that the most important language medium is with any sounds perfect and the modern media of writing. According to him, we can speak without writing, but cannot write without speaking (at least to ourselves). In short, the writing system serves as a preserver of speech rather than regulating speech, therefore, language is called as a tool for the preservation of human culture. Normal children acquire language naturally and are able to follow language learning. However, some others for various reasons have difficulty in obtaining language and language learning. In fact, language is one of the most important aspects for human beings to be able to express themselves, socialize, obtain knowledge in education and used in communication with the environment.

Watson (1914) (in his book *Behavior: An introduction to Comparative Psychology*) says that language is a habit. Watson says that every child is capable of producing more vocabulary than a parrot: "For a long, the vocabulary of the 'parrot stage', in the child may be fairly large consisting of as many as a hundred or more words". Humans can master the language natively only if the process is done between ages 2-12 years over 12 years people will not be able to master the language accent perfectly. From the facts that there is language is a biological phenomenon, especially on the development. The direction and appearance of an element in the language is a genetic problem. Kentjono (1990) states that language is an arbitrary system of symbolic sounds used by social group members to cooperate, communicate and identify.

The condition of the autistic person tends to be controlled by a self-centered or subjective mind or behavior. In addition, patients experience communication disorders and behavior is quite heavy. In fact, they are preoccupied with themselves and refuse to connect with others. These symptoms were originally considered lifelong abnormalities, but now autism in children can be corrected. Management of corrections should be made at the earliest possible age and should not exceed the age of five. Age 2-3 is the ideal age for correction because at that age the child's brain development is at the fastest stage. The average therapy takes 2-3 years to prepare the child to enter the regular school.

Simmon and Lovaas (1969) in a journal titled *Use of Pain and Punishment as Treatment Techniques with Child Schizophrenics*, says about Lovaas' clinical analysis of the twin Pamela and twins who are autistic twins: "... the first two years she developed bizarre repetitive movement, hyperactivity and temper tantrums. Speech development was delayed and when it was established, consisted mainly of echolalia. The child was treated fairly intensively over a six-year period both as an outpatient and on an inpatient ... ". From the results of several months of research, Lovaas found progress in Pamela's speech. Pamela was originally a difficult child with autism, never playing eye contact and being content with herself. Lovaas began his research using stimulus on each exercise with Pamela, followed by Pamela's extremely disappointing response. Exercise after practice began to be used with reinforcement and Pamela was one of the students who could successfully attend school in a public school and successfully mingle with a child her age. The therapy in question is Applied Behavioral Analysis or ABA. The discoverer of this method is Dr. Ivar Lovaas (1927-2010). The basis of this method is to use a behavioral theory approach in the early intervention stage of autistic children who emphasize compliance, the skills to mimic and establishing eye contact. ABA therapy is used for ABK which includes many cases, including autism, attention-deficit / hyperactivity disorder (ADD / ADHD), Down syndrome, Asperger's syndrome, learning difficulties, speech delay, behavioral disorders, cerebral palsy, mental retardation, and so on. ABA therapy uses a "discrete trial" technique that all tasks on the target behavior are broken down into small steps. Discrete learning means detailing skills into small components, teaching to mastering, repetition, providing help, eliminating dependence, and giving praise (Lovaas, 2003).

Yuwono (2009) said in Indonesia, the issue of children with autistic disorders emerged around the 1990s. Autistic began to be widely known around the 2000s. Data on the number of children with autistic disorder is not known with certainty. However, the number of children with autistic disorders shows an increasingly striking increase. According to a consultant psychiatrist named dr. Suzy Yusna Dewi SpKJ, who is an expert in the field of handling emotional disorders in children and adolescents in Jakarta stated in our interview that based on his practice experience before the 1990s the number of patients diagnosed as children with autistic disorders within a year is only about five people. However, currently within a day can be diagnosed with three new patients. This shows a significant increase in autism. The purpose of this first study was to describe the effectiveness of the ABA model of therapy in improving the language of children with autism and the second language development of autistic children after obtaining ABA method learning therapy.

Method

Types of Research

This research is descriptive research that analyzes data based on data obtained without adding and reducing it. The research with the descriptive method can provide the systematic, accurate and factual explanation of the data, properties, and relationships of the phenomena studied and ultimately produce a picture of scientific data.

Data and Data Sources

This research takes the data source from *Rumah Autis* Bogor. The location is an institution that moves for the development of children with special needs. The authors studied as many as five children with the consideration of time constraints because of language research autistic children undoubtedly different from normal children.

Population and Sample

The population in this study is the overall aspect and the number of students in the *Rumah Autis* in Jabodetabek. But a number of students of *Rumah Autis* in Bogor is 12 children. Thus, the authors assign 40% of the sample as an analysis of the total number of children in the *Rumah Autis* branch of five children. In this study, the authors determined the samples purposively by taking respondents intentionally from children with autism that many related to the purpose of research.

Method of Collecting Data

The instruments used for data collection are pre-test and post-test. Pre-test to find out the extent to which the subject matter to be taught has been known by the students and the post-test aims to find out whether all the important subject matter has been mastered well by the students. The researcher mainly use non-verbal tests due to the difficulty of communicating with children with Autism.

The method is Applied Behavior Analysis or it called ABA by Lovaas. Behavior analysis focuses on the principles that explain how learning takes place. Positive reinforcement is one such principle. When a behavior is followed by some sort of reward, the behavior is more likely to be repeated. Through decades of research, the field of behavior analysis has developed many techniques for increasing useful behaviors and reducing those that may cause harm or interfere with learning.

ABA is the use of these techniques and principles to bring about meaningful and positive change in behavior. As mentioned, behavior analysts began working with young children with autism and related disorders in the 1960s. Early techniques often involved adults directing most of the instruction. Some

allowed the child to take the lead. Since that time, a wide variety of ABA techniques have been developed for building useful skills in learners with autism – from toddlers through adulthood. The method used to collect data is the method refer. The method of providing this data is given the name of the method refer to because the way used to obtain data is done by listening to the use of language.

ABA Techniques and Philosophy

1. The instructor uses a variety of behavior analytic procedures, some of which are directed by the instructor and others initiated by the learner.
2. Parents and/or other family members and caregivers receive training so they can support learning and skill practice throughout the day.
3. The learner's day is structured to provide many opportunities – both planned and naturally occurring - to acquire and practice skills in both structured and unstructured situations.
4. The learner receives an abundance of positive reinforcement for demonstrating useful skills and socially appropriate behaviors. The emphasis is on positive social interactions and enjoyable learning.
5. The learner receives no reinforcement for behaviors that pose harm or prevent learning.

These techniques can be used in structured situations such as a classroom lesson as well as in "everyday" situations such as family dinnertime or the neighborhood playground. Some ABA therapy sessions involve one-on-one interaction between the behavior analyst and the participant. Group instruction can likewise prove useful.

Results

The main finding of this study is the number of children with autism who have difficulty communicating and learning the language, especially those who commit errors in mentioning an object without seeing the image visually. Once the ABA method applied, changes occur during the test with only one action child with autism can follow the requested word correctly. This is said to be effective because the sample used as many as five people from a total of twelve people who study at *Rumah Autis Bogor*.

The results showed that therapy using ABA method is more effective in handling the behavior of children with autism. The grading form consists of five levels: Excellent for a one-time therapist, good for therapists twice, average for therapist three times, poor for therapist four times, and bad for therapist five times. This can be known as in tables 1, 2, 3, 4 and 5 which are the results of tests of five children with autism.

Siti Ithriyah:

Effectiveness of ABA Therapy for Children with Special Needs of Autism

Table 1. Subject 1: Salwa

Name	No	Stimuli	Speech Therapy by Therapist	Day					Remark
				1	2	3	4	5	
Salwa	1	Tomat		√					Excellent
	10	Bangku		√					Excellent
	11	Meja		√					Excellent
	12	Dapur		√					Excellent
	21	Taruh		√					Excellent
	23	Cabai		√					Excellent
	22	Nasi		√					Excellent
	25	Minum		√					Excellent
	26	Makan		√					Excellent
	28	Saya		√					Excellent
	29	Kamu		√					Excellent
	34	Outing		√					Excellent
	35	Buka		√					Excellent

Table 2. Subject 2: Maulidya

Name	No	Stimuli	Speech Therapy by Therapist	Day					Remark
				1	2	3	4	5	
Maulidya	3	Ayo		√					Excellent
	11	Pulang		√					Excellent
	17	Kesini		√					Excellent
	18	Coba		√					Excellent
	24	Masuk		√					Excellent

Table 3. Subject 3: Fariz

Name	No	Stimuli	Speech Therapy by Therapist	Day					Remark
				1	2	3	4	5	
Fariz	3	Jalan		√					Excellent
	4	Lurus		√					Excellent
	13	Buang		√					Excellent
	23	Ambil		√					Excellent

Table 4. Subject 4: Septian

Name	No	Stimuli	Speech Therapy by Therapist	Day					Remark
				1	2	3	4	5	
Septian	1	Naik		√					Excellent
	16	Buang		√					Excellent
	17	Ambil		√					Excellent
	18	Masukan		√					Excellent
	19	Saya		√					Excellent
	20	Tirukan		√					Excellent

Table 5. Subject 5: Alif

Name	No	Stimuli	Speech Therapy by Therapist	Day					Remark
				1	2	3	4	5	
Alif	1	Saya		√					Excellent
	2	Tirukan		√					Excellent
	3	Jangan		√					Excellent
	4	Masuk		√					Excellent
	5	Duduk		√					Excellent
	6	Taruh		√					Excellent
	9	Lihat		√					Excellent
	10	Salam		√					Excellent

Discussion

This study shows the effectiveness of the ABA method can be known through a positive response on the first day of the test and only repeated once by the therapist. Positive responses are obtained after several weeks of meetings whose level of learning is tailored to the child's condition. Based on the results of observations made by the authors of the therapist's actions in dealing with children with autism, then presented data about the stimulus and response of autistic children in response to the stimulus. Based on the stimulus given to children with autism using the ABA method and the duration of time set for autistic children to understand the stimulus obtained a picture that any stimulus provided by the therapist and responded by the autistic child is assessed the form of appreciation for the progress of acquisition of the language.

Chaucard (1983) states that every child must form language on the basis of the possibilities of his motor neuron power; he must form for himself the language that has been provided by the community around him. By learning to speak he learns his original thinking and awareness that darkness opens and becomes a human consciousness. There are now so many investigations that it is possible to know the age levels for language learning. The development is a little but continues to advance with no shaping baby born into the language. This language starts from the age of 3 years and gradually becomes perfect in the following years. The study and development of the abstraction and thinking skills are precisely the perfections of the language, which is then followed by the writing. Conversation implies mastery of childhood sensory-motorists must be able to recognize the sounds he hears; it must be able to control all of the complex uric reactions that allow the pronunciation of sounds as desired. Then writing will cause the same problem for the vision of reading time and motor control of the hand.

Therefore, it is not surprising that language progress is related to sensory-motor development. Shah (2010) says an operant is some behaviors or responses that bring about the same effect on the immediate environment. Unlike in respondent conditioning (the response is brought about by a certain stimulus), the response in operant conditioning occurs without preceded by the stimulus but by the effect it generates by the reinforcer. Reinforcer itself is the stimulus that raises the possibility of a certain number of responses but is not accidentally held as a couple of other stimuli as in classical respondent conditioning.

Mar'at (2009) says in Applied Developmental Psycholinguistics applied linguistics there is a section called Abnormal Applied Developmental Psycholinguistic. It discusses what is done to help children who are experiencing delays in language development due to a congenital abnormality in their articulation devices or by emotional factors and other causes. Experts argue that in the face of children who have developmental disorders, must adapt to the style of communication and interaction. The authors' that in addition to the use of verbal language, there are many other ways as a stimulus to communicate, namely: (1) Using facial expressions. (2) Using gestures or gestures. (3) Change the tone of voice. (4) Pointing the image. (5) Referring to writing. (6) Using the communication board. (7) Using symbols. These methods can not only be used independently but can also be combined to form a "stronger" message. Most people with ASDs are visual learners, meaning it's easier to process visible information than just heard. Mulyadi (2011) says people with autism also tend to have unstable emotions. For example, easy to angry, easy fear that sometimes does not make sense, very taste can laugh laughing for the ordinary and others. It is said that there is a problem on the part of the brain that regulates the emotion of the limbic system. As a result, all things related to the child's emotional control seem less optimal. Dorland (2002) in Medical Dictionary states the limbic system

is a term for brain structures common to all mammals that are then linked to more important life in other activities such as autonomic function and certain aspects of emotions and behaviors including their language behavior. Emotionality in Kartono (2011) is the size of sensitivity to feelings or *renjana*. Emotion is the vibration of the soul, the novelty, the *renjana*. The more optimistic people are loaded with *eukoloi* feelings. He tends to see all the experience in terms of beautiful and fun. In contrast, individuals with *dyskoloi* tend to see events with grief, displeasure, anxiety or fear and pessimism.

Shichida (2003) says the right brain is an intuitive brain that has an inner power capable of accepting information as a cosmic vibration. The right brain is a mystical brain whose power exceeds the boundaries of space and time. However, it is a pity that any manifestation that occurs when the right brain is inadvertently activated is viewed with one eye and suspected of being a "disease" and is considered strange or abnormal to be rejected. In autistic children handling, the ABA learning model provides several advantages such as the way the therapy is given from the easy to the most difficult to gradual training and will not move to the next stage before a child can master. Another advantage is the ABA method uses a therapy tool that is efficient enough to support the success of therapy. ABA model aids such as picture/numbers cards, beam boards, and everything related to a person's visuals remember an autistic person is quicker at what they see than they hear. ABA authors' technique of autistic children should base their teaching processes on the provision of stimuli (instructions), individual responses (behaviors) and consequences (due to behavior). When implementing this technique, the therapist must be consistent in providing the stimulus, response and consequence provided. In addition, there is also a need for adequate knowledge of autism and ABA techniques.

Conclusion

The authors' conclude that in children handling children especially for autistic children there is a proper method of therapy. The ABA method found by Lovaas proves its effectiveness through the therapies and stages of the method. Therapists who are experts in this field also determine success in measuring the response rate of language learning for children with autism. Thus, the ABA model of therapy is effectively applied in improving the language of children with autism in the *Rumah Autis* of Bogor. Children with autism have an average language development after learning ABA method learning. Before the ABA method was applied, the average language ability of a child for one type of vocabulary requires four to five lessons (four and five days) with poor and poor assessments. However, once given the action, then the average language ability of children with autism increases with only one or two lessons (one and two days) with an excellent assessment. Presumably, his research can contribute to add insight into

the meaning and linguistic vocabulary that is typical for linguistics especially in applied linguistics. Therefore, criticism and suggestions are needed for the refinement of this research. It is important that some suggestions may be examined the language of children with autism by the comparative study by comparing the results between handling autistic children who treated using methods Lovaas with other methods.

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Intercultural Communication in EFL Classrooms

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Abstract

Intercultural communication is an important aspect in EFL classrooms since EFL classrooms are one of the learners' environments to learn the culture and intercultural communication. The researcher employed the quantitative research with survey design. This study investigated the place of culture and intercultural communication in Torajan EFL classrooms and Torajan students' perceptions on Imperatives for studying Intercultural Communication. It is found that: Students needed for the new cultural and intercultural knowledge in EFL classrooms and hoped that curriculum can meet their needs on intercultural communication competence, and students are aware and hope to institutional and EFL lecturers to create intercultural environment and encourage effective intercultural dialogue in EFL classrooms in order to achieve: pedagogical, personal development, peace, economic, demographic, and ethical imperatives of intercultural communication.

Keywords: intercultural communications; EFL classrooms

Introduction

Culture is different things to different people. People from different culture differ in visible and invisible one. The visible different culture such as food, the way of clothing, language variety, and other ones. From the invisible one, culture different in belief, value, and norms. Padhi (2016) defines culture as the characteristics and knowledge of a particular group of people, represented by everything from language, religion, cuisine, social habits, music, and arts. It is crucial for people in their workplaces to be aware of the differences in communication. It is because most of the people in workplaces are diverse and need to be understood each other.

Each individual belongs to a special group. Every person characterized by different ways of thinking, behaviors, rituals, clothes, beliefs, values, and norms. He/she can be easily differentiated from the other group of people (Mahadi, & Jafari, 2012). Furthermore, Mahadi & Jafari found that language and culture cannot be separated from each other. That is, Culture influences the language, and language is learned from generation to generation. Being sensitive to and understanding others' cultural productions and the way in which they play with the various identities available to them (discourses on their identities currently available in the context of their interactions) is a crucial part of good intercultural communication. A good interpersonal communicator, therefore, needs to be aware of issues surrounding the concept of identity. Before we can communicate with people who are different to ourselves, we need to understand something about how they present themselves as being or belonging to certain groups, (Holliday, Hyde, & Kullman, 2004).

Basically, intercultural communication defines a situation of communication that occurred between two or more than that and those people differ in cultural background, (Issa, 2016). Intercultural communication is a symbolic, interpretive, transactional, contextual process in which people from different cultures create shared meanings. The situation around the world always changes every time. The people really pay attention to cultural issues. They began to be aware with the diversification among others and learn to understand the difference including of receiving it. This emphasis on culture is accompanied by numerous opportunities for experiences with people who come from vastly different cultural backgrounds. Intercultural encounters are now ubiquitous; they occur within neighborhoods, across national borders, in face-to-face interactions, through mediated channels, in business, in personal relationships, in tourist travel, and in politics. In virtually every facet of life-in work, play, entertainment, school, family, community, and even in the media that you encounter daily-your experiences necessarily involve intercultural communication, (Lustig, W., Myron, & Koester, 2010).

The changing global environment has influenced the increasing cultural diversity in many contexts (Martin *et al.* in Ayalew, Tsegaye, 2012). University campuses are no different in the attempt to create an intercultural environment for their own survival and effectiveness. For instance, academic discourse and pedagogical practices are improbable if an environment is not good enough to encourage effective intercultural dialogue among members. In other words, higher educational institutions should consider the growing demand for intercultural dialogue in their endeavors to respond to the needs of the community they host and meet institutional expectations. In line with these points and to be more specific, there are a number of imperatives for the study of intercultural communication in higher educational contexts (Ayalew, Tsegaye, 2012). As students, they will not only obtain the new knowledge about intercultural but more than that, they will get the chance to enlarge their relation with different people and will be easy to communicate with them. As result, in future, they will reduce culture shock if they make relation and communication in various cultures. Lustig, W., Myron, & Koester (2010) stated that the need to understand the role of culture in interpersonal communication is growing. Because of demographic, technological, economic, peace, and interpersonal concerns, intercultural competence is now more vital than ever. Genc, & Bada (2005) revealed that there is the difference between the students' thinking and some pertinent concepts of culture class advantageous.

Considering the advantages of participating in EFL classroom of learning a culture, the students can enhance their awareness of different culture both of their own culture and cross-culture. Farnia, Maryam, & Rozina (2009) found that Cross-cultural and contrastive pragmatics studies help teachers with enhancing their students' awareness of the social and cultural differences of the native language and the language they are learning. Valencia, Álvarez, José Aldemar, & Medina (2009) found that the teacher can improve their EFL teaching context through the enrichment bilaterally in the purpose of enhancing awareness of diversity in culture. Moreover, the students can increase their cultural sensitivity and competence in EFL learners. (Genc, Bilal, & Bada, 2005) found out that the students agree on the importance of regarding the benefits of learning about the culture. Also, (Hui, 2010) revealed that attending the culture class has raised cultural awareness in ELT students concerning both native and target societies encouraging signs of teachers' and college trainers' willingness to engage in cultural teaching.

There is a very close relationship between language and culture, (Mahadi, Tengku, Sepora, Tengku, & Jafari, Moghaddas, 2012). Teachers also should pay attention to textbook use in the purpose to meet the students' needs for intercultural knowledge. In term of textbooks content, (Girik Allo, 2018) found that the textbook does not meet the students' needs for Learning. It is suggested that the textbooks used in EFL teaching and learning should consider on

students' need. When learning, students will gain recognize the imperatives of learning intercultural communication in EFL classrooms. The imperatives of intercultural communication in EFL classrooms stated by experts such as: (Ayalew, Tsegaye, 2012) stated that through the process of internationalization and diversity efforts, universities have been hosting culturally and the diverse linguistic group of students. For their own institutional and pedagogical orientations, campuses ought to consciously address the growing need for healthy and democratic interaction among students, staff, and leadership. Like as (Shemshadsara, 2012) found out that a shift from a traditional to intercultural stance in EFL helps to develop teachers' intercultural perspectives that may have an impact on their language teaching methodology and syllabus design. This shift is a challenge that EFL teachers and learners have to deal with to meet the goals of foreign language education in our modern world. It also influences the students' *Personal development imperative*. (Kastanakis & Voyer, 2014) stated that people who experience conflict with the in-group must adhere to prescribed role expectations, act wisely and with maturity, and preserve "face". The effects of globalization on moving corporations abroad include marketing and economic reasons (Ayalew, Tsegaye, 2012). Moreover, Ayalew & Tsegaye stated that Demographic imperatives: It is obvious that the world, its people, and societies are always in the state of change.

Through intercultural communication, we can learn more about other people and their unique cultures, and about ourselves culture as well as our background. At the same time, there will be challenges come as stereotypes and discriminations. But, through intercultural communication competence, we can communicate well with other people wherever we are and in every context of communication. Chi (2016) found that the challenges people from both cultures faced while working with others. The challenges included different working styles, different level of language, and usage of non-verbal communication. It is significant of being a good listener and doing the observation to other cultures while having communication and relation with different people in the different culture. In observing others, a person will identify the similarities and differences. That is all as the foundation to gain an effective communication across culture. The advantage intercultural communication also appeared in the business field that "It is imperative for the business firms to understand the cross-cultural differences in their operations and this understanding acquires more importance in the sphere of communicating with people hailing from diverse cultures. Hence a Multinational Company (MNC) will have to ensure that steps are taken to overcome the barriers to cross cultural communication to attain organizational objectives effectively and efficiently", (Padhi, 2016).

In the context of Torajan Students, Especially in English Education Program study, they are like other Indonesian students in general, learning English through the amount of Courses. They are learning: English skills, and Language

elements, and overall, they could show good achievement. It was shown by 3.00 GPA of all graduation in 2018 in the odd semester. The data from Speaking Lecturers also showed that the students could pass the course well and of all students who programmed that course only 5% from 205 students that got grade "C" and the others were above grade "B". Writing course's lecturers also stated that the students have a good critical thinking and good motivation in learning. From the final grade, only 7% from 193 students who joined that course that got "C" score, other ones could pass this course by getting "A", and "B" grade. Then, the writer did the observation to the students in their classroom activities and intercultural communication. In EFL learning and Teaching, when they learn about the topics such worldwide geography from literary works, a story from overseas, tuitions, rituals, belief, norms, and values overseas they were confused and difficult to understand the new terms.

Other cases, *Universitas Kristen Indonesia (UKI) Toraja* on several occasions got chance to collaborate with Australian students in Education Program by living in Torajan societies for several weeks. The challenges appeared mainly in intercultural communication. Australian students assumed that they were difficult to communicate with the Torajan students because of misunderstanding both of verbal and non-verbal language. Torajan students said that they mainly used indirect language and Australian students more direct in communication. Torajan students also said that there are many idioms and figurative language used by Australian students that difficult to understand by Torajan students. Moreover, considering to UKI Toraja syllabus, it showed that the contextual EFL teaching as a factor of limited in formations and knowledge of intercultural communication of the students. The lecturer, based on the interview, rarely taught intercultural communication while teaching. It is because they are a focus to finish the material based on curriculum exists in *UKI Toraja*. From the problem above, the researcher formulates the research questions as: 1) What is the place of culture and intercultural communication in Torajan EFL Classrooms? and 2) What are Torajan Students perceptions on Imperatives for Studying Intercultural Communication? From that research questions, this research aims to reveal the place of culture and intercultural communication in Torajan EFL classrooms, and Torajan students' perceptions on imperatives for studying intercultural communication.

Investigation on intercultural communication in EFL classrooms is very significant to contribute useful instructional material for Cross-Cultural Understanding Course. For that reason, the lecturers will consider reconstructing their curriculum to fill the intercultural communication in the syllabus to enlarge the students' insight of intercultural communication. Therefore, someday, the students will have a good awareness of the diversities of culture as the way to gain an effective communication wherever they are.

Method

The researcher in this study employed the quantitative research with survey design. Survey design as (Antonius, 2003) said that Surveys consist in asking a large number of people some specific questions, or in collecting data about a large number of statistical units. Surveys consist in asking a large number of people some specific questions, or in collecting data about a large number of statistical units. In conducting a survey, the researcher constructs a questionnaire (that is, a list of all the questions for which a researcher are seeking answers), the researcher determines the sample or population on which she/he wants to conduct it, then fills out the questionnaires either by direct interviews or by asking people in sample to fill the questionnaires themselves, or by consulting some appropriate archive.

The respondents in this research are the voluntary respondents that consisted of 207 students of even semester, academic year 2017/2018 of English Study Program, *FKIP UKI Toraja*. The data about the place of culture and intercultural communication in Torajan EFL learners and Torajan students' perceptions on Imperatives for Studying Intercultural Communication were collected through a questionnaire. This questionnaire is an attitude scale which was developed by (Hui, 2010) but it is modified by the researcher to suit the requirements of the topic of the research. The questionnaire used five points of the Likert scale, they are: strongly disagree (1 point), disagree (2 points), undecided (3 points), agree (4 points) or strongly agree (5 points). After distributing the instrument of the questionnaire to the students, the writer collected and analyzed through percentage and frequency. Then, the writer ranked the students' response based on the level of agreement.

Results

The Place of Culture and Intercultural Communication in Torajan EFL Classrooms

Table 1. Percentages (%) on the place of culture and intercultural competence

Items of section 1	Agreement (%)	Disagreement (%)
1 In a foreign language classroom, teaching culture is as important as language teaching.	165, or 79,71%	42, or 20,29%
2 Before Learning L2 culture, students have to possess a sufficiently high level of L2 proficiency.	139, or 67,14%	68 or 32,86%
3 Language & culture cannot be learned in an integrated way; you have to separate the two.	70 or 33,81%	137 or 66,19%

	Items of section 1	Agreement (%)	Disagreement (%)
4	It is impossible to learn L2 culture & L2 language in an integrated way.	87 or 42,02%	120 or 57,98%
5	The cultural contents of the textbooks used in the department meet my expectations.	61 or 29,46%	146 or 70,54%
6	Intercultural competence cannot be acquired at school.	77 or 31,19%	130 or 62,81%
7	L2 Culture teaching does not improve intercultural competence; it is waste of time.	41 or 19,80%	166 or 80,20%

From the data above, students believe that teaching culture is similar importance with language teaching, both of them are needed by students in EFL classrooms (item 1), they think that they have to understand L2 proficiency before learning L2 Culture (item 2). Students assume that they need to learn language and culture in a separated way (item 3), and they think that in learning L2 culture & L2 language also should be in the separated way (item 4). In item 5, the textbook used in their department does not meet their needs of L2 culture and language. Students believe that they can acquire Intercultural competence at school (item 6). They also think that L2 Culture teaching improves the intercultural competence of the students (item 7).

Torajan Students Perceptions on Imperatives for Studying Intercultural Communication

Table 2. Percentages (%) on *students' perceptions on imperatives for studying intercultural communication*

	Items of section 2	Agreement (%)	Disagreement (%)
8	Universities should demonstrate superiority in intercultural organizational behavior and intercultural management skills to their students.	176 or 85,02%	31 or 14,98%
9	Multicultural policies and curricula should be revised to embrace the need for intercultural interactions besides attempts to represent diverse cultural values and dimensions.	181 or 87,43%	26 or 12,57%
10	Acquisition of intercultural competence & experiencing intercultural communication are imperatives for personal benefits of the youth	148 or 71,49%	59 or 28,51%

	Items of section 2	Agreement (%)	Disagreement (%)
11	Through intercultural training and experience, students can contribute to the efforts of combating intercultural/interethnic conflicts which are fueled as a result of cultural, political, economic or other reasons.	108 or 52,17	99 or 47,83%
12	As globalization presents multicultural corporations and the creation of a world market, higher educational institutions should not offer intercultural communication courses and experiences to their students	61 or 29,46%	146 or 70,54%
13	The changing demography does not require universities to react to this imperative by providing such experiences and skills to their students.	78 or 37,68%	129 or 62,32%
14	Academia should not teach ethical issues such as respect for basic human and democratic right; value cultural diversity and credit social justice and merits of intercultural dialogue.	35 or 16,90%	172 or 83,10%

The second research question is about “What are Torajan Students perceptions on Imperatives for Studying Intercultural Communication?” Students believe that Universities should demonstrate superiority in intercultural organizational behavior and intercultural management skills to their students (item 8). The students think that multicultural policies and curricula should be revised to embrace the need for intercultural interactions besides attempts to represent diverse cultural values and dimensions (item 9). They assume that acquisition of intercultural competence and experiencing intercultural communication are imperatives for personal benefits of the youth (item 10). Students think that through intercultural training and experience, students can contribute to the efforts of combating intercultural/interethnic conflicts which are fueled as a result of cultural, political, economic or other reasons (item 11). Students assume that as globalization presents multicultural corporations and the creation of a world market, higher educational institutions should offer intercultural communication courses and experiences to their students (item 12). Students believe that the changing demography requires universities to react to this imperative by providing such experiences and skills to their students (item 13). Students think that academia should teach ethical issues such as respect for basic human and democratic right; value cultural diversity and credit social justice and merits of intercultural dialogue (item 14).

Discussion

The present study aims to reveal the place of culture and intercultural competence in Torajan EFL learners, and Torajan students' perceptions on Imperatives for Studying Intercultural Communication. The result of the study is expected to contribute useful instructional material for Cross-Cultural Understanding Course. Also, by revealing the place of culture and intercultural competence in Torajan EFL learners, and students' perceptions on imperatives for studying intercultural communication, the lecturers will consider to reconstructing their curriculum to fill the intercultural communication in the syllabus in order to enlarge the students' insight of intercultural communication.

The Place of Culture and Intercultural Communication in Torajan EFL Classrooms

By comparing with the previous studies, the present study shows the similarity they are (Genc, Bilal, & Bada, 2005) found out that the students agree on the importance of regarding the benefits of learning about the culture. Also, (Hui, 2010) revealed that attending the culture class has raised cultural awareness in ELT students concerning both native and target societies encouraging signs of teachers' and college trainers' willingness to engage in cultural teaching. The present study revealed that students believe that teaching culture is of similar importance to the language teaching, both of them are needed by students in EFL classrooms. In the term of learning L2 Culture and language, the students think that they have to learn language and culture in a separated way. It is different with the finding in the research conducted by (Mahadi, Tengku, Sepora, Tengku, & Jafari, Moghaddas, 2012) that there is a very close relationship between language and culture. That is, culture has a direct effect on language. Language and culture are closely correlated. Also different with the finding of the research by (Hui, 2010) that Teachers are sure to have got some understanding of the integration of language teaching with cultural teaching and gradually realized the importance of raising students' cultural awareness in language teaching.

In term of textbooks content, the students think that the textbook used do not meet the students' needs/ expectations. It is similar to the research by (Girik Allo, 2018) that the textbook does not meet the students' needs in Learning. It is suggested that the textbooks used in EFL teaching and learning should consider on students' need. In this research, the students believe that Intercultural competence can be acquired at school. It is similar to the finding in the research done by (Shibata, 1998) that Intercultural Communication training is a necessity for students to achieve intercultural competence. Through an IC course, students should gain self-awareness, and culture-general knowledge, and learn skills that will help them to communicate effectively with persons from other cultures. It is

also similar to the finding in this present study that the students think that L2 Culture teaching can improve the intercultural competence of the students.

Torajan Students perceptions on Imperatives for Studying Intercultural Communication

In the second objective of the study of revealing Torajan Students perceptions on Imperatives for Studying Intercultural Communication, the researcher also compared with the finding of others and some pertinent concepts in this article. (Ayalew, Tsegaye, 2012) state that through the process of internationalization and diversity efforts, universities have been hosting culturally and the diverse linguistic group of students. For their own institutional and pedagogical orientations, campuses ought to consciously address the growing need for healthy and democratic interaction among students, staff, and leadership. Institutional effectiveness is hardly possible without dealing with the needs of the workforce.

The finding of this study shows the similarity that the students think about *institutional imperative*, Universities should demonstrate superiority in intercultural organizational behavior and intercultural management skills to their students. Dealing with *the Pedagogical imperative*, the students think that multicultural policies and curricula should be revised to embrace the need for intercultural interactions besides attempts to represent diverse cultural values and dimensions. Like as (Shemshadsara, 2012) found out that a shift from a traditional to intercultural stance in EFL helps to develop teachers' intercultural perspectives that may have an impact on their language teaching methodology and syllabus design. This shift is a challenge that EFL teachers and learners have to deal with to meet the goals of foreign language education in our modern world. It also influences the students' *Personal development imperative*. It can be seen in this research that the students believe that acquisition of intercultural competence and experiencing intercultural communication are imperatives for personal benefits of the youth.

For *Peace imperative*, students think that through intercultural training and experience, students can contribute to the efforts of combating intercultural/interethnic conflicts which are fueled as a result of cultural, political, economic or other reasons. As (Kastanakis & Voyer, 2014) stated that people who experience conflict with the in-group must adhere to prescribed role expectations, act wisely and with maturity, and preserve "face". The effects of globalization on moving corporations abroad include marketing and economic reasons (Ayalew, Tsegaye, 2012). Moreover, Ayalew & Tsegaye stated that Demographic imperatives: It is obvious that the world, its people, and societies are always in the state of change. The social landscapes in Europe, the US and other parts of the world have increasingly been diverse. For example, in once only white dominated small and cold town in Norway, it is not any more unusual to

encounter people from various parts of the world. Then, every culture offers an established set of cultural values, ethical judgments, cultural patterns, norms, and worldview.

The established set of good and bad behaviors could be stated explicitly or implicitly and shared among members of the same culture. In this study, students hope that higher educational institutions should offer intercultural communication courses and experiences to their students the students believe that on item *demographic imperative*, students believe that the changing demography requires universities to react to this imperative by providing such experiences and skills to their students. For item *ethical imperatives*, students think that academia should teach ethical issues such as respect for basic human and democratic right; value cultural diversity and credit social justice and merits of intercultural dialogue.

Conclusion

This study investigated the place of culture and intercultural communication in Torajan EFL classrooms, and Torajan students' perceptions on imperatives for studying intercultural communication. It is found that: Students needed for the new cultural and intercultural knowledge in EFL Classrooms, and hoped that curriculum can meet their needs on Intercultural Communication competence, and Students are aware and hope to Institutional and EFL Lecturers to create intercultural environment and encourage effective intercultural dialogue in EFL classrooms in order to achieve: pedagogical, personal development, peace, economic, demographic, and ethical imperatives of intercultural communication.

Successful culture and intercultural EFL classrooms determined by consciously address the growing need for healthy and democratic interaction among students. Therefore, institution, especially English Department needs to consider on revising the EFL curriculum in order to meet the students need on cultural and intercultural competence.

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The Influence of Socratic Questioning Technique and Students Critical Thinking toward Their Speaking Competence at *SMA Negeri 11 Ambon*

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Abstract

This study is aimed at 1) describing the students' speaking competence and 2) students critical thinking skill; 3) finding out the positive and the significant difference in speaking competence between the students who were taught by using *Socratic Questioning Technique* (SQT) and those who were taught by using *Information Gap Technique* (IGT); 4) finding out the positive and the significant differences in students speaking competence between those who had high and low critical thinking; and 5) finding out the positive and significant interaction in students speaking competence between teaching techniques and the critical thinking skill. A quasi experiment method (pre-posttest non-equivalent control group design) through the 2 × 2 factorial designs used to represents an independent variable and a dependent variable with different level of thinking. The results showed that there were significantly differences in speaking ability between students who had high critical thinking and those who had low critical thinking. The value of R was 0.840 with interval correlation (0.80 – 1.00) meaning coefficient correlation was very strong and significant in linear regression or gained regression criteria in addition there was a positive and significant interaction in speaking competence between teaching techniques and critical thinking skill.

Keywords: Socratic questioning; critical thinking; speaking competence

Introduction

Speaking in a foreign language learning context has often been viewed as the most demanding of the four language skills for learners. This is because speaking does not cover just knowing the linguistic feature; linguistic feature of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension (Derakhshan, Khalili, & Beheshti, 2016). In other words, communicative competence should be based on the level of knowledge in presenting ideas that is critically produced by learners own thinking. Thus, it is better for schools to engage students in a high cognitive activity at class discussion. One of the important thinking abilities that should be acquired by learners in school and university is the ability of a critical thinking (Abdi, 2012). For that reason, it is a must for teachers to fostering students' critical thinking by using the critical questions. The questioning level are presented by the teacher in order to provide completeness of students thinking and build up their understanding about the material. Teachers play an important role in engaging students in higher order thinking skills by asking higher order questions (Khan & Inamullah, 2011). Furthermore, it can be said that the students' speaking competences are measured by thinking; they can understand the topic by thinking and analyze the issues presented to them through asking suitable questions.

The researcher conducted his preliminary study by observing students speaking activities and their critical thinking in *SMA Negeri 11 Ambon* especially at class MIA I. To support the authentic data in relation to that observations, the researcher delivered the questionnaire for the students in order to know their responses in the following the lesson, their difficulty in responding to the teacher questions, their speaking ability and critical thinking, their response to the characteristic and the influence of questions for their speaking ability and their critical thinking. Through overall answer of the students based on questionnaire, the researcher found some problems such as; students' critical thinking level and their speaking competence was low. This occurred because; the students could not explore their ideas in depth, based on the questions which are provided by the teacher. She always asked questions that require a same reasoning answer but more than that focus on yes or no answers and tell all the information related to the topic. On the other hand, the deep reasoning teacher questions predict positively cognitive learning activity and motivation (Jurik, Gröschner, & Seidel, 2014). Asking students questions that only require a one-word response could not foster an active learning environment and the quality of each question was not fully effective to explore students' concept of thinking, because the level of student thinking is directly proportional to the level of questions asked. When the teacher designs questions, she must consider the purpose of each question and then develop the appropriate level and type of question to accomplish the

purpose because students need experience with higher level questioning that their familiar with it.

Moreover, teachers should play a great role in developing the critical thinking level and dispositions of students by asking many questions and give them all the information. Regarding the problems that have been explained before, the researcher proposed Socratic Questioning Technique to overcome the problems. This technique of questioning has been proven to explore students' idea in depth and to guide them in generating thoughtful questions, thus fostering their speaking competence and critical thinking level. Socratic questioning is disciplined questioning that can be used to pursue thought in many directions and for many purposes, including: to explore complex ideas, to get to the truth of things, to open up issues and problems, to uncover assumptions, to analyze concepts, to distinguish what we know from what we don't know, and to follow out logical implications of thought (Paul & Elder, 2007). They argue that both Socratic questioning and CT share common end which leads to thinking at a deep level.

Some previous relevant study also approved the connection of communication indeed speaking competence and their critical thinking skill. First, In relation to *The Influence of Socratic Questioning towards Students' Speaking Competence*; A study into the Use of Socratic Seminar in Teaching Speaking on Hortatory Exposition Text by (Andriyani et al., 2014) showed a positive and strong effect toward students' speaking achievement at eleventh grade students of SMA Negeri 2 Pontianak in academic year 2013/2014. There were class IPA 3 as the experimental group and class IPA 4 as the control group. The computation of *t*-test is higher than *t*-table, therefore the alternative hypothesis was accepted. The effect size of the treatment was 0.99 and qualified as very strong. It leads to better attention in learning and stimulate them to participate in learning process. From this result, they stated that the students' response the Socratic Seminar is enjoyable.

Second, in relation to *the Influence of Critical Thinking on Students' Speaking Competence*. Its development begins by conducting and providing students' time to explore their communication in deeply thought. A study by (Afshar & Rahimi, 2014) who investigated the relationship among critical thinking, emotional intelligence, and speaking abilities of Iranian EFL learners. The multiple correlation of result analyses revealed a) emotional intelligence, followed by critical thinking, correlated significantly highly with speaking abilities; b) all components of emotional intelligence correlated significantly highly with speaking abilities; and c) there was a significant positive relationship between critical thinking and emotional intelligence. The results of multiple regression analyses revealed that emotional intelligence was a stronger predictor of speaking abilities with critical thinking standing at the second place. Meaning,

speaking competence was highly assessed when students have high emotional intelligent supported by critical ideas to create a meaningful learning activities or it plays important role for students to communicate and to provide evidence more than just giving the information.

Third, *The Influence of Socratic Questioning and Critical Thinking towards Students' Speaking Competence*; A study about the effects of Socratic questioning on veterinary students' critical thinking skills (Yang, Newby, & Bill, 2005) showed positive effects. The study was of an interrupted time series quasi-experimental style on sixteen students of a distance-learning course took part in online asynchronous discussion forums, eleven of whom during treatment I and five during treatment II. The types of questions used were clarification questions, questions asking for reason and evidence and questions probing assumptions. Students who participated in facilitated discussions in Treatment II were of a significantly higher quality than those from the counter group in Treatment I who had not followed the facilitated online discussion. At the end of experiment, all the students seemed to more critically ask and answer questions to clarify ideas and to negotiate meaning and identify areas of agreement and disagreement. From its results showed the more challenging interaction from the use Socratic questioning because this technique leads learner to engage in the deeper level of thinking.

Based on the problems stated and the result of previous study above, this study is addressed to gain the objectives, such as: 1) to explain the students speaking competence and 2) to describe the students' critical thinking level. 3) To find out a positive and significant difference in students speaking competence between the students who are taught by Socratic Questioning Technique and those who are taught by Information Gap Technique. 4) To find out a positive and significant difference in students speaking competence between the students who have high critical thinking and those who have low critical thinking. 5) To find out a positive and significant interaction in students speaking competence among the students who are taught by Socratic Questioning Technique (SQT) and their critical thinking with those who are taught by Information Gap Technique (IGT) and their critical thinking. In order to explain clearly about the objectives of the study, the proposed hypothesis is shown also as follows:

1. There was a positive and significant difference in the students speaking competence between the students who are taught with SQT and those who are taught with IGT.
2. There was a positive and significant difference in students speaking competence between the students who had high critical thinking and those who had low critical thinking.

3. There was a positive and significant interaction in students speaking competence among the students who are taught by SQT and their critical thinking with those who are taught by IGT and their critical thinking.

Method

The method used in this study was quasi experimental research with *pre-posttest nonequivalent control group design*. As expressed by (Cohen, Manion, & Morrison, 2007) in pre-posttest nonequivalent control group design, the experimental and control groups have not been equated by randomization because the equivalence of groups can be strengthened by matching them followed by random assignment to experimental and control treatments by using intact group. The 2×2 factorial designs were used because each of the technique represents an independent variable and a dependent variable with the different level of thinking.

Table 1. The 2×2 Factorial Design

B (Critical Thinking)	A (Technique)	
	A1 (SQT)	A2 (IGT)
B1(High)	Y1.1, Y1.2, ... n	Y1.1, Y1.2, ... n
B2(Low)	Y2.1, Y.2.2, ... n	Y2.1, Y.2.2, ... n

Explanation:

A : Technique	B : Critical Thinking
A1 : Socratic Questioning Technique	B1 : High Critical Thinking Level
A2 : Information Gap Technique	B2 : Low Critical Thinking Level
Y : Speaking Competence	n : Subject

The research setting was at the *SMA Negeri 11 Ambon*. The subjects for both experimental class and control class were the students in the first grade. The experimental class is X-MIA⁷ with 40 number of students and the control class was X-MIA³ with 40 number of students. The variables of this research consist of one independent variable (SQT). One moderate variable was critical thinking skill divided into 2 level (low and high level) and also one dependent variable (students' speaking competence). Meanwhile control variable is also used in order to neutralize its influence toward the dependent variable. It consists of; a) the prior knowledge of research subjects, b) the scope of teaching materials, c) the similar ability of English teachers who involved in this study, d) time allocation of speaking test, d) time allocation for teaching speaking.

The research instrument used consists of two types (oral and written test) and its content made by the researcher itself after getting the input from some experts. The form of oral test instruments such the questions for speaking competence (pre and posttest) in oral performance. Oral test instrument based

on the certain topics and assessed students' oral speaking competence by using analytical scale scoring procedure adapted from (Mukminatien, 2015) and it divided into four elements, such as: 1) *pronunciation*, 2) *grammatical accuracy*, 3) *vocabulary resources*, and 4) *interactive communication*. Meanwhile, in the written test instrument used the Critical Thinking Assessment which consist of six elements or components, such: 1) *analysis*, 2) *critique*, 3) *evaluation*, 4) *generativity*, 5) *precision*, and 6) *synthesis* were analyzed descriptively using score analytic scaled (Variable, 2012). In this study, the data is analyzed by using t-test with factorial design 2×2 . Furthermore, the normality and homogeneity test were analyzed for testing the first and second hypothesis while for third hypothesis used t-test (independent t sample test) to compare two independent variables in order to test the significant result of the research or to compare two average samples. The significant level of this test was 0.05 and measured by *software SPSS (statistical package for social science) 17.00 for Windows*. The steps of formula were testing the validity and reliability of try out instrument, testing the normality and homogeneity of sample, and the testing hypothesis.

Results

Learning Stages

Pre-Experimental Stage

In this stage, there were some of activities prepared by the researcher such as; selecting the topics as teaching materials based on students' level, needs and interests, designing lesson plans, procedures of SQT and IGT and developing the critical thinking and speaking test instrument. The topics of teaching speaking were selected based on English Syllabus for X-Science Program and focused on updated issues and students' interest. The topics are; *learning through music*, *describing historical places*, *describing people*, and *talking about an idol*. Thereupon, the researcher continued to designing the lesson plans in which one topic is taught for two times of teaching. In lesson plans also clearly explain about the procedure of both SQT as experimental group and IGT as control group. The implementation of try out instrument for both critical thinking and speaking test is done at the end of April. The tryout instrument of critical thinking was applied on 26th April 2016 whereas speaking test was conducted two days at 29th – 30th April 2016. Then, the researcher continued to analyze the validity and reliability of the instruments. The preparation is also made by the researcher in order to share about the topics or teaching materials, procedures of information gap technique and speaking assessment together with one of the English teacher who taught in control class.

The Experimental Stage

The data collection of this study was done by following some steps: a) implemented pre-test of speaking competence, b) implemented the pre-test for critical thinking, c) implemented SQT and IGT. The post-test is conducted also in order to measure the students' critical thinking, and d) did the post test for speaking competence. This study was conducted since 26th April 2016 until 27th May 2016 and done in 15 times teaching activities. It consist of one time critical thinking test which done at 28th April 2016, two times to implemented pre-test of speaking competence conducted at 29th – 30th April, 2016. Both of Socratic Questioning and Information Gap techniques were treated in 8 times begin from 9th May 2016 until 21st May 2016, one time to measure students' critical thinking done at 23rd May 2016 and two times of post-test for speaking competence at 24th – 27th May, 2016. In conducting this research especially for speaking competence, both of techniques were implemented in order to improve students' speaking competence and their critical thinking. In this case, Socratic questioning as experimental group was manipulated technique and it known later have significant influence to improve students speaking competence and their critical thinking. It is expected also that the students who are taught by Socratic questioning technique have high critical thinking than those who are taught by information gap technique.

Hypothesis

In order to reject or to accept the null hypothesis, the researcher compared the null hypothesis with its level of significance, 0.05 (5%) and also compared the mean score of both experimental and control group. The results of testing hypothesis are explained in the following paragraphs.

1. *There was a positive and significant difference in students speaking competence between those who were taught by using SQT and those who were taught by using IGT.*

Table. 1.a. Group Statistics

	Technique	N	Mean	Std. Deviation	Std. Error Mean
Speaking Competence Pretest	SQT	40	12.1913	2.96380	.46862
	IGT	40	12.1990	2.68173	.42402
Speaking Competence	SQT	40	13.6922	3.37211	.53318
Posttest	IGT	40	13.4422	2.98395	.47180

To answer the first research question that shown in the table 1.a., it is reported that the *Mean* score as the result of testing hypothesis in pre-test of students speaking competence by using SQT was 12.19 and 12.19 for IGT. After the students were treated by using Socratic questioning technique as

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manipulated variable then the mean score of post-test from speaking competence show in experimental group was 13.69 and 13.44 for control group.

Table. 1.b. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Speaking Competence Pretest	Equal variances assumed	1.155	.286	-.012	78	.990	-.00775	.63198	-1.26592	1.25042
	Equal variances not assumed			-.012	77.233	.990	-.00775	.63198	-1.26612	1.25062
Speaking Competence Posttest	Equal variances assumed	1.422	.237	.351	78	.726	.25000	.71195	-1.16739	1.66739
	Equal variances not assumed			.351	76.862	.726	.25000	.71195	-1.16772	1.66772

Meanwhile, for the next table 1.b, it is reported that F count for teaching techniques was 1.44 with the significant value 0.24 indicated that F count greater than alpha value 0.05 ($p > 0.05$) means that the data was homogenous. Thus, the table also reported that t –test was 0.73 which means that the t-test greater than t-table ($p > 0.05$). The result shows that there were significantly differences in speaking ability between the students who were taught by using SQT than those who were taught by using IGT. The mean score of speaking ability in experiment group was 13.69 and 13.44 for control group. Based on this description, it implied that the students who were taught by using SQT had better speaking competence than those who were taught by using IGT even it had a little bit differences of speaking competence between both of groups.

2. *There was a positive and significant different in students' speaking competence between those who had high critical thinking and those who had low critical thinking*

Table. 2.a. Group Statistics

	Critical Thinking Level	N	Mean	Std. Deviation	Std. Error Mean
Speaking Competence	High	48	15.7225	1.76097	.25417
Posttest	Low	32	10.3344	1.69266	.29922

To answer the second research question, the table 2.a., the number of students was 80 students which consist of 48 students have high critical thinking skill and 32 students had low critical thinking. The table also shown the mean score of students who had high critical thinking was 15.72 whereas the mean score of the students who had low critical thinking was 10.33.

Table. 2.b. Independent Samples Test

		Levene's Test		t-test for Equality of Means						
		for Equality of		95% Confidence Interval of						
		Variances		the Difference						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Speaking Competence Pretest	Equal variances assumed	.319	.574	13.615	78	.000	5.38813	.39576	4.60022	6.17603
	Equal variances not assumed			13.724	68.391	.000	5.38813	.39261	4.60477	6.17148
Speaking Competence Posttest	Equal variances assumed	.319	.574	13.615	78	.000	5.38813	.39576	4.60022	6.17603
	Equal variances not assumed			13.724	68.391	.000	5.38813	.39261	4.60477	6.17148

Meanwhile, in the next table 2.b. above reported that the significant tailed of t-test is 0.000 meaning that the t-test was less than t-table. Therefore, from the result of the table above show that there was significantly differences in speaking ability between the students who had high critical thinking and those who had low critical thinking.

3. *There was a positive and significant interaction in students speaking competence between those who were taught by using SQT and their critical thinking with those who were taught with IGT and their critical thinking.*

In order to find out the value of coefficient correlation whether to answer the third research question in this study, the weak and strong level determined by using the guidance of interpretation value of coefficient correlation based on (Sugiyono, 2013). The interpretation of value shown in following table 3.a

Table 3.a. The Interpretation Value of Coefficient Correlation

Coefficient Interval	Level of Correlation/Influence
0.00 – 0.1999	Very weak
0.20 – 0.399	Weak
0.40 - 0.599	Fair/Enough

Saleky:

The Influence of Socratic Questioning Technique and Students Critical Thinking

Coefficient Interval	Level of Correlation/Influence
0.60 – 1.00	Strong
0.80 – 1.00	Very Strong

The table 3.a showed the result of analyzing the interaction influence between the teaching techniques and critical thinking skill towards speaking competence. The table 3.b shown the value of R was 0.84 in interval correlation (0.80 – 1.00) which indicated that coefficient correlation was very strong. Thereby, it can be reported that there was a very strong interaction influence between the teaching techniques and critical thinking towards speaking competence.

Table. 3.b. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840 ^a	.705	.698	1.74071

a. Predictors: (Constant), Critical Thinking Level, Technique

Table. 3.c. ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	558.662	2	279.331	92.186	.000 ^a
	Residual	233.316	77	3.030		
	Total	791.979	79			

a. Predictors: (Constant), Critical Thinking Level, Technique

b. Dependent Variable: Speaking Competence Posttest

Table. 3.d. Coefficients^a

Model		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error	Beta	T
1	(Constant)	21.486	.830		25.902
	Technique	-.250	.389	-.040	-.642
	Critical Thinking Level	-5.388	.397	-.839	-13.56
					3

a. Dependent Variable: Speaking Competence Posttest

Therefore, from the result of the data showed in Table 3.c. mentioned that the F-test was 92.186 with the significant value 0.000 reveals that the value of F-test was less than the value of F-table (p value < 0.05). The findings reported that the data was significant in linear regression or because it gained the regression criteria.

Discussion

The Description of Students' Speaking Competence

According to the result of the study, the students' speaking competence for those who were taught by using SQT was in high level. It can be seen from their highest score was 19 and lower score was 7.67. The score that has many frequency such the interval 14-16 in high category with total percentage is 17.5% (14 students). Then it continued in the interval level with range score 8-10 with total percentage is 11.25% (9 students) in the low category followed by one person (1.25%) who had very low level in the range very low level category. Thereby, the result showed that the first grade of science program students of SMA Negeri 11 Ambon had high level of speaking because it can be seen from the total number of students who were in the range score high and very high (14 – 19) was 22 students thus it large than the total of students who were in the very low category until the fair category ($< 7 - 13$) was 18 students. These results also mention that to acquire speaking competence the students should know the purpose of communication effectively and efficiently. In the process of speaking, the students were treated to improve their speaking competence by using SQT.

The Description of Students' Critical Thinking (CT) Skill

In critical thinking aspect reported those there were 48 students who had high critical thinking and 32 students who had low critical thinking. In assessing students critical thinking, Mathew' Critical thinking assessment is used and adapted by the researcher. The assessment components were *analyze*, *criticize*, *evaluation*, *generatively*, *precise* and *synthesize*. There were five questions in the form of essay written in Bahasa Indonesia, whether this research aimed about to test the theory especially the influence of the use of technique for their critical thinking skill in English subject but it was better for them to think and to answer more easily if the questions were provided in their first language. In the analysis process, the positive responses showed by the students about the topics or instruments that they got in the questions form related to specific issues. At this analysis step, the student could demonstrates critical thinking through well-reasoned and developed their own responses in relation to breaking down problems, issues, or questions into meaningful part of their idea and thinking.

The Influence of SQT towards Students' Speaking Competence

From the result of testing hypothesis, SQT shown that there was significantly difference in students' speaking competence compared in control group. Based on previous data analysis, the mean score in students speaking competence who were taught by using SQT was 13.69 meanwhile the mean score of students speaking competence who were taught by using information gap was 13.44. The result indicated that the SQT was more influence in improving students speaking competence than Information Gap technique even the score result showed the small influence. This findings support from the previous relevant study also claimed that the students who are taught by using Socratic questioning was better to speak, because this technique can picked ability to speak up and influence speaking achievement (Andriyani et al., 2014). In other words, theoretically and practically, this technique provides teachers responsibility to promote students speaking competence for independent thinking and give ownership of what students were learning. Thus, communication in classroom setting was shaped by the teacher questions and students answers were considered as a powerful teaching approach if those used to expose contradictions, challenge assumption, and lead to new wisdom and knowledge. The influence of Socratic questioning technique provides probing questions about the topic or material that presented by the teacher in classroom and students were engaged in useful communication.

The Influence of Students' CT towards Students' Speaking Skill

Based on the result of testing hypothesis showed that mean score of students who had high critical thinking was 16.03 while the mean score of the students who had low critical thinking was 15.41 indicated that students' critical thinking had the significantly effect in improving the students speaking skill. In relation to theoretical explanation, (Tittle, 2011) stated that critical thinking is important because people who engage in critical thinking tend to be able to provide evidence and reasoning for the opinions they hold. It involves the ability to engage in deep reflective and independent thinking will be useful in order give the high challenge for students not only to speak but more than that it can increase their skill to think critically.

The Significant Interaction between SQT and CT towards Students' Speaking Competence.

In this step, the result of the findings in testing hypothesis showed that there was a very strong interaction between teaching techniques (Socratic Questioning Technique versus Information gap Technique). It can be shown from the data result; the value of coefficient correlation was 92.19 with the significant value 0.05 (5%) revealed that the F-test was greater than the value of F-table ($p > 0.05$). The

findings reported that the data was significant in linear regression or because it gained the regression criteria.

Conclusion

From the discussion above, the researcher can conclude that; 1) The first grade of science students at *SMA Negeri 11 Ambon* had high English competency. 2) The students' critical thinking skill can be categorized in high level and low level. The students who had high critical thinking consist of 48 students while the students who had low critical thinking were 32 students. 3) The students' speaking competence was significantly influenced by SQT. The students who were taught by using SQT had better achievement in speaking competence than those who were taught by using IGT. 4) The students' speaking competence was significantly influenced by critical thinking skill. The students who had high critical thinking skill were significantly differences in their speaking ability with the students who had low critical thinking skill. 5) There was a significant interaction between SQT as teaching technique and students' critical thinking towards the students' speaking competence.

Whereas, the recommendation as the implication of this study is purposed for further researchers or the teacher who wants to continue or to apply this technique should consider about 1) the suitable time schedule provided by the school when a researcher or even the teacher who wants to continued or applied SQT. 2) The total population sample, because the efficient implementation of this technique need more time. 3) English teacher or further researcher can provide critical thinking questions using English if it was match with condition and level of students' English competency. 4) In this study, critical thinking as moderate variable and there were many moderate variables that can be explored deeply through conduct the experiment study. Therefore, it is suggested to choose any different kind of moderate variables.

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Deictic Expressions in Nasreddin's Selected Stories

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Abstract

The research discusses deictic expressions or deixis in Nasreddin's selected stories. The research method applied in the research is qualitative research while the theory that is used in the research is the theory of deixis by Yule that is used to analyze the deictic expressions in the story book. The researcher uses qualitative research because the data of this research are limited to the words or phrases having deictic expressions in the book of *Nasreddin, A Man with Thousands Ideas*. The aims of this research are to identify the type of deixis and explain the references that appear in the book. The result shows that there are three types of deixis that appear in the book. The analysis also shows that anaphoric and cataphoric references are found in the story book.

Keywords: deictic expression; deixis; references; anaphoric; cataphoric

Introduction

Deictic expressions or deixis are part of pragmatics that becomes the main instrument of this research. The source of the data is the text taken from the story book of *Nasreddin, A Man with Thousands of Ideas*. Nasreddin Hodja was Seljuq satirical Sufi, born in Hortu Village in Sivrihisar, Eskişehir Province, present day Turkey and died in 13th century in Akşehir, near Konya, a capital of the Seljuk Sultanate of Rum, in today's Turkey. He is considered a populist philosopher and wise man, remembered for his funny stories and anecdotes. He appears in thousands of stories, sometimes witty, sometimes wise, but often, too, a fool or the butt of a joke. A Nasreddin story usually has a subtle humor and a pedagogic nature. The International Nasreddin Hodja festival is celebrated between the 5th and 10th of July in his hometown every year. The book of *Nasreddin, A Man with Thousands of Ideas* was published in 1995 by Kanisius. It was written by Sugeng Hariyanto.

Many people who read the story book of *Nasreddin, A Man with Thousands of Ideas* get different or wrong perception about the purpose or theme of the stories because they may not know who the speakers, the hearers and the time and where the speakers alter the utterances. Based on the case, the researcher is interested in knowing the deictic expressions used in the literary work, like story book entitled *Nasreddin, A Man with Thousands of Ideas*. The researcher assumes that deictic expressions are useful to make clear the understanding that is usually found, for instance in TOEFL test or other English language competency test.

Summary of the Stories

There are 22 stories in the story book of *Nasreddin, A Man with Thousands of Ideas* but the researcher just takes two samples from the story book. The first story is *Before It's Late* and the second story is *Not Finished Yet*. In the first story, Nasreddin asked his son to take some drinking water from a natural fountain. Nasreddin handed a jar to his son. After that he hit his son's face while warning him not to break the jar. One of Nasreddin's neighbors felt a pity on the boy when he knew this event. He approached Nasreddin and said that his son was a nice boy and asked Nasreddin why he hit his son. Nasreddin said that he hit his son in order not to break the jar. After that, his neighbor said to Nasreddin that he was not a wise man because he had hit his son for something that the son had not done yet. Nasreddin argued that if he hit his son after he broke the jar it would be very late and it was no use to do something late.

The second story is *Not Finished Yet*. In this second story, Nasreddin felt that he was already old. He thought that he would die soon. He asked for someone to make a grave for him. He promised to pay the man a certain amount of money when the work was finished. Nasreddin protested many things about

the grave but after the man finished making the grave, Nasreddin refused to pay and he argued that the grave was not complete yet because the corpse was not there yet.

Method

This research is intended to discuss the usage of deixis in the story book of *Nasreddin, A Man with Thousands of Ideas*. The data were taken by using documentary technique. Documentary technique means that the data are found by reading, studying, analyzing, identifying, classifying and collecting the required information related to the study. The technique for analyzing the data for the research consisted of (1) identifying deixis in the story book; (2) classifying deixis based on types; (3) counting the occurrences of each types of deixis; (4) classifying deixis based on the use and references of deixis; (5) finding the most dominant type, the use and references of deixis in the story book. As Saldana (2010:32) defines that "This documentation helps us systematically and credibly examine, extract, and construct from the complexity of living its essences and essentials in order to exist in a better word". According to Latief (2011:81) in qualitative research, the researcher collects and analyzes data simultaneously to draw a temporary conclusion and repeats the cycles several times, deciding what data needs to be collected again to verify their temporary conclusion". Strauss & Corbin (1998) underlines that the data in a qualitative research come from various sources, such as interviews, observation, documents, records, and films.

The quality of the collection and analytic processes by the researcher and primary research instrument will shape to some degrees, the style of writing the qualitative report (Saldana, 2010). The source of data represented in this study is the utterances in the book of *Nasreddin, A Man with Thousands of Ideas*.

Theory of Deixis by Yule

The researcher writes two theories of deixis. They are Yule's theory and Levinson's theory but the researcher just uses Yule's theory to analyze deictic expressions or deixis in the story book. According Yule (2006, p.115) Deixis is used to point to things (*it, this, these boxes*) and people (*him, them, those idiots*), sometimes called person deixis. Words and phrases used to point to a location (*here, there, near that*) are examples of spatial deixis, and those used to point to a time (*now, then, last week*) are examples of temporal deixis. In addition Levinson (1983:54) strengthens "deixis relates to the way in which languages encode or grammatical features of the context of utterance or speech event, and thus relates to the ways in which the interpretation of utterances depends on the analysis of that context of utterances". Here is the example of deixis:

I'll bring you a gift and put it here tomorrow.

From the example above, the speaker uses the word '*I*' to point at himself or herself in other words, '*I*' refers to the person who is currently speaking. The speaker uses the word '*you*' to point at the intended addressee or hearer. The word '*here*' indicates the place of speaking and '*tomorrow*' indicates the time after the utterance is spoken. Suppose it was not directly said to certain people but it was written in a note that people find somewhere, the message will mean nothing because that person cannot get complete information of who the speaker is, when and where the exact time and place is.

It is true that pragmatic basis of place deixis is a psychological distance meaning physically close objects will tend to be treated by the speaker as psychologically close and reverse (Yule, 1996). Susilo adds that deixis is pointing out objects, places and times via language (Susilo, 2015:58). The following example can be seen below:

I was looking at this little puppy in a cage with such a sad look on its face. It was like, 'Oh, I'm so unhappy here. Will you set me free?'

The word '*here*' above signifies that the intended cage is not actually in the physical location near to the speaker, but it is considered near, as the speaker tries to perform the role of the puppy.

Reference of Deixis

Reference is a relation between one subject to the object in a sentence that acts as a mean to connect one another. It means that the reference has the connection of one word to another word. It is used by the author so that the listeners or the readers can recognize someone, something or someplace. According to Yule (1996) reference is an act in which a speaker, or writer, uses linguistic forms to enable a listener, or reader to identify something.

Yule (1996) narrates that in English, initial reference, or introductory mention, is often indefinite ('*a man*', '*a woman*', '*a cat*'). The definite noun phrases ('*the man*', '*the cat*', '*the woman*') and the pronouns ('*it*', '*he*', '*her*', '*they*') are examples of subsequent reference to already introduced referent, generally known as anaphoric reference or anaphora. For example, *Peel and slice six potatoes. Put them in cold salted water.* Later he continues that the pronoun '*it*' is used first and it is difficult to interpret until the full noun phrase is presented in the next line.

This pattern is technically known as cataphoric reference or cataphora. According to Cutting (2002:10) cataphora is reversal to anaphora.

I turned the corner and almost stopped on it. There was a large snake in the middle of the path.

The reference in the example above can be seen that it is the reversal of the antecedent-anaphoric pattern that sometimes found at the beginning of stories.

Results & Discussion

The researcher discusses the types of deixis and the references of deictic expressions or deixis in the book of *Nasreddin, A Man with Thousands of Ideas*. The researcher analyzes two of the twenty two stories in the book. There are three deixis, they are person deixis, place deixis and time deixis and there are also two references of deixis by Yule's theory. They are anaphoric reference and cataphoric reference. The deixis and references are as follows:

Deixis in 'Before it's Late'

It was a long dry season. Most wells dry. So, Nasreddin asked **his** son to take some drinking water from a natural fountain. He hand a jar to **his** son after that he hit **his** son's face and said, "Be careful, don't break **the** jar!" **the** boy cried and left. One of **his** neighbors knew **the** event. He felt a pity on **the** boy. He approached Nasredin and said,"Nasreddin, **your** son is a nice boy, why do **you** hit **him**?" said the man. "In order not to break **the** jar," Nasreddin answered. "You are not wise, Nasreddin. **The** jar is not broken but you have hit **your** son", **the** man said. "You are wrong", Nasreddin answered, "If I hit **him** after **he** breaks **the** jar as most people do, **it** would be very late". And **it** was no use to do something late.

Person Deixis

So, Nasreddin asked his son to take some drinking water from a natural fountain.

The person deixis 'his' refers to the subject of the sentence, Nasreddin and it is categorized into the singular third person because it refers to someone who is not identified as a speaker.

He hand a jar to his son

The person deixis 'his' refers to the subject 'he' and it is also categorized into the singular third person because it refers to someone who is not identified as a speaker.

After that he hit his son's face and said, "Be careful, don't break the jar!" One of his neighbors knew the event. He felt a pity on the boy.

The person deixis 'his' refers to the subject 'he' and it is also categorized into the singular third person because it refers to someone who is not identified as a speaker. The person deixis 'his' in the sentence 'One of his neighbors knew the event' refers to the subject 'he' and it is categorized into the singular third person because it refers to someone who is not identified as a speaker.

The person deixis 'the' in the sentence 'He felt a pity on the boy' refers to 'his son' in the sentence 'So, Nasreddin asked his son to take some drinking water from a natural fountain' and it is categorized into the singular third person because it refers to someone who is not identified as a speaker.

He approached Nasreddin and said, "Nasreddin, your son is a nice boy, why do you hit him?"

The person deixis 'your' and 'you' refers to Nasreddin and it is categorized into the singular third person because it refers to someone who is identified as a speaker. The person deixis 'him' refers to Nasreddin's son as stated in the sentence 'So, Nasreddin asked his son to take some drinking water from a natural fountain' and it is categorized into the singular third person because it refers to someone who is not identified as a speaker.

You are not wise, Nasreddin.

The person deixis 'you' refers to Nasreddin and it is categorized into the singular second person and it is identified as a speaker.

The jar is not broken but you have hit your son.

The person deixis 'you' and 'your' refers to Nasreddin and it is categorized into the singular second person and it is identified as a speaker.

You are wrong, "if I hit him after he breaks the jar as most people do, it would be very late".

The person deixis 'you' refers to Nasreddin's neighbor not Nasreddin and it is categorized into the singular second person and it is identified as a speaker. The person deixis 'I' refers to Nasreddin and it is categorized into the singular first person and it is identified as a speaker. The person deixis 'him' refers to somebody else, he is Nasreddin's son, not Nasreddin and it is categorized into the singular third person because it refers to someone who is not identified as a speaker.

The person deixis 'the' for the jar, the boy, the event and the man refers to different things, the jar refers to a jar, the boy refers to Nasreddin's son, the event refers to Nasreddin who hits his son, the man refers to Nasreddin's neighbor and it is categorized into the definite article. It is not identified as a speaker.

The person deixis 'it' refers to different things, 'it' at the beginning of the story refers to the natural fountain and 'it' at the back of the story refers to the sentence 'If I hit him after he breaks the jar as most people do, it would be very late' and it is categorized into the demonstrative. It is not identified as a speaker.

Place Deixis

Place deixis points the form of space location or place which centered on person's location. In the first story, the researcher did not find the place deixis.

Time Deixis

Time deixis is the time expression that is produced by the speaker or the addressee. In the first story, the word 'it' is a pronoun but in the sentence, it is called a time deixis because it refers later to the long dry season that points the time of the event.

After analyzing the data, the researcher got the result of deixis found in the story of *'Before it's Late'*. They are written in the table below.

Table 1. The types of deixis in the story of *'Before It's Late'*

Types of Deixis		
Person deixis	Place deixis	Time deixis
He (4 times)		It (once)
Him (2 twice)		
His (4 times)		
I (once)		
You (1 times)		
Your (twice)		
The (8)		
It (3)		
23	0	1

The table shows that the high frequencies of deixis are person deixis 23 times, followed by once time deixis and place deixis is not found in the story. For the person deixis 'the' dominates the story as the singular third person. To see the percentage of each type of deixis above, here is the table below.

Table 2 The Percentage of each type of deixis in the story of *Before It's Late*.

Types of Deixis	Total	Proportion (%)
Person deixis	23	96
Time deixis	1	04
Place deixis	0	0
Total	24	100

As stated in the table, the person deixis has the highest frequency. It is 96 %, the time deixis is 4 % and place deixis is not found in the table.

Deixis in 'Not finished yet'

Nasreddin felt that **he** has already old. He thought that **he** would die soon. So, he asked for someone to make a grave for **him**. He promised to pay **the** man a certain amount of money when the work was finished. During **the** work, Nasreddin protested many things about **the** grave but at last **the** man finished making **the** grave. He asked for **the** money Nasreddin had promised **him**. Nasreddin said, "You cannot ask for **the** money **now**". "Why? You said that **you** pay **me** as soon as I finished **the** grave," asked **the** man. **The** grave is not complete yet, said Nasreddin. "What else should I do to complete **it**? I have done everything", said **the** man angrily. "**It** is not complete yet because **the** corpse is not **there** yet", answered Nasreddin.

Person Deixis

Nasreddin felt that he has already old.

The person deixis 'he' refers to the subject of the sentence, Nasreddin and it is categorized into the singular third person because it refers to someone who is not identified as a speaker.

He thought that he would die soon.

The person deixis 'he' refers to the subject of the sentence, Nasreddin and it is categorized into the singular third person because it refers to someone who is not identified as a speaker.

So, he asked for someone to make a grave for him.

The person deixis 'him' refers to the subject of the sentence, Nasreddin and it is categorized into the singular third person because it refers to someone who is not identified as a speaker.

He promised to pay the man a certain amount of money when the work was finished. During the work, Nasreddin protested many things about the grave but at last the man finished making the grave.

The person deixis 'the man' refers to Nasreddin and it is categorized into the singular third person because it refers to someone who is not identified as a speaker.

He asked for the money Nasreddin had promised him.

The person deixis 'he' refers to someone who made the grave, not Nasreddin and it is categorized into the singular third person because it refers to someone who is not identified as a speaker. The person deixis 'him' refers to someone who made the grave, not Nasreddin and it is categorized into the singular third person because it refers to someone who is not identified as a speaker.

Nasreddin said, "You cannot ask for the money now".

The person deixis 'You' refers to someone who made the grave, not Nasreddin and it is categorized into the singular second person and it refers to someone who is identified as a speaker.

"Why? You said that you pay me as soon as I finished the grave," asked the man.

The person deixis 'You' refers to Nasreddin and it is categorized into the singular second person and it refers to someone who is identified as a speaker. The person deixis 'me and I' refers to someone who made the grave, not Nasreddin and it is categorized into the singular first person and it refers to someone who is identified as a speaker.

"What else should I do to complete it? I have done everything".

The person deixis 'I' refers to someone who made the grave, not Nasreddin and it is categorized into the singular first person and it refers to someone who is identified as a speaker.

Place Deixis

Place deixis points the form of space location or place which centered on person's location. In the second story, the researcher found one place deixis. Here is the place deixis below:

"The grave is not complete yet. It is not complete yet because the corpse is not there yet".

The word 'there' in the sentence above points a place deixis. The place deixis 'there' is a kind of distal place. This sentence describes the distance place from the object position. The place deixis 'there' refers to the grave.

Time Deixis

Time deixis is the time expression that is produced by the speaker or the addressee. In the first story, the researcher found one deictic marker. The sentence that points to time deixis is the following below:

"You cannot ask the money now."

The word 'now' in the sentence above is a time deixis. It shows the time which is close to the time when it is stated. The word 'now' shows that it is happening when the time of speaking.

After analyzing the data, the researcher got the result of deixis found in the story 'Not finished yet'. They are written in the table below.

Table 3. The types of deixis in the story of *Not Finished yet*

Types of Deixis		
Person deixis	Place deixis	Time deixis
He (6 times)	There (once)	Now (once)
Him (2 twice)		
I (once)		
Me (once)		
There (once)		
12	1	1

The table shows that the high frequencies of deixis are person deixis 12 times, and followed by Time and place deixis each have once in the story. For the person deixis 'he' dominates the story as the singular third person. To see the percentage of each type of deixis above.

Table 4. The Percentage of each type of deixis in the story of *Not Finished Yet*.

Types of Deixis	Total	Proportion (%)
Person deixis	12	86
Time deixis	1	7
Place deixis	1	7
Total	14	100

As stated in the table, the person deixis has the highest frequency (86 %), followed by place deixis and time deixis that each has 7%).

The Reference of Deictic Expressions

The references used in the text of the story book are anaphoric and cataphoric references base on the theory that has been stated in the previous page.

Before It's Late

It was a long dry season. Most wells dry. So, Nasreddin asked his son to take some drinking water from a natural fountain. He handed a jar to his son after that he hit his son's face and said, "Be careful, don't break the jar!" the boy cried and left. One of his neighbors knew the event. He felt a pity on the boy. He approached Nasredin and said,"Nasreddin, your son is a nice boy, "why do you hit him?" said the man. "In order not to break the jar," Nasreddin answered. "You are not wise, Nasreddin. The jar is not broken but you have hit your son", the man said. "You are wrong", Nasreddin answered, "If I hit him after he breaks the jar as most people do, it would be very late". And it was no use to do something late.

The Reference of Deictic Expressions in 'Before It's Late'

It is called an anaphoric reference when the deictic word refers back to the subject or object that has been mentioned before. The anaphoric references are as follows.

So, Nasreddin asked his son to take some drinking water from a natural fountain.

Person deixis 'he' in the sentence above is called as anaphoric reference because the deictic word refers back to the subject that has been mentioned before, Nasreddin.

He handed a jar to his son

Person deixis 'his' in the sentence above is called as anaphoric reference because the deictic word refers back to the subject 'he'. It has been mentioned before, Nasreddin.

After that he hit his son's face and said, "Be careful, don't break the jar!" One of his neighbors knew the event.

Person deixis 'his' in the sentence above is called as anaphoric reference because the deictic word refers back to the subject 'he' and it has been mentioned before. Meanwhile, definite article 'the' in the sentence is called as anaphoric reference because it refers back to the predicate and object of the sentence.

He felt a pity on the boy.

Definite article 'the' in the sentence is called as anaphoric reference because it refers back to the object of the sentence above.

He approached Nasreddin and said, "Nasreddin, your son is a nice boy, why do you hit him?"

Pronoun 'your' and 'you' in the sentence is called as anaphoric reference because it refers back to the subject of the sentence.

The jar is not broken but you have hit your son.

Pronoun 'your' in the sentence is called as anaphoric reference because it refers back to the subject 'you'.

You are wrong, "if I hit him after he breaks the jar as most people do, it would be very late".

Pronoun 'it' in the sentence is called as anaphoric reference because it refers back to the subject of the sentence 'if I hit him...'

Not Finished Yet

Nasreddin felt that he has already old. He thought that he would die soon He asked for someone to make a grave for him. He promised to pay the man a certain amount of money when the work was finished.

During the work, Nasreddin protested many things about the grave but at last the man finished making the grave. He asked for the money Nasreddin had promised him. Nasreddin said, "You cannot ask for the money now". "Why? You said that you pay me as soon as I finished the grave," asked the man. The grave is not complete yet, said Nasreddin. "What else should I do to complete it? I have done everything", said the man angrily. "It is not complete yet because the corpse is not there yet", answered Nasreddin.

Anaphoric References in the Story 'Not Finished Yet'

It is called an anaphoric reference when the deictic word refers back to the subject or object that has been mentioned before. The anaphoric references are as follows.

1. Person deixis 'he' in the sentence above is called as anaphoric reference because the deictic word refers back to the subject that has been mentioned before, Nasreddin.
2. Person deixis 'he' in the sentence above is called as anaphoric reference because the deictic word refers back to the subject 'Nasreddin'. It has been mentioned before, Nasreddin.

3. Person deixis 'him' in the sentence above is called as anaphoric reference because the deictic word refers back to the subject 'Nasreddin'. It has been mentioned before, Nasreddin.
4. Person deixis 'the man' in the sentence above is called as anaphoric reference because the deictic words refer back to the subject 'someone who makes the grave'. It has been mentioned before, Nasreddin.
5. Pronoun 'the work' in the sentence above is called as anaphoric reference because the deictic words 'the' refers back to the sentence '..... make a grave'. It has been mentioned before.
6. Pronoun 'the grave' in the sentence above is called as anaphoric reference because the deictic words 'the' refers back to the words 'a grave'. It has been mentioned before.
7. Pronoun 'the money' in the sentence above is called as anaphoric reference because the deictic words 'the' refers back to the words 'a certain amount of money'. It has been mentioned before.
8. Pronoun 'him' in the sentence 'He asked for the money Nasreddin had promised him' is called as anaphoric reference because the deictic word 'him' refers back to the sentence that has been mentioned before.
9. Time deixis 'now' in the sentence "You cannot ask for the money now" is called as anaphoric reference because it refers back to the time of speaking.
10. Pronoun 'it' in the sentence "What else should I do to complete it?" is called as anaphoric reference because it refers back to the object of the sentence 'the grave'.
11. Pronoun 'there' in the sentence is called as anaphoric reference because it refers back to the subject of the sentence 'the grave'.

Cataphoric Reference

Cataphoric reference is used if the deictic expression refers later to the subject or the object of the sentence. All deictic expressions that categorized as cataphoric references found in the book will be showed and explained in the following sentence:

Cataphoric References in the Story 'Before It's Late'

It was a long dry season. Most wells dry. So, Nasreddin asked his son to take some drinking water from a natural fountain. He hand a jar to his son after that he hit his son's face and said, "Be careful, don't break the jar!" the boy cried and left. One of his neighbors knew the event. He felt a pity on the boy. He approached Nasredin and said,"Nasreddin, "Your son is a nice boy, why do you hit him?" said the man. "In order not to break the jar," Nasreddin answered. "You are not wise. The jar is not broken but you have hit your son", the man said. "You are wrong", Nasreddin answered, "If I hit him after he breaks the jar as most people do, it would be very late". And it was no use to do something late.

It was a long dry season.

The underlined and bold sentences above explain that pronoun "it" at the beginning of sentence is called as cataphoric reference because it refers to the long dry season that is stated later after the pronoun.

He felt a pity on the boy. He approached Nasredin and said, "Nasreddin, "Your son is a nice boy, why do you hit him?" said the man.

The bold and underlined sentences above explain that the person deixis "he" in the sentence is called as cataphoric reference because the pronoun refers to the man, Nasreddin's neighbor. It is stated later.

"You are not wise. The jar is not broken but you have hit your son", the man said.

The bold and underlined sentences above explain that the person deixis "you" in the sentence is called as cataphoric reference because the pronoun refers to the man, Nasreddin's neighbor. It is stated later.

"You are wrong", Nasreddin answered.

The bold and underlined sentences above explain that the person deixis "you" in the sentence is called as cataphoric reference because it refers to Nasreddin. It is stated later.

Cataphoric References in the Story 'Not Finished Yet'

Nasreddin felt that he has already old. He thought that he would die soon. So, he asked for someone to make a grave for him. He promised to pay the man a certain amount of money when the work was finished. During the work, Nasreddin protested many things about the grave but at last the man finished making the grave. He asked for the money Nasreddin had promised him. Nasreddin said, "You cannot ask for the money now". "Why? You said that you pay me as soon as I finished the grave," asked the man. The grave is not complete yet, said Nasreddin. "What else should I do to complete it? I have done everything", said the man angrily. "It is not complete yet because the corpse is not there yet", answered Nasreddin.

He thought that he would die soon. So, he asked for someone to make a grave for him. He promised to pay the man a certain amount of money when the work was finished. During the work, Nasreddin protested many things about the grave but at last the man finished making the grave.

The underlined and bold sentences above explain that the person deixis "he" in the sentence is called as cataphoric reference because the pronoun refers to Nasreddin that is stated later.

He asked for the money Nasreddin had promised him. Nasreddin said, "You cannot ask for the money now". "Why? You said that you pay me as soon as I finished the grave," asked the man.

The bold and underlined sentences above explain that the person deixis "he" in the sentence is called as cataphoric reference because the pronoun refers to the man who made Nasreddin's grave and is stated later

"What else should I do to complete it? I have done everything", said **the man** angrily.

"I" in the sentence is also called as cataphoric reference because it refers to the man that is stated later.

"It is not complete yet because **the corpse** is not there yet", answered Nasreddin.

Pronoun 'it' in the sentence "It is not complete yet because the corpse is not there yet." is called as cataphoric reference because the pronoun refers later to the corpse.

The Summary of the Anaphoric and Cataphoric References in the Story Book of 'Nasreddin, A Man with Thousands of Ideas'

To analyze the data, the researcher needs to get the result. Here is the result of anaphoric and cataphoric references that are found in the story book.

Table 5. Percentage of anaphoric and cataphoric references in the book of *Nasreddin, A Man with Thousands of Ideas*"

Type of references	Total	Proportion (%)
Anaphoric references	19	68
Cataphoric references	9	32
Total	28	100

The table above can be seen that the use of reference in the book of '*Nasreddin, A Man with Thousands of Ideas*' is dominated by anaphoric reference and followed by cataphoric reference. The highest frequency is anaphoric reference that amounts to 19 times and cataphoric reference amounts to 9 times.

Conclusion

From the three deixis found in the story book, person deixis is mostly appeared from other deixis. Pronoun 'he' dominated the use of person deixis in the story book and followed by other pronouns. Pronoun 'he' does not only refer to one person but it refers to 3 people who get involved in the story. They are Nasreddin, Nasreddin's son and Nasreddin's neighbor. Meanwhile, pronoun 'you' refers to 2 people. They are Nasreddin and Nasreddin's neighbor.

The time deixis that is found in the story books of '*Nasreddin, A Man with Thousands of Ideas*' can be in the form of adverb of time, the period of season, the period of days, the period hours. From the two stories in the book, the researcher just found two time deixis, one time deixis in the first story and one

time deixis in the second story. The time deixis 'a long dry season' is found in 'Before it's late', it is the period of season and time deixis 'now' is found in 'Not Finished yet', it is adverb of time. They are used in the book to express the certain period of time when the utterances are produced by the speaker.

Meanwhile, the place deixis that appears in in the story book can be in the in the form of adverb of place of participant in the speech event which has been shown in the context. From the two stories in the book, the researcher just found one plce deixis. It is in in the second story '*Not Finished Yet*'. The place deixis is 'there'. It is an adverb of place. It refers to 'grave' in the story.

The references of deictic expressions in the book are using anaphoric and cataphoric reference, after analyzing the sentences, the researcher found 19 anaphoric references and 9 cataphoric references.

After writing the research that deals with the types of deixis and references of deictic expressions in the story book, the researcher comes to conclusion that whoever reads the research will be easier to understand the story book.

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The Power of Speech by Medicine Vendor

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Abstract

The speech of medicine vendor contains power to convince the costumers. This study is aimed at investigating the linguistics features used in the in the speech of medicine vendor. This study is descriptive qualitative in analyzing and displaying the data. The techniques of analyzing data were transcribing the utterances, translation the data into English by applying morpheme by morpheme translation and idiomatic translation, and identifying the linguistics features of medicine vendors' speech. The result of this study revealed that parallelism is one of the linguistics features used in the speech to build a power.

Keywords: power; linguistic feature; medicine vendor

Introduction

Language contains the power to influence people. This is especially true in the fields of commercial field. The choice of language to convey specific messages with the intention of influencing people is vitally important. In relation the power, Dijk in Margareth *et al* (2001), pointed out that power and dominance are related each other. Power involves control, namely by (member of) one group over (those of) other groups. In other words, when someone has dominance in position, wealth, and status they can be powerful to authorize other people which less dominated. This kind of power is so called institutional power. For instance, in a court, a judge decides the punishment to the accused one (Fairclough, 1989).

On the contrary, Mooney *et al* (2011), believed that the power does not only come from institution (position, status and wealth) but also from the language that is used. It categorized as symbolic power. In this term, Mooney viewed language symbols, so it refers to the link between power and language. Power and dominance do not only influence the language; the more obvious is one influence over people through language. People can do many things with language.

It is the medicine vendors that show how the power of language influences people. In this case, they use so many strategies in selling and promoting their products, one of them is using the good language to communicate in order to convince, influence and persuade consumer. This example was taken from Fajar online newspaper, when a traditional medicine vendor said “*Cukup dioles saja rambut anda akan hitam seterusnya*”. After being said, the consumers directly buy that product. It indicates that this sentence has a power to convince the people. Based on the medicine vendor phenomenon, the researcher attempts do this research under the title “the power of speech by medicine vendor”. This study is aimed at investigating the linguistic features used in the speech of medicine vendor.

There are two previous studies related to power of speech. Hasyari (2013) conducted the research with title *The Power of Ritual Speech in Maddoja Bine Ritual in Pinrang Regency*. This study focused on analyzing the power of material symbol which is used in *Maddoja Bine* ritual. The result of this study was that *Maddoja Bine* ritual is a traditional ritual done by people who want to plant their rice. This ritual held in order to get a good crop in the harvest time. Moreover, there were several materials used in *Maddoja Bine* ritual and people believe that those materials have their own power, such as *kembokang* and *wae rinung* (water and bowl) symbolized as peaceful life, it means that rice are safe from all of troubles such as *pests*, *mouse*, other *plants*, and also good condition, *kaluku lolo* (green coconut) symbolized the strength. It means that the rice can

grow tall and strong, *pellang* (candlenut stick) symbolized stronghold. It means seeds survive until the harvest times comes, *benno'* (popcorn) is derive from corn, but when it becomes a *benno'*, it becomes bigger than before, thus, it means that the rice can grow as many as possible.

Unlike Hasyari, Padang (2013) in his research under the title *The Power of Ponto Bannang Ritual Speech in Toraja* described the power of speaker called *Tomina* in *ponto Bannang* ritual. The finding shows that *Tomina* is an honored man because he must come from a middle and higher class, thus he has a power to making a decision.

Even though those studies above concerned with the power, the difference from those studies above is this study focuses on describing the linguistic feature which is used in the speech. Moreover, the data of this study is taken from medicine vendor's speech which does not relate to the culture.

In addition, the major objective of this study was to investigate linguistic feature used in the speech of medicine vendor. Then, this study provides the explanation about the power of speech especially for symbolic power and this research presents the influence of using particular linguistic features that inform people the strategy of how to attract the attention or to persuade people.

Method

Research Design

This research aims to analyze how the power of language that is used by medicine vendors to persuade and convince the consumers. Furthermore, the method applied in this research is descriptive qualitative. It has been done, because the findings of this research describe the context and all of the social situations including; space, actors, activity (Spradley, 1980), stated that the qualitative analysis must be deals with social situation. Moreover, this research identifies the linguistic features and elaborate denotational power that are employed in the speech to construct the power of medicine vendor.

Social Situation

Based on the Spradley (1980), the qualitative research uses social situation to observe the object of research. It consists of place, actor, and activity. This research conducted in *Pantai Losari*, Makassar, South Sulawesi at 08.06 am on Sunday morning. It is known that, *Pantai Losari* has become one of the crowded places in Makassar for people gather including sellers especially on Sunday. Thus, it is chosen because the researcher is able to observe directly how medicine vendors sell their products. Then, the actors are medicine vendors, both women and men. In this case, the activity of medicine vendor includes introducing and promoting their products, serving the consumers, persuading the consumers.

Procedures of Collecting Data

In conducting this research, the researcher used grand tour observation. According to Sugiyono (2013), grand tour observation is doing observation generally. Thus, in collecting the data, the researcher records all of the medicine vendors which is get involved in selling products. It has been recorded by using Samsung camera digital. Then, from all of the collected recordings, the researcher chose one of them to be data by applying purposive sampling.

Techniques of Analyzing Data

Firstly, in order to analyze the data, the researcher transcribed selected data. Secondly, after transcribing the selected data, the researcher translated the Indonesian utterance into English by applying morpheme by morpheme translation an idiomatic translation. In answering the first research question, the researcher then, identified the linguistic features that employed in the speech of medicine vendor. To identify what kind of linguistic features used in the speech, the researcher needs to read the data several time. Afterwards, it is classified according to their type. Then, the researcher analyzed them include the internal element of the utterance such as the prefixes, suffix and the use of particular words that characterized certain linguistic features, and the classes of the words. That way is meant to show deeply how linguistic features contribute to build a power in the medicine vendor's speech.

In addition, the researcher analyzed the whole structure of utterance based on Halliday (1985), in this case the illocutionary acts of medicine vendor's utterance. It has been analyzed by using Austin's speech act theory. To answer the second research question, the researcher applied the functional semiotic theory by Silverstein which focused only on denotational text.

Results & Discussion

The researcher found that parallelism is one of the linguistic features used in the speech of medicine vendor. These kind of linguistic feature is contained in two kinds of events; narrating and narrated event. The narrating events started from the utterances below. In the narrating event, the data show how the medicine vendor constructs the text or the speech in order to convince and persuade the consumers.

- (1) *Nih* *coba* *liat* *mata* *-nya*
Interj. try look eyes -Poss.

Let's have a look on her eyes

The first narrating event of medicine vendor begins as it is said in utterance (1) above. The interjection *nih* in the utterance above is identified as the Phatic function which is *nih* used to confirm that the contact is still there and it is intended to get the attention of the consumers. In addition, the referential function, which is

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nih emphasis that what he is going to say is what has actually happened. Next, the verb *coba* (*let's*) and *liat* (*look at*) have a function to invite the consumer to see what is happened on someone's eyes. In utterance (1) the medicine vendor narrates that he was going to tell the truth.

(2) *Jangan mau tunggu cerita besok lusa*
Do not want to wait story tomorrow day after tomorrow
Don't wait until tomorrow

(3) *Sekarang tidak ada per- ubah -an lebih-lebih besok*
Now do not exist Pre. change Suff. RED-more tomorrow
now there is no more change-over tomorrow

In the utterances of narrating event (2) and (3) the medicine vendor started to persuade the consumer. This persuade way is especially presented in utterance (2) by using negative strategy. It is identified by the use of negation word *jangan* (*do not*). The function of word *jangan* (*do not*) actually to warn the consumer that not to tow for curing the eyes. Also, from that statement it contained the illocutionary act that is to persuade the consumer to buy that medicine.

Then, the medicine vendor begins to narrate what is really happened on her patient's eyes at that time. It is getting well; the clod of meat in the eyes is thinner. This is shown in the utterances (4) to (7) as follows;

(4) *Tambah lama tambah me-tipis*
More long more Pre-thin
Gradually dwindling

(5) *Nih coba liat dia rabun dia punya mata*
Look let's look 1.sg myopic 1sg have eye
Let's have a look her eyes, hers are myopic

(6) *Ee coba liat*
try look
Ee let's have a look on her eyes

(7) *Tadi tebal sekali*
Just now thick too
Previously, it was very thick

The situation of medicine vendor when he said those statements above is there was a patient which her eyes was being cured by the medicine vendor and her eyes have been dropped by the medicine. Then, the medicine vendor was standing in front of his patient and audiences.

Next, the medicine vendor also narrated that the patience's eyes is getting well because his medicine, it is the fact and he is not lie. This narrating event presented in utterance below;

- (8) *Tidak ada cerita saya punya ramuan*
Do not there is/are story 1sg have herb

This medicine is trusted

By looking at narrating events in the utterances (1) to (8) above, the researcher concluded that the medicine vendor is going to say that his medicine is really good in curing the eyes. The parallelism is also found in the narrating events. Those are found in the utterances as follows;

- (9) *Tidak ada efek samping*
Do not there is/are effect side

There are no side effects

- (10) *Tidak ada bahan-bahan kimia*
Do not there is/are RED-ingredients chemicals

There are no chemical ingredients

The parallel lines above contain double functions. First, it suggests that his medicine is efficacious and really safe to consume because there are no bad effects. Second, it informs that his medicine has no chemical ingredients. Furthermore, those are repeated again until several times in utterances below;

- (11) *tidak ada efek samping*
Do not there is/are effect side

there are no side effects

- (12) *Tidak ada bahan-bahan kimia*
Do not there is/are RED-ingredients chemicals

There are no chemical ingredients

- (13) *ee tidak ada efek samping itu Pak*
Ee do not there is/are effect side Deic. Sir

There are no bad effects Sir

- (14) *Tidak ada bahan-bahan kimia*
Do not there is/are RED-ingredients chemicals

There are no chemical ingredients

- (15) *tidak ada efek samping*
Do not there is/are effect side

there are no side effects

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(16) *Tidak ada bahan-bahan kimia*
Do not there is/are RED-ingredients chemicals

There are no chemical ingredients

(17) *tidak ada efek samping*
Do not there is/are effect side

there are no side effects

(18) *Tidak ada bahan-bahan kimia*
Do not there is/are RED-ingredients chemicals

There are no chemical ingredients

(19) *tidak ada efek samping*
Do not there is/are effect side

there are no side effects

(20) *Tidak ada bahan-bahan kimia*
Do not there is/are RED-ingredients chemicals

There are no chemical ingredients

(21) *Jadi tidak ada efek samping,*
So do not there is/are effect side

tidak ada bahan-bahan kimia
Do not there is/are RED-ingredient chemical

There are no bad effects, there are no chemical ingredients.

Because of those statements are repeated many times, then the researcher assumes that these points are really important. The point that seen from those utterances above is the medicine vendor actually does not only assert or say that his medicine is trusted to be consume but also he attempts to convince and persuade the consumers to buy his product. The speech acts that is done by the medicine vendor is what the Austin called is illocutionary act. Also this illocutionary act occurs in the level of parallelism.

In the narrating events in the utterances (22) and (23), the medicine vendor then attempted to make sure that what has he said is a truth. This narrating event also presented in the parallel lines as follows.

(22) *Permisi, ada yang mau baca-baca?*
Excuse me there is REL want to RED-read

Silahkan
please

Excuse me, is there anyone wants to read? Please

- (23) *Permisi* *bapak* *ibu,* *ini* *yang* *mau* *baca-baca* *silahkan*
excuse me Sir Mam Deic REL want to RED-read please

Excuse me, Sir, Mam. Here is it, if you want to read, please

Those parallel lines are intended to do different thing. The parallel lines before are functioned to convince and persuade, but those statements above are intended to prove. In other words, if the consumers do not belief that the medicine is really safe, they can directly read it.

One of the strategies to persuade the consumer in the narrating event is that by using the negative strategy as presented below;

- (24) *Ya* *endak* *usahbeli*
Yeah do not need buy

Do not buy

- (25) *Saya* *tidak* *suruh* *beli* *ya*
I do not command buy yeah

I do not ask for you to buy

- (26) *Tapi* *hari* *ini* *Pak*
But day Deic Sir

But today Sir

- (27) *Jangan* *tunggu* *saya* *minggu* *depan*
Do not wait I week front

Do not wait for me next week

- (28) *Satu kali* *lima* *tahun* *belum* *tentu* *jumpa* *dengan* *saya*
One times five years have not certain meet with I

Once in five years you might not be meeting with me

- (29) *Jangan* *tunggu* *saya* *minggu* *depan* *bahwa* *ada* *di* *sini*
Do not wait I Sunday front that exist Prep here

Do not waiting for me for next week that I am here

- (30) *Tidak*

Do not

Do not.

The negative strategies that is covered in parallel lines above are identified by the presence of *tidak* (do not) and *jangan* (do not). These negative strategies are not only functioned as informing that he will not come here anymore in this time and warning, but also these negative strategies are functioned to persuade the consumers that just buy and get it now.

Narrated Event

The narrated events in the medicine vendor's speech begin from the utterance which is presented in the parallel lines as follows;

(31) *orang-orang dulu Pak yang di-pakai terapi adalah daun sirih*
 RED-people ago sir REL Pass.-use therapy Is leave betel-vine

Sir, earlier, people used betel leaf for therapy

(32) *daun sirih Pak ya*
 Leave betel-vine Sir yeah

betel leaf Sir

(33) *dia ambil*
 3sg take

They take

(34) *dia kunyah-kunyah atau dia rebus atau dia Anu*
 3sg RED-chew or 3sg boil or 3sg what's-his-name

They chew it or they brew it or what is it

(35) *baru di- anu- kan di- mata -nya*
 CONJ Pass- what's his-name Suff. Prep- Eyes -Poss.

Then, it what is it in their eyes

(36) *ya terang juga dia punya mata*
 yeah light also 3sg have eye

They have a clear sight

In this case, the device that characterizes the narrated events is the use of word *dulu* (deictic of time); it points out to the past event which refers to what people did in the past. The point of the utterances above that betel leaf which is used by earlier people can make their eyes is bright and healthy.

Then, as it can be seen the word *daun sirih* (betel leaf) is repeated again to the next utterance (28). Before uttering those statements above, the medicine vendor firstly mentioned the five ingredients of his medicine and he also said that one of them is betel leaf. Thus, the researcher assumed that what the medicine vendor did by using the parallelism is to emphasize and convince that his medicine is extremely good and efficacious in keep eyes healthy.

Again, the researcher concluded that, the medicine vendor does not only say or tell what the people did in the past but also to emphasize and convince the consumers about his product. Then, the medicine vendor also narrated that he is not only selling his medicine in Makassar, but in Bali as well. It is presented as follows.

- (37) *ini* *pak di* *kodam* *di* *Makassar* *ini*
Deic. Sir Prep regional military command Prep Makassar Deic.

Sir, this is when I was in regional military command in Makassar

- (38) *ini* *di-* *kodam* *di* *Makassar* *ini*
Deic Prep regional military command Prep Makassar Deic

This is when I was in regional military command in Makassar

- (39) *kalo* *ini* *di* *Gapura* *di* ***Bali***
if Deic. Prep. Gapura Prep. Bali

This is when I was in Gapura in Bali

- (40) *karena* *setiap* *acara* *Galungan* *saya* *di* ***Bali***
because every event Galungan I Prep. Bali

Because every Galungan event was held, I was in Bali

- (41) *ya* *setiap* *acara* *Galungan* *saya* *di* ***Bali***
yeah every event Galungan I Prep. Bali

yeah, when Galungan was held, I was in Bali

- (42) *ya* *setiap* *acara* *galungan* *di* ***Bali*** *di* *Negare*
yeah every event Galungan Prep. Bali Prep Negare

yeah, every Galungan event was held in Bali in Negare

- (43) *ee* *kalau* *ada* *acara* *di* *Kuningan* *saya* *di* *Emas*
ee if there is event Prep. Kuningan I Prep. Emas

If there is an event in Kuningan, I was in Emas

- (44) *ya* *kadang* *juga* *saya* *meng-* *ada* *-kan* *Peng-* *obat* *-an*
yeah sometimes also I Pre- there is -Suff. Pre- medicine-Suff.

Sometimes, I did the curing

- (45) *di mana* *ee* *di* *Singaraja* *di* ***Bali***
where ee Prep. Singaraja Prep. Bali

where is it, umm in Singaraja in Bali

- (46) *iya* *Sembilan* *kabupaten* *di* ***Bali***
yes nine district Prep. Bali

yeah, nine districts in Bali

- (47) *saya* *pernah* *meng-* *ada* *-kan* *peng-* *obat* *-an*
I ever Pre- there is -Suff. pre- medicine -Suff

I ever did the curing

The next characterization of narrated events in the medicine vendor speech is that deictic *ini (this)*. The way of medicine vendor narrated his self-regard to the what has been done in past, he uses the strategy by using the deictic *ini (this)* that refers to the place where the medicine vendor ever sells his product; regional military command and Bali. Although, these places are so far from *Pantai Losari* in Makassar. In this case, the medicine vendor as if made the distance of Bali is really close to Makassar by using the deictic *ini (this)*. It is known widely that the Deictic *ini (this)* means that something is pointed is close to the speaker. It is so called as presentative which means that the reduction of special distance. Likewise, the deictic *ini (this)* and *Bali* is also presented in parallelism. The medicine vendor actually wanted to convince that he is a professional seller because he ever sell in many places exactly in Bali.

Overall, it can be concluded that the illocutionary act is occurred in parallelism, and then it builds a power in the speech of medicine vendor. From the beginning of the utterance, the medicine vendor informed that some facts, which is the information about the reason why and how earlier people keep their eyes health. Then, by looking at utterances (31), (32), (33), (34), (35), and (36), he comes to the factors or causes which influence the eye's condition. Afterwards, he also told that what is happened if the consumers ignore the eyes' health. The last, the medicine vendor come to the solution which contained his intention to persuade the consumer to buy his product. The point of medicine vendor is to convince and persuade the consumers.

This illocutionary act occurs in the level of parallelism. In the relation to illocutionary act, Austin (1962), stated that illocutionary act is the act that the speaker intends to do in saying something. It is an act performing some action in saying something. From the data above and the medicine vendor said something about his product that is his medicine is efficacious and really safe to consume because there is no bad effect and also it informs that his medicine has no chemical ingredients his medicine is trusted to be consumed. Further, by saying those parallel statements another thing that is done by medicine vendor is to convince and persuade consumers to buy his product. In other words, those parallel lines contained the illocutionary act (Bloor, 1995).

Conclusion

In conclusion, the finding and discussion have shown that how the relationship between power and speech. The production of power is achieved by particular linguistic features. In addition, the researcher assumed that these particular linguistic features contain a power to make the unequal position in communication between medicine vendor and audiences. Medicine vendor is successful in constructing his self-identity as professional medicine vendor which means that he knows more all about eyes rather than his audience.

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The Reflection of Regency Gentleman in *Pride and Prejudice* and *Emma* by Jane Austen

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Abstract

This study is aimed to present the nature of gentleman in the Regency era as reflected in the selected novels of Jane Austen, entitled *Pride and Prejudice* and *Emma*. The men who are categorized as gentleman are shifted over the years. In the time before Industrial Revolution, the term “gentleman” belongs to nobility class, gentry or to men who did not use their own hands to work. However, after the Victorian era, the “gentleman” covers several terms. These are the army, clergy, and even for the merchants. The social class and wealth are the prominent factors that cause the changing of this pattern. Nevertheless, Austen’s concept of gentleman in her two novels is referred mostly by the virtue and behavior.

Keywords: Jane Austen; gentleman; *Pride and Prejudice*; *Emma*

Introduction

The period when Jane Austen lived her life is known as Georgian period, it was King George who sat on the throne at that time. It has also become the background of her novels in which her characters are set. This era has presented the importance of society, in which case the notorious one is social class.

Jane Austen was belonging to the middle class. She spent all her life among them and endowed with the ability to observe and describing people in their manners, behaviors, and feelings in a very realistic way. Her novels then always deal with varied subjects such as social hierarchies, women and marriage, and the role of society. To support the realistic way of her novels, she created realistic characters, in this case, the heroes and heroines.

Elizabeth Bennet, Anne Elliot, and Emma Woodhouse are some of her famous heroines. At that time, there was a specific term to address them. They could be called lady or miss, which specifically used for women. Meanwhile, for men, there was also a special term for them; it was gentleman or Mr. However. In the most amazing way, Austen presented the heroes in her works compared to heroines. She described them in genteel, funny, and even as a fool.

Jeffers (2017) in her blog presents a statement from Sir Thomas Smith who wrote in 1583: "One who can live idly and without manual labor and will bear the port (department) and countenance of a gentleman, he shall be taken for a gentleman." But then, what someone needs to possess to regard as a gentleman? Cornick (2015) states that the foremost definition of a gentleman is taken from the original dictionary were narrowly defined as a well-educated man of good family. This definition also was applied to a men whose income from their property, which means they did not perform manual works. However, this term got an addition that gentleman also means a man who has a high standard of behavior including a good education, cultured and courteous towards women.

When it comes to Austen's time when the word gentleman is used to define the personal qualities of them as well as their status as a member of the landed gentry. Gentry is a term used to show the position or class of the man in society. It is however different from the peers. The gentry is always related to the belonging of land, hence, the landed gentry.

The meaning of gentility had shifted from the original one. The original one distinguished it from the birthright system to the values and manners of the gentleman. By the time of Industrial Revolution, the new meaning of gentlemen had born. The rising of the middle class had become the roots of spirit for men to reform themselves to be a gentleman by virtue of using their wealth. They could gain their place as gentlemen in upper-class society through intermarriage and purchasing land as much as they could without inherit it. To pursue their desire to

be the real gentlemen they also equipped themselves by behaving the same way as the “peers” gentlemen. They purchased a new-stylish residence, refined clothes and domestic assets. Therefore, in the past, the gentleman was defined by looking at their wealth, refinement, intelligence and social control that belong to them at the same time without mentioning the implications of their class.

(Sadeq, 2017) presented the idea of a gentleman in one of Austen’s work, he concludes that the social classes is one of the reasons why the man regarded as a gentleman and their attempts to even climber to higher class to get the status as the gentleman. In (Tamrin, 2017), she also conducted the same analysis about the nature of Jane Austen’s man characters. Her result of study shows that Austen’s characters are tended to be a gentleman.

This study is theoretical and analytical. It based on previous studies that carried out concerning the representation of the gentleman in Austen’s novels, *Pride and Prejudice* and *Emma*. The aim of the study is to see the reflection of the gentleman in the novels and how Austen portrays them.

Method

This study is qualitative research method. Aminuddin (1990:16) states that the qualitative descriptive method is used to analyze the form of description, not a number of coefficients of the relationship between variables. The selected texts were taken from Austen’s novels, *Pride and Prejudice* and *Emma*. Documentation and note taking are used to analyze the data.

Results & Discussion

Pride and Prejudice and *Emma*, both of these novels have male characters that fit to describe as a gentleman. What then a gentleman? Several historians, researchers and even sociologists have recently pointed out of the various definitions and interpretations of gentleman concepts. The changing of the periods, conventions in society, classes systems are factors that considerably make it hard to precise the meaning of gentleman. The following are the traits and natures of the gentleman that are put as data and explanations from the selected novels.

The Gentleman in Pride and Prejudice

The general concept of gentleman in 19th century English is a complex matter to define. As mentioned previously, the gentleman could see from their birth, status and education.

Mr. Darcy is an interesting character from *Pride and Prejudice* that used in this research to represent the images of the gentleman in Regency period. He is by far is the most notable characters of all Austen’s heroes. He has the right

model to be a gentleman for decades. His actions are proven to be overbearing and his intentions are sometimes too gallant for the other people.

Darcy is the star and has the quality of star that firstly created by Austen. He is portrayed as a quick-witted gentleman and he is in harmony with his heroine. Austen is succeeding to make him as an example of what the gentlemen should be and how they supposedly behave. As the result, currently, he is the epitome of masculinity among the readers.

He is complex character by nature. The way he is portrayed is in tune as for how Cody explain, "the concept of the nineteenth-century gentleman is very complex..." (Cody, 2004). Therefore, Darcy's first appearance in *Pride and Prejudice* is presented as arrogant and pompous. This makes the society at Meryton reluctant to accept him. "Till his manners gave a disgust which turned the tide of his popularity; for he was discovered to be proud, to be above his company and above being pleased" (PP, 8). In addition, the gentleman of Regency period is the predecessor of the future Victorian gentleman. Therefore, a code of conduct is established based on three Rs: Restraint, Refinement and Religion. At the time of George III sitting on Britain's throne, the British begin to behave in reserving their emotion. This is a way to make them different from another European. As the result, it is the beginning where the gentleman is known for his manners rather than his breeding and fortune (Cornick, 2015).

One of the features that gentleman should be possessed is physical beauty. This feature makes him admirable and desirable to his surroundings, including the ladies. Davis states, "Usually beauty is a sign that such characters are admirable, worthy of imitation and cultural paragons. The physical beauty is a sign of their social status" (1987:123). Mr. Darcy's physical feature succeeds to interest Meryton's society in the ball, "Mr. Darcy soon drew the attention of the room by his fine, tall person, handsome features, noble mien" (PP, 8). It is proven that gentleman is in a need certain feature, namely beauty. Mr. Darcy as portrayed by Austen becomes the new icon of gentleman masculinity. His beautiful features are desirable in the eyes of a female, especially the heroine, Elizabeth.

However, this physical beauty is in contrast to his manner. As mentioned before, the gentleman is known for his manners. Yet, Darcy "was discovered to be proud; to be above his company and above being pleased" (PP, 8). This illustration of him is by far of the gentleman should behave. He behaves as everyone below him. Nobody is able to match him, as a wealthy landowner and as a man from the city. This attitude of him, however, is one of the real expressions of how the usual gentleman behaves in Regency period. Sometimes, the gentleman needs to show who they are and where they come from.

In addition to a gentleman trait before, Mr. Darcy action as a gentleman is described from his dutiful attitude to his sister and housekeeper in Pemberley.

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Due to his atrocious manner, the female character mistook his character. But after a short visit to his estate, Pemberley, his true natures are revealed. He is very dutiful toward his sister, Georgina. Also, the housekeeper singing praises of him:

With praise is more valuable than the praise of intelligent servant? As a brother, a landlord, a master she considered how many people's happiness were in his guardianship!-how much of pleasure or pain was it in his power to bestow!-how much of good or evil must be done by him! Every idea that had been brought forward by the housekeeper was favourable to his character. (pp, 238)

Additionally, his help towards another member of society even though he has no duty to help her. He helps Elizabeth's sister, Lydia, who eloped with Wickham. He provides her with enough dowries for marriage. His action is in fact without the knowledge of anyone, including the sister, Elizabeth. Indeed this action is a proof that he is very much gentleman.

The Gentleman in Emma

First published in 1815, *Emma* is no different from Jane Austen in other novels. It depicts the life of a gentleman in Regency era. There are two remarkable male characters in this novel, Mr. Knightley and Mr. Churchill. However, this article discusses only about Mr Knightly and his gentlemanliness.

Warren (1995), states that Knightly was the ideal English man. His integrity, sense of responsibility and tradition, his respect for the social code, his propriety and amiability made him a leading citizen of Highbury. This was where he belonged; it was not where Churchill belonged". It seems that Austen is succeeded in portraying the images of English gentleman in Mr. Knightley.

Compared to Mr. Darcy in *Pride and Prejudice*, the existence of Mr. Knightley as a gentleman in *Emma* is way more ideal and modern. His masculinity is a symbol of how he is able to restrain his manners (rudeness) and dominance over Highbury society. Tosh (2005), "masculinity should not be subject to prescription. It should ideally express individual choice". According to this statement, this is how exactly Mr Knightly doing. He is not overconfident and polite. When Emma insults Miss Bates, Mr. Knightley quickly set her right. He said, "How could you so unfeeling to Miss Bates? How could you be so insolent in your wit to a woman of her character, age, and station?" (E, 190). Also, Mr. Knightly is respectful and considerate towards Highbury society. He treats people politely and respectfully.

Mr. Knightley, a sensible man about seven or eight-and-thirty, was not only a very old and intimate friend of the family but particularly connected with it, as the elder brother of Isabella's husband. Mr. Knightley had a cheerful manner, which always did him good; and his many inquiries after "Isabella" and her children were answered most satisfactorily."(E, 4)

Indeed he has a better manner compared to Darcy. He is the epitome of Austen's hero of Englishman. He always puts manner and behavior first and foremost. Therefore, when he saw Emma made a huge mistake towards Miss Bates, he bravely scolds her of her mistake. He even becomes the role model for Emma when she decides to change.

Mr. Knightly as a true gentleman shows his gentlemanliness through his caring towards his society. He is very helpful and easy to talk to. He tells Emma, "There is one thing, Emma, which a man can always do if he chooses, and that is, his duty: not by maneuvering and finessing, but by vigor and resolution" (E, 95). He is a very dutiful society. He pays attention towards the smallest thing surround him. He even reminds Emma not to play matchmaker towards Harriet and Mr. Elton, because he believes that her effort will end in vain.

His behaviors are acknowledged by Emma, she said to Mrs. Weston, "I know no man more likely than Mr. Knightley to do the sort of thing – to do anything really good-natured, useful, considerate, or benevolent. He is not a gallant man, but he is a very humane one; and this, considering Jane Fairfax's ill health, would appear a case of humanity to him" (E, 145). His consideration is not ending there, he also feels dutiful to his yeoman, Mr. Martin. He thought well of him and treated him as a gentleman. In addition, even though he thinks highly of Emma, he does not hesitate to reprimand her. Because this attitude of him, Emma admiration can be seen through this statement, "Mr. Knightley's air is so remarkably good that it is not fair to compare Mr. Martin with him. You might not see one in a hundred with a gentleman so plainly written as in Mr. Knightley" (E, 153).

Conclusion

Based on this study, the researcher would like to represent the image of a gentleman in the Regency through Jane Austen's selected novels. Along the time to define the meaning of gentleman is quite difficult because of several factors. However, based on the analysis from *Pride and Prejudice* and *Emma*, Austen's point of view is holding on to the newer version, which is based on their virtue and behavior.

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A Discourse Analysis of German Fairy Tale “*Rapunzel*”

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Abstract

The objectives of this study are to describe the kinds of information in Rapunzel and to describe deixis, grammatical and lexical cohesion of Rapunzel. This study belonged to the qualitative study that was focused on the concrete phenomenon of the written materials. The technique of data collection were: the writer observed the features that occur in the fairy tale then took it to note. The writer found that: (1) title can be expounded by a short clause, phrase, or sentence, (2) the aperture is expounded by a clause, sentence, or paragraph, (3) the stage is expounded by a sentence or paragraph containing descriptive clauses, clauses with past completed action and identification clauses or noun phrase, (4) the author used third person pronouns she and he; (5) some nouns or pronouns were omitted in the second of coordinate clauses; (6) there were 64 sentences used additive conjunction and 10 sentences used comparative conjunction but, however, the conjunction neither...nor, or and if is only used once; (7) the authors only repeated the words *will* and *hair*; (8) the authors used words bird and cat in which they are a hyponym of animal; and (9) the synonyms words are grief, misery, heard, listen.

Keywords: discourse analysis; deixis; grammatical; lexical cohesion

Introduction

Discourse is an extremely complex process, comprised of many interacting components or elements. It arises out of mental constructs that interact with, for example, the psychological, social, cultural, situational, political, and personal aspects of life. Discourse has instructive, descriptive, and narrative uses that help people to understand, appreciate, and create their world. Discourse provides individuals with a sense of belonging and continuity by passing down the history, folk wisdom, and values of the cultures and groups to which they belong. The discourse of literature provides pleasurable ways of discovering who people are in relation to the world and to the various social and cultural groups it contains.

As conversation and correspondence, discourse cements ties among people and helps individuals maintain connections within networks of family and friends. Stubbs said that (1983: 1) discourse analysis refers mainly to the linguistic analysis of naturally occurring connected speech or written discourse. Roughly speaking, it refers to attempts to study the organization of language beyond sentence or clause, and therefore to study wider linguistic units, such as conversational exchanges or written texts. It follows that discourse analysis is also regarded to language use in social contexts, and dialogue between speaker and interlocutor Nordquist (2017) stated that discourse analysis is a broad term for the study of the ways in which language is used in texts and contexts, or texts' surrounding and defining discourse. Also called discourse studies, discourse analysis was developed in the 1970s as a field of study. Analysis of discourse is a methodology for examining texts and the communicative process that gives rise to them. Its primary purpose is to enable discourse analysts to gain a deeper understanding and appreciation of texts. The purpose of discourse analysis is to enable people to recognize the intended goal of the writer or speaker and thus achieve some measure of control over the discourse.

According to Tannen (2012), there are five types of discourse analysis, namely: (1) reframing is a way to talk about going back and re-interpreting the meaning of the first sentence. Frame analysis is a type of discourse analysis that asks, what activity are speakers engaged in when they say this? What do they think they are doing by talking in this way at this time? (2) Turn-taking studies conversation note that speakers have systems for determining when one person's turn is over and the next person's turn begins, (3) discourse markers is the term linguists give to the little words like 'well', 'oh', 'but', and 'and' that break our speech up into parts and show the relation between parts. 'Oh' prepares the hearer for a surprising or just-remembered item, and 'but' indicates that sentence to follow is in opposition to the one before and (4) speech act analysis asks not what form the utterance takes but what it does. Saying "I now pronounce you man and wife" enacts a marriage. Studying speech acts such as complimenting

allows discourse analysts to ask what counts as a compliment, who gives compliments to whom, and what other function they can serve.

Jacob and Wilhelm Grimm first began to collect their tales between 1807 and 1812 (Zipes, 2002:26 in Díaz, 2014: 3), a period characterized by German Romanticism and the Napoleonic Wars (1803-1815). The Grimms' initial interest in folk stories is to be found in two elements: nature and the pure essence of the German folk. Nature was very important for the Brothers Grimm, for they were Romantic writers and they thought that folklore "had been produced, as it were, by nature itself working through human instruments" (David and David: 187 in Díaz, 2014:3), therefore, they thought that folk tales were pure in nature.

It is still with us: the 2010 Disney film *Tangled* is based on the *Rapunzel* story. *Rapunzel* is an old nickname for an herb with leaves like lettuce and roots like a radish -- it is also called rampion, however, Forster (2015) said that *Rapunzel's* name itself conjures images of long lustrous tresses—but attached to her and her hair are various symbolic associations that are memorable because of their unashamed gendering. While her hair has feminist potential, it has become semantically overburdened, over-determined, and represents a conflicting web of feminine signifiers. *Rapunzel* has the same story with Persian tale of Rudāba and Saint Barbara. Rudāba which was written by Ferdowsi; Rudāba is in a tower. She offers to bring down her hair so her dearest man Zāl can climb up to her while Saint Barbara is jailed by her father in a tower according to one account.

Most of the scholar analyzed gender in *Rapunzel*. For instance, Smith (2015) said that *Rapunzel* shows how there are subtle changes in the text which do not affect the overall narrative structure but can offer an insight into the ways in which society has ideologically positioned men and women. Díaz (2014) stated that there are similarities between the societies depicted in fairy tales by the Brothers Grimm and in fairy tale cartoon movies by Disney, for they part from patriarchal societies and both are strongly stratified by class and gender. In terms of class, the royal family is positioned at the top of the pyramid and happiness seems to be connected to this stratum, for the "happily ever after" endings implies the rise in the social strata of one of the characters and a royal wedding. In terms of gender, women depend entirely on men; they lack any kind of power over their own lives and the only possible virtue they can have is physical beauty. This evaluation of women relying solely on their appearance may create relationships of distrust, envy and competition among them, since being chosen by a man is the only possibility they have to improve their own lives.

However, this study talked about kinds of information provided in *Rapunzel*, structure of the text, deixis, grammatical and lexical cohesion. Deixis (deictic expressions) is a word or phrase (such as this, that, these, those, now, then) that points to the time, place, or situation in which a speaker is speaking. Deixis is

expressed in English by way of personal pronouns, demonstratives, and tense. The writer analyzed grammatical and lexical cohesion in *Rapunzel* based on Halliday & Hasan (2014) who said that cohesion occurs when the interpretation of some elements in the discourse is dependent on that of another. It concludes that the one element presupposes the other.

Over centuries, fairy tales were passed down by word of mouth to portray a story with a hidden meaning. As these fairy tales were passed on they traveled to different destinations and were modified to conform to other cultures. Therefore, the objectives of this study are to describe the kinds of information in *Rapunzel* which was written by Brothers Grimm, describe deixis, grammatical and lexical cohesion of *Rapunzel*.

Method

This study belonged to the descriptive method with qualitative approach that was focused on the concrete phenomenon of the written materials. The phenomenon was the English narrative text. There were two methods that used in this study, i.e. (1) the description of all data were based on the actual situation within English written books and (2) Library method. It was done by quoting some concepts from some linguists' books and some language learning's books which are related to object of the study. While the technique of data collection were observation where the writer observed the features that occur in the English narrative text and it was taken to note the data.

Results & Discussion

Kinds of Information in the Text

Texts contain kinds of information as follows: (1) events, (2) identification, (3) setting, (4) background, (5) evaluation, (6) collateral, and (7) performative. Events are all things done by the participants in the text; identification is a way to introduce someone or something by giving name; setting is place, time, and condition of an event in the text; background is information out of content of the text, no part of the story; evaluation is information that explains about the feeling of the writer or of the others; collateral is information about something that does not happen; and performative is language that convey something.

Structure of the Text

The analyzed text is a narrative discourse. Narrative discourse is a discourse told for entertaining the listener, and sometimes for teaching social norms. There are three kinds of narrative discourse, namely (1) legendary narratives or folktales, (2) stories about past events in a life of a family, and (3) episodic narratives. The folktales told so many times that all people know them. These folktales are important for anthropology, but they often contain little elements of

performative, such as names, places, time, and any other identification elements. Folktales are so famous by all people that the story teller can eliminate their certain parts that many outsiders who analyzed their language cannot trace and understand the stories.

In the second kind of the narrative discourse, we can know the past events of the story teller in his past life, for instance, when her mother asked her father to take rampion, when her parents should take Rapunzel to enchantress, when she met with the son of the king, and so on. These stories have been told for many times, but not as common knowledge, so that they contain more detail elements, more cohesion.

The episodic narratives, the third kind of the narrative, are stories in which there is no wholly setting but episodic events, each events with descriptive elements and some events. After one event, the event continuous in another place and another event.

The structure of a narrative discourse is as follows:

± Title	± Aperture	± Stage	±Narrative Episode	±Narrative peak	±Narrative post peak	±Closure	± Finish
Clause	Sentence	Paragraph	Paragraph	Paragraph	Paragraph	Sentence	Clause
Sentence	Paragraph	Discourse	Discourse	Discourse	Discourse	Paragraph	Sentence
Phrase	Clause	Sentence	Sentence	Sentence	Sentence		Phrase

Title can be expounded by a short clause, phrase, or sentence, such as: “*Rapunzel*”, “*Thumbellina*”, “*The Wooden Bowl*”, etc.

The aperture is expounded by a clause, sentence, or paragraph, such as: “*I will tell about couple married who give their daughter, Rapunzel, to enchantress*”, etc. the exponent of the aperture is fuller and less cryptic than the exponent of the title. It is a sentence or paragraph that helps get the story started.

The stage is expounded by a sentence or paragraph containing descriptive clauses, clauses with past completed action, identification clauses or noun phrase. Example might be:

There were once a man and a woman who had long wished for a child. At length it appeared that God was about to grant their desire. These people had a little window at the back of their house from which a splendid garden could be seen, which was full of the most beautiful flowers and herbs. It was surrounded by a high wall, and no one dared to go into it. It belonged to an enchantress who had great power and was dreaded by all the world.

The main point is that, in general, the exponent of the stage sets the scene by pinning down time and events, but a few cases; people have found the narrative of some background events in the stage.

The episodes are expounded by paragraphs and embedded discourse, episodes are the major chunks of the discourse and the breaks between episodes are signed by major changes in time, place, cast of characters, or event chains;.

In a well-constructed story, the episodes are chosen and constructed to build up the interest, tension, and/or suspense, until the peak episode is reached. The peak episode's exponents are often marked by a change in sentence length; change in pace, a change in the amount of quoted material, a change in the number of characters, etc.

Post peak episode is a recapitulation of all the events, it is retelling events. In fibula, the post peak episode contains teaching of social norms of the story. Some narratives in some languages and with the peak plus a closure and finish, but in some cases, post peak is necessary.

Closure is expounded by a sentence or paragraph that shorts or winds everything up and ends the story.

Finish is expounded by expression such as "*that's all*", "*that's the end*", "*that's all my talk*", "*finished*", etc.

Among the eight elements of narrative discourse, only peak episode is obligatory, the other elements are optional.

In a chosen narrative discourse, there are some embedded paragraphs, namely: (1) narrative paragraph, (2) explanatory paragraph, (3) and dialogue paragraph. The structure of the paragraphs must also be explained.

Narrative Paragraph

The structure of narrative paragraph is as follows:

± Setting	± Buildup-1 ⁿ	± Buildup-p	± Terminus
Sentence	Sentence	Sentence	Sentence
Paragraph	Paragraph	paragraph	Paragraph

Setting

The component of setting is usually a sentence or paragraph containing descriptive clauses, action clauses, existence clauses and the like. The exponent of the setting is not part of story line and does not encode any action of the narrative. Instead, it encodes background and setting information. Example:

One day the woman was standing by this window and looking down into the garden. She saw a bed which was planted with the most beautiful rampion. It looked so fresh and green that she longed for it. She quite pined away. She began to look pale and miserable. Her husband was alarmed, and asked: 'What ails you, dear wife?'

'Ah,' she replied, 'if I can't eat some of the rampion, which is in the garden behind our house, I shall die.' The man, who loved her, thought: 'Sooner than let your wife die, bring

her some of the rampion yourself, let it cost what it will.' At twilight, he clambered down over the wall into the garden of the enchantress, hastily clutched a handful of rampion, and took it to his wife. She at once made herself a salad of it and ate it greedily. It tasted so good to her - so very good. The next day she longed for it three times as much as before.

If he was to have any rest, her husband knew he must once more descend into the garden. Therefore, in the gloom of evening, he let himself down again. But when he had clambered down the wall he was terribly afraid, for he saw the enchantress standing before him. 'How can you dare,' said she with angry look, 'descend into my garden and steal my rampion like a thief? You shall suffer for it!' 'Ah,' answered he, 'let mercy take the place of justice, I only made up my mind to do it out of necessity. My wife saw your rampion from the window, and felt such a longing for it that she would have died if she had not got some to eat.' The enchantress allowed her anger to be softened, and said to him: 'If the case be as you say, I will allow you to take away with you as much rampion as you will, only I make one condition, you must give me the child which your wife will bring into the world; it shall be well treated, and I will care for it like a mother.'

Buildup

The exponent of buildup is narrative paragraph or sentences or compound, alternative, or repetition sentences or paragraph. They encode events in the story line. If the exponents are paragraphs, very often the paragraph will include some background and setting information. For example,

The man in his terror consented to everything. When the woman was brought to bed, the enchantress appeared at once, gave the child the name of Rapunzel, and took it away with her. Rapunzel grew into the most beautiful child under the sun. When she was twelve years old, the enchantress shut her into a tower in the middle of a forest. The tower had neither stairs nor door, but near the top was a little window. When the enchantress wanted to go in, she placed herself beneath it and cried:

'Rapunzel, Rapunzel, Let down your hair to me.'

Rapunzel had magnificent long hair, fine as spun gold. When she heard the voice of the enchantress, she unfastened her braided tresses, wound them round one of the hooks of the window above, and then the hair fell twenty ells down. And the enchantress climbed up by it. After a year or two, it came to pass that the king's son rode through the forest and passed by the tower. Then he heard a song which was so charming that he stood still and listened. It was Rapunzel, who in her solitude passed her time in letting her sweet voice resound. The king's son wanted to climb up to her, and looked for the door of the tower, but none was to be found. He rode home, but the singing had so deeply touched his heart. Every day he went out into the forest and listened to it. Once when he was thus standing behind a tree, he saw that an enchantress came there, and he heard how she cried: 'Rapunzel, Rapunzel, let down your hair to me.'

Buildup-p

Buildup-p is climatic, peak buildup. Since it is on paragraph level, it is not as high a climax as in the climax at a narrative discourse; sometimes it is difficult to see climax in buildup-p. For example,

They agreed that until that time he should come to her every evening, for the old woman came by day. The enchantress remarked nothing of this, until once Rapunzel said to her: 'Tell me, Dame Gothel, how it happens that you are so much heavier for me to draw up than the young king's son - he is with me in a moment.'

'Ah! You wicked child,' cried the enchantress. 'What do I hear you say? I thought I had separated you from all the world, and yet you have deceived me!' In her anger she clutched Rapunzel's beautiful tresses, wrapped them twice round her left hand, seized a pair of scissors with the right, and snip, snap. They were cut off, and the lovely braids lay on the ground. She was so pitiless that she took poor Rapunzel into a desert where she had to live in great grief and misery.

Terminus

Terminus is a conclusion to the paragraphs and usually brief of absent. It encodes evaluative material, subsequence secondary events, and transition elements. For example;

He escaped with his life, but the thorns into which he fell pierced his eyes. He wandered quite blind about the forest, ate nothing but roots and berries, and did naught but lament and weep over the loss of his dearest wife. Thus he roamed about in misery for some years. At length came to the desert where Rapunzel, with the twins to which she had given birth, a boy and a girl lived in wretchedness. He heard a voice, and it seemed so familiar to him that he went towards it. And when he approached, Rapunzel knew him and fell on his neck and wept. Two of her tears wetted his eyes and they grew clear again, and he could see with them as before.

Often, the initial peripheral tagmemes of the first sentence will act as the setting, and final peripheral tagmemes of the last sentence will act as terminus, example, setting: He led her to his kingdom where he was joyfully received. Terminus: and they lived for a long time afterwards, happy and contented. Sometimes only one part of a sentence will expound BU-up. Such as mismatching of sentences and paragraph slots are common in some languages. One way to handle such mismatch is to say a sentence or part of a sentence simultaneously expounds two tag memes, one sentence level and one on paragraph level.

Based on the structure of the narrative discourse and structure of the paragraphs in it, here are examples of narrative paragraphs:

BU-1 Rapunzel had magnificent long hair, fine as spun gold

- BU-2 When she heard the voice of the enchantress, she unfastened her braided tresses, wound them round one of the hooks of the window above, and then the hair fell twenty ells down
- BU-3 And the enchantress climbed up by it
- BU-4 After a year or two, it came to pass that the king's son rode through the forest and passed by the tower
- BU-p Then he heard a song which was so charming that he stood still and listened

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- BU-1 The next day when it began to grow dark, he went to the tower and cried: 'Rapunzel, Rapunzel, Let down your hair to me.'
- BU-2 Immediately the hair fell down and the king's son climbed up
- BU-3 The king's son began to talk to her quite like a friend
- BU-4 When he asked her if she would take him for her husband, and she saw that he was young and handsome, she thought: 'He will love me more than old Dame Gothel does.'
- BU-5 And she said yes, and laid her hand in his
- BU-6 It had let him have no rest, and he had been forced to see her
- BU-7 He told her that his heart had been so stirred
- BU-p She said: 'I will willingly go away with you, but I do not know how to get down. Bring with you a skein of silk every time that you come, and I will weave a ladder with it. And when that is ready I will descend, and you will take me on your horse.'

Explanatory Paragraph

Explanatory paragraph is constructed around one text that is expounded by sentence or paragraph. The other exponents enforce, explain or elaborate the text. The structure of the explanatory paragraph as follows:

± Preliminary	+ Text	+ Exposition	± Terminal
Sentence	Sentence	Sentence	Sentence
paragraph	paragraph	paragraph	Paragraph

Explanatory, expository, or attestation paragraphs are related to expository discourse and to logically structures sentences. An explanatory paragraph is organized around a single text which is expounded by a single sentence or paragraph. The other constituents reinforce, explain, or elaborate on the text. The text is the peak tagmeme and the exposition reinforces it by giving reasons, evidence, and logical entailments to support it.

Some of paragraphs, such as the warning paragraph, the comment paragraph, the exemplification paragraph, are very similar to the explanatory paragraph. Generally, if the text is accompanied by a single exposition or by more than one similar exposition, the paragraph can be assigned to one of latter types. But if a text is accompanied by two or more different kinds of expositions, then this explanatory paragraph structure is useful.

In narrative or procedural discourses or paragraphs, the explanatory paragraph gives background and explanatory material to the events or procedural steps. In contrast to other paragraph types, the person in an explanatory paragraph is usually third person non-personal subjects. Time is completely out of focus and non-pertinent.

Dialogue Paragraph

Dialogue paragraph contains exchange exponents or substitution in conversation. The structure is as follows:

± Setting	+ Initiating utterance	± Continuing utterance	+ Resolving utterance	± Terminating utterance
Setting	Quotation sentence	Quotation sentence	Quotation sentence	Quotation Sentence

Initiate utterance is expounded by quotation sentence that express statements, suggestion, or warning uttered by the first participants, the second participants gives responds in resolving utterance that is the answer of the question, response of the suggestion, or evaluation of the warning.

Quotation sentences may expound narrative build-ups. Such quotation sentences may be quite important in narrative structure, or important to narrative style. In contrast to other paragraph types, the principal participants are first and third person, and the time is set at a point in history and events are related in a chronological sequence.

The dialogue paragraph is called simple dialogue paragraph. There is another dialogue paragraph that contains continuing utterance. The dialogue paragraph like this one is called complex dialogue paragraph. The structure of simple dialogue paragraph is as follows:

± Setting	+ Exchange-1	+ Exchange -2 ⁿ	± Terminus
Sentence	Dialogue Paragraph	Dialogue Paragraph	Sentence

Every exchange is expressed by a dialogue paragraph, and all exchange relate completely as a single conversation in which it is a single constituent of a bigger constituent. Narrative and explanatory discourse quite frequently are embedded in each other, especially in some discourse styles. In narrative paragraph, some of the builds may be expounded by an explanatory paragraph.

The text of the explanatory would expound the buildup by itself, but it has some explanatory sentences following it, so the would-be exponent the buildup plus the explanatory sentences constitute an explanatory paragraph that expound the build-up.

Dialogue paragraphs encode chunks of conversational exchange. The initiating utterance is expounded by a quotation sentence that encodes a question, a proposal, or a remark spoken by the (leading) first participant. The second participant responds in a resolving utterance that is an answer to the questions, a response to the proposal, or an evaluation or response to the remark. This is the minimal dialogue paragraph, called 'simple dialogue paragraph'.

Deixis

Person Deixis

Person deixis refers to grammatical markers of participant roles in a speech event. In this story, the author uses third person pronouns *she* and *he*. *He* refers to Rapunzel's father and the king. *She* refers to Rapunzel's mother and Rapunzel. The topic shifting strategy shown in the pronouns. When the enchantress talks about herself, she uses pronoun *I* and *me*, example, 'Ah! You wicked child,' cried the enchantress. 'What do I hear you say? I thought I had separated you from all the world, and yet you have deceived me!' When the author talks about Rapunzel's voice, the author uses pronoun *it*, example, **he heard a voice, and it seemed so familiar to him that he went towards it.**

Spatial Deixis

Spatial, or place, deixis refers to how languages show the relationship between space and the location of the participants in the discourse. The distinction is realized in verb phrases, example, **one day the woman was standing by this window and looking down into the garden.** The distinction is close to the speaker. The distinctions are realized in adverb phrase, example, in the middle of a forest. The distinction is realized in verb phrases, example, **she unfastened her braided tresses, wound them round one of the hooks of the window above, and then the hair fell twenty ells down.** It indicates that the hooks and the window are far from Rapunzel. The distinction is realized in adverb, example, once when he was thus standing behind a tree. From the adverb *behind* we know that tree is close to the prince.

Temporal Deixis

Temporal or time deixis refers to time relative to the time of speaking. In the sentence, **therefore in the gloom of evening, he let himself down again and they agreed that until that time he should come to her every evening,** the time marker is evening. In the sentence, **after a year or two, it came to pass that the king's son rode through the forest and passed by the tower,** the time marker is after a year or two. It shows how long the time has gone. In the

sentence, **at twilight he clambered down over the wall into the garden of the enchantress**, the time marker is twilight. It shows the time the man took enchantress' rampion.

Social Deixis

Social deixis is used to code social relationship between speakers and addressee or audience. In the sentence, **her husband was alarmed, and asked: 'what ails you, dear wife?'** The social deixis i.e. dear wife shows that there are special respectful and humble forms for the relationship. In the sentence, **the enchantress remarked nothing of this, until once Rapunzel said to her: 'Tell me, Dame Gothel, how it happens that you are so much heavier for me to draw up than the young king's son - he is with me in a moment.'** The social deixis is the young king's son. It is absolute deictic form uniformly attached to a social role. Then, in the sentence, **'Ah! You wicked child,' cried the enchantress. 'What do I hear you say? I thought I had separated you from all the world, and yet you have deceived me!'** The lexical item is child. It locates person in relation to the speaker rather than by their roles in the society as a whole.

Grammatical Cohesion

Comparative Reference

It is expressed through adjectives and adverbs and serves to compare items within a text in terms of identity or similarity. Comparative reference is indirect reference by means or identity or similarity. Comparative reference consists of *more, less, fewer*. In the sentence, **the enchantress remarked nothing of this, until once Rapunzel said to her: 'Tell me, Dame Gothel, how it happens that you are so much heavier for me to draw up than the young king's son - he is with me in a moment' and (...) no longer singing in the nest; the cat has got it, and will scratch out your eyes as well.** These sentences belong to comparative. The comparatives are *heavier and longer*. They used for cataphoric reference because each tie of comparative to a noun in the following clause and phrase. In the sentence, **she was so pitiless that she took poor Rapunzel into a desert where she had to live in great grief and misery**, the comparative is **pitiless**. It is anaphoric reference because the tie of comparative does not follow a noun.

In the sentence, **'Aha!' she cried mockingly, 'you would fetch your dearest.** The comparative reference is **dearest**. It is anaphoric reference because the tie of comparative does not follow a noun. However, in the sentence, (...) and weep over the loss of his **dearest wife**. He wandered quite blind about the forest, ate nothing but roots and berries, and did naught but lament and weep over the loss of his dearest wife. Dearest is cataphoric reference because the tie of comparative to a noun.

Substitution

It is the replacement of a word (group) or sentence segment by a “dummy” word. Substitution is a relation between linguistic items, such as words or phrases. Since substitution is grammatical relation, the different types of substitution are defined grammatically rather than semantically. In the sentence, **she thought: 'He will love me more than old Dame Gothel does'. And she said yes, and laid her hand in his**, the sentence belongs to substitution where the word *does* is used to avoid repeating a present simple verb.

In the sentence, **my wife saw your rampion from the window, and felt such a longing for it that she would have died if she had not got some to eat**. The noun *rampion* is replaced with a quantifier, i.e., *some*. In the sentence, **the king's son wanted to climb up to her, and looked for the door of the tower, but none was to be found**. The substitution word is *none*, *none* is the pronoun form of *no*. *None* means ‘not one’ or ‘not any’. We use it as a pronoun to replace countable and uncountable nouns. We use it as subject or object:

Ellipsis

It is the omission of elements normal required by the grammar which the speaker or writer assumes are obvious from the context and therefore need not be raised. It means that when some structural element is omitted from the sentence, it can be recovered by referring element on the text.

Ellipsis is another cohesive device. It happens when a more specific mention words are omitted. It is used in the phrase that needs to be repeated.

In the sentence, (...) **she thought: 'He will love me more than old Dame Gothel does'. And she said yes, and laid her hand in his**, the authors omit the noun (possibly hand) after the possessive adjective *his*.

The sentences below omit nouns or pronouns in the second of coordinate clauses. Here are the examples:

She at once made herself a salad of it and ate it greedily (the pronoun *she* is omitted)

At twilight, he clambered down over the wall into the garden of the enchantress, hastily clutched a handful of rampion, and took it to his wife (the pronoun *he* is omitted).

When she heard the voice of the enchantress, she unfastened her braided tresses, wound them round one of the hooks of the window above, and then the hair fell twenty ells down (the pronoun *she* is omitted).

In her anger she clutched Rapunzel's beautiful tresses, wrapped them twice round her left hand, seized a pair of scissors with the right, and snip, snap (the pronoun *she* is omitted).

Conjunction

Conjunction is a relationship which indicates how the subsequent sentence or clause should be linked to the preceding or the following (parts of the sentence). Conjunction differs from reference, substitution and ellipsis in that it is not a device for reminding the reader of previously mentioned entities, actions and states of affairs. There are several conjunctions found in *Rapunzel* as shown in the following data.

1. Additive conjunction

The additive relation is somewhat different from coordination proper although it is no doubt derivable from it. The summary of the conjunctive has relation with additive type. There are 64 sentences that used additive conjunction *and*. The sentence belongs to conjunction additive, for example, **he found the enchantress, who gazed at him with wicked and venomous looks.**

The above data belongs to additive conjunction where the word *and* connects two adjectives they are *wicked* and *venomous*.

2. Contrastive conjunction

Contrastive conjunctions link two ideas that are considered to be different. Examples of contrastive conjunctions include: but, however, in contrast, on the contrary, instead, nevertheless, yet, still, even so, neither ... nor. In this fairy tale, there are ten-sentence used conjunction **but**. The sentences belong to contrastive conjunction, are shown below:

(...) However, the enchantress fastened the braids of hair, which she had cut off, to the hook of the window.

'Ah! You wicked child,' cried the enchantress. 'What do I hear you say? I thought I had separated you from all the world, and yet you have deceived me!'

But instead of finding his dearest Rapunzel, he found the enchantress,

The tower had **neither** stairs **nor** door, **but** near the top was a little window.

The king's son wanted to climb up to her, and looked for the door of the tower, **but** none was to be found. He rode home, **but** the singing had so deeply touched his heart.

3. Conjunction of cause and condition

Conjunction of cause highlight a cause-effect relationship between two ideas or give a reason why something happens or is the case. Examples of conjunctions of cause include the terms: for this reason, as, because, because of this, therefore, thus, hence, as a result, consequently, since, so. The sentences belong to conjunction of cause and condition are:

Therefore, in the gloom of evening, he let himself down again.

Thus he roamed about in misery for some years.

Once when he was thus standing behind a tree, he saw that an enchantress came there, and he heard how she cried: 'Rapunzel, Rapunzel, Let down your hair to me.'

4. Conjunction of condition

Conjunction of condition outline or suggests the conditions under which something happens or is the case and include terms such as: unless, if ... then, in that case, that being so. There are seven–sentence used conjunction of condition outline **if**. The sentences used conjunctions of condition outline are:

When he asked her if she would take him for her husband, and she saw that he was young and handsome.

'Ah,' she replied, 'if I can't eat some of the rampion, which is in the garden behind our house, I shall die.'

If he was to have any rest, her husband knew he must once more descend into the garden.

(...) that she would have died if she had not got some to eat. The enchantress allowed her anger to be softened, and said to him: 'If the case be as you say, I will allow you to take away with you as much rampion as you will.'

5. Conjunctions of time

Conjunctions of time locate or sequence events or ideas in time. Ideas or events can be located in real world time or text time. Examples of conjunctions of time include: after, afterwards, before, previously, prior to, up 'til now, to the present, at present, second(ly), third(ly), finally. The sentences used conjunction of time are:

After a year or two, it came to pass that the king's son rode through the forest and passed by the tower.

They lived for a long time afterwards, happy and contented.

Two of her tears wetted his eyes and they grew clear again, and he could see with them as before.

The next day she longed for it three times as much as before.

He saw the enchantress standing before him.

6. Replacement

Conjunctions of replacement include the words: or, or else, alternatively. The author only uses one of replacement conjunction i.e. or. The sentence is **after a year or two, it came to pass that the king's son rode through the forest and passed by the tower.**

Lexical Cohesion

According to Halliday and Hasan (2014: 274), lexical cohesion is divided into five kinds: (1) hyponym, (2) synonym, (3) antonym, (4) repetition, and (5) collocation. First, hyponym is a lexical cohesion, or a relationship between constituent that has general meaning. Second, synonym refers to the words that have similarity in meaning. Third, antonym is lexical cohesion that refers to relationship between constituents that have different meaning. Fourth, repetition is lexical cohesion that repeats the constituents. Fifth, collocation is the regular pattern of relationship between words.

Hyponym

In linguistics and lexicography, hyponym is a term used to designate a particular member of a broader class. For instance, daisy and rose are hyponyms of flower. Hyponymy is not restricted to nouns. The verb to see, for example, has several hyponyms—glimpse, stare, gaze, ogle, and so on. Edward Finnegan in Nordquist (2017) points out that although "hyponymy is found in all languages, the concepts that have words in hyponymic relationships vary from one language to the next". In the sentence, (...) but the beautiful bird sits no longer singing in the nest; the cat has got it, and will scratch out your eyes as well. The words **bird** and **cat** are a hyponym of animal.

Synonym

The bold words below are synonym:

She had to live in great **grief** and **misery**. Grief and misery mean a state or feeling of great distress or discomfort of mind or body.

Then he **heard** a song which was so charming that he stood still and **listened**. Heard and listened mean perceive with the ear the sound made by (someone or something).

Antonym

In the sentence, at length came to the desert where Rapunzel, with the twins to which she had given birth, **a boy** and **a girl** lived in wretchedness. The word a boy and a girl is antonymous.

Repetition

There are four—repetition of linking verb **will** in the sentence, if the case be as you say, I **will** allow you to take away with you as much ransom as you will, only I make one condition, you must give me the child which your wife **will** bring into the world; it shall be well treated, and I **will** care for it like a mother.

The noun **hair** in the following sentence is repeated twice, Rapunzel had magnificent long **hair**, fine as spun gold. When she heard the voice of the enchantress, she unfastened her braided tresses, wound them round one of the hooks of the window above, and then the **hair** fell twenty ells down.

Collocation

A collocation is made up of two or more words that are commonly used together in English. Think of collocations as words that usually go together. There are different kinds of collocations in English. Strong collocations are word pairings that are expected to come together. There are several different types of collocation. Collocations can be adjective + adverb, noun + noun, verb + noun and so on.

The word **great** is often used in collocations with feelings or qualities.

It belonged to an enchantress who had **great power** and was dreaded by all the world.

She was so pitiless that she took poor Rapunzel into a desert where she had to live in **great** grief and misery.

The word **deep** is used for some strong feelings:

He rode home, but the singing had so deeply touched his heart.

The verb “do” collocates with adjective in the sentence, (...) **and did naught but lament and weep over the loss of his dearest wife** which means you made an effort and it resulted in nothing occurring at all. In the sentence, **at length came to the desert where Rapunzel, with the twins to which she had given birth, a boy and a girl lived in wretchedness**, the collocation is given birth which means a woman or female animal produces a baby or young animal from her body. In the sentence, (...) **he heard a voice**, the collocation is heard a voice which means receive or become conscious of a sound using your ears.

This study is different with Prabawati (2017) who conduct a study on grammatical and lexical cohesion in Disney English Comics Rapunzel. They found that grammatical cohesion consists of 14 personal references, 9 demonstrative references, 1 comparative reference, 1 substitution, 1 ellipsis, 4 additive conjunctions, 1 comparative relation conjunction, 1 appositive relation conjunction, 6 adversative conjunctions, 5 causal conjunctions, and 1 temporal conjunction. Lexical cohesion consists of 5 repetitions, 2 near synonyms, 3 partial synonyms, 1 absolute synonym, 2 relation oppositions, 1 absolute opposition, and 2 collocations while this study also analyzed the kinds of information in Rapunzel, deixis, and grammatical and lexical cohesion.

Conclusion

Based on the result and the analysis of the study, so that there are some terms of conclusion as follows: (1) the structure of the narrative discourse is ±Title, ± Aperture, ± Stages, ± Narrative episode, + Narrative peak, ± Narrative post peak, ± Closure, and, ± Finish, (2) title can be expounded by a short clause, phrase, or sentence, (3) the aperture is expounded by a clause, sentence, or paragraph, (4) the stage is expounded by a sentence or paragraph containing

descriptive clauses, clauses with past completed action, identification clauses or noun phrases; (5) the episodes are expounded by paragraphs and embedded discourses, episodes are the major chunks of the discourse and the breaks between episodes are signaled by major changes in time, place, cast of characters, or event chains; (6) in a well-constructed story, the episodes are chosen and constructed to build up the interest, tension, and/or suspense, until the peak episode is reached; (7) post peak episode is a recapitulation of all the events, it is retelling events; (8) closure is expounded by a sentence or paragraph that shorts or winds everything up and ends the story; (9) among the seven elements of narrative discourse above, only peak episode is obligatory, the other elements are optional, (10) the structure of a narrative paragraph is \pm Setting, + Buildup-1ⁿ, + Buildup-p, \pm Terminus; (11) the author used deixis to show the time, the place, and the situation and (12) the author applied grammatical and lexical cohesion but they did not use all of grammatical and lexical cohesion elements. The writer suggests that scholar should analyze this fairy tale not only in gender but also in terms of cohesion and coherence.

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1. Ethical Lingua accepts scholarly article, including, but not limited to, the following fields:
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 - b. Language Curriculum and Material Development
 - c. Linguistics and Applied Linguistics
 - d. Cultural Issues in Language Education
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2. The article must be original and has not been published or under review in other journal. If the article has been presented in a forum, the author should mention the forum. The writer takes full responsibility on the originality of the article. The article submitted will be checked for originality by using **Crossref Similarity Check powered by iThenticate**. If the article is found plagiarized after publication, the article will be retracted and the author will be banned for future submission. An article retraction notice would be issued in the article page.
3. The article must be written in English, formatted as MS Word document (.docx), and typed on A4-sized paper, 1 spaced, with a 12-pt Arial font. The paper should not exceed 15 pages in length. Please consult the article template at <http://bit.ly/TemplateEthicalLingua>
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