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Preface

In the name of God, the Compassionate the Merciful, Praise be to God, the Lord of the World, who has given us, the authors and editors, an opportunity to disseminate the authors' researches through the Journal of Applied Studies in Language published by Politeknik Negeri Bali. We, the team of editors, of course appreciate all the authors who have submitted the research papers to publish in the journal. We always try hard to serve every author and their research papers, although we realize that it is not a simple task to do.

We are really happy since we are able to publish twelve (12) manuscripts in Volume 3 Number 2, December 2019 on time based the schedule. In the Volume 3 Number 2, published in December 2019, we consistently present twelve (12) research papers. All papers are written by writers and researchers from outside the institution of the publisher where the journal is published and four papers are from outside Indonesia, namely from Yemen (two papers), Malaysia, and Oman. It means that the journal is able to invite 100% of the papers from outside of the institution of the publisher.

The first paper is **Investigating features of disfluent speech by EFL learners at Taiz University**. It is followed by the next paper namely **Syntactic analysis on the consistency of Jokowi's rhetorical strategy as president and presidential candidate**. The third paper is **Improving student learning achievements through application of the student teams achievement divisions (STAD) method**. The fourth paper is **A study of voiceless inter-dental fricative [θ], [ð] sounds and alveolar liquid [r] sound among Chinese learners of English at a higher educational institution in Malaysia**. The fifth paper is **Analysis of the use of the hate speech on social media in the case of presidential election in 2019**. The sixth paper is **Teachers' perspectives on extra-curricular activities to enhance foundation program language learners' academic and social performances**, and the seventh paper is **Application of mandarin language module for improving language speaking skills**. Then the eighth paper is **Translation shifts of pronoun in the novel *Twilight***. The ninth paper is **Interlanguage in writing of early semester students of IBIT Denpasar**. The tenth paper is **The morphological process of slang words used by teenagers in Jakarta and its negative effects in their academic qualifications (a sociolinguistic study)**. The eleventh paper is **The translation techniques of bilingual abstract 'sentrinov' program book**. The last or the twelfth paper is **External supportive moves in Yemeni Arabic as used by female speakers in the same gender and cross gender**.

Majid Wajdi
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Investigating features of disfluent speech by EFL learners at Taiz University

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Abstract - An effecting way to avoid making a mistake is by being aware of it. This paper aims at investigating the features of disfluent speech by EFL learners at Taiz University in order to draw the EFL learners to the features of disfluent speech they should avoid to make their speech sound more fluent and more natural. The focus in this paper is on repair features as fillers, repetitions, restarts and reformulations. The researcher collected data from 20 level four students English Language major, Faculty of Education, Taiz University. The participants were asked to narrate the events of a short silent video. The quantitative analysis showed that the participants overused disfluencies such as fillers, prolongations, repetitions, restarts and self-corrections. The mostly present self corrected item was the pronouns. It is highly recommended that the EFL learners should be aware of such disfluency features in order to avoid them while speaking.

Keyword: Yemen EFL learners, speaking fluency, disfluency features, Thaiz University

1. Introduction

Accuracy and fluency are two important aspects of using a language either in speaking or in writing, though the term fluency is mostly attached to speaking more than to other language skills. According to Alanisi (2012: 56) accuracy refers to “how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary”, while fluency refers to “how well learners communicate meaning rather than how many mistakes they make in grammar, pronunciation and vocabulary”. Accuracy refers to the correct use of language in terms of grammar, vocabulary and pronunciation. According to Nunan (2003: 10) “Fluency is the extent to which speakers use the target language quickly and confidently with few hesitations or unnatural pauses, false starts, word searches”.

At the Department of English Language, Faculty of Education, Taiz University, there are four courses that focus mainly on the speaking skill, namely; Spoken I, Spoken II, Spoken III and Spoken IV, distributed over the first two years of the program. Moreover, the overall aims of these subjects as specified in the course description are respectively: “to build confidence among the learners to speak English and get over their tongue tidiness while using English, to help students participate in conversations, to help the learners negotiate through language, and to help individual learners to make presentations and also participate in debates, recitations, and declamations and also take part in plays and skits” (Mohanraj, 2006: 6). However, there is a gap between what is prescribed for the EFL learners and the product of those courses in reality. This is confirmed by Alanisi (2012) who analysed the teaching methods, the syllabuses, and the textbooks used in teaching the speaking skill at colleges of Education in Yemeni universities. As stated by Alanisi (2012: 175) “there is no correspondence, to a great extent, between the aims stated by the syllabus and the topics in the texts used in teaching speaking. The tasks/ activities do not encourage interaction and do not give space to learners to express themselves because they are required to model their speech after given examples or limit themselves to answering a set of questions”.

Speaking fluency, as defined by Bulc et al. (2010), is “speech at a natural rate without many hesitations, pauses, repetitions, reformulations, filler words and filled or unfilled pauses” (p. 88). This study investigates the disfluency features as hesitations, repetitions, false starts and pausing which are of a great importance with respect to listeners' negative impressions on the EFL learners' speech. This is pointed out by Hemerka (2009: 15) stating that “People who often have to search for words, make a lot of pauses, slips and false starts, frequently use fillers often go for inappropriate words and awkward constructions, can hardly earn being labelled skilful speakers”. In addition, it is emphasized by Bosker (2014: 1) that “disfluent non-native speech negatively affects the impression that listeners have of the non-native speaker”. This study would also provide data that are likely to be reconsidered with regards to text book writers, teachers of English and language researchers. According to Alyan (2013), “pronunciation is seen as an obstacle that can hinder learners' fluency”. That is, the findings of this study are hoped to encourage the EFL learners to use language freely even if they make mistakes either in grammar or in pronunciation. Therefore, this study is expected to help EFL learners pass their message across without preoccupation on being grammatical.

Objectives of the Study

This paper aims at investigating the features of disfluent speech of the EFL learners at the Department of English, Faculty of Education, Taiz University. It answers the following question:

What is the nature and number of the disfluencies in the speech produced by the EFL learners at the Department of English Language, Faculty of Education, Taiz University?

Literature Review

Disfluency, sometimes spelled as ‘Dysfluency’, refers to “a breakdown in normal speech while pausing” (Richards and Schmidt 2002: 215). It includes false starts, hesitations, repetitions and fillers. Disfluency features, which are carried out by various means as repetition, reformulation and false starts, do not necessarily mean there is an error in the speech. They can be taken as one of the forms of disfluency when the speaker hesitates because he or she needs more time for further planning of speech and speaking. Some studies note that repair fluency features, especially hesitations, might help the listener to focus his/her attention to the message produced by the speaker. A study by Bosker (2014) investigated the listeners’ attention to a target word produced in both fluent and disfluent native speech utterance. It was found that disfluent utterance had a beneficial effect on the listener participants’ recall of the target word. That is, the listeners were more likely to recall the word produced in a disfluent utterance than the word in fluent context. Surprisingly enough, the same was not true when the listeners had non-native speakers’ utterances. This means that, at times, native speakers draw the attention of the listener by producing a hesitation, as *um*, before the target word but non-native speakers make use of hesitations to recall a word or to win time of speech. According to Bosker (2014), the native speakers use hesitation for a purpose, and it, therefore, does not hinder communication. For the non-native speakers, Kormos (2006) assumed that repetitions, reformulations, and restarts which often accompany silent or filled pauses are signs of encoding difficulties during the speech production process. A filled pause is a pause that contains a filler such as ‘*um*’, ‘*ah*’, ‘*er*’ or the like of those, which are also called hesitations (Kormos and Denes, 2004).

False starts are the utterances by the speaker which are discarded, and then the speaker starts another utterance (Riggenbach, 1991). Hesitations are the use of *ahs ums* or *ers* as a technique for word or structure remembering. Repetitions refer to repeating a phrase, a word or a part of a word while speaking. Fillers are words that add no meaning to the speech but said as to fill time with speech or recall ideas, words and structures. Fillers as “*ah*” “*um*” and “*er*” are regarded as hesitation markers. There are also filler phrases as “*you see*” and “*you know*” which are typical native speaker fillers.

2. Method

2.1 Data Collection

The population of the present study was all the Level Four students at the Department of English Language, Faculty of Education, Taiz University in the second semester of the academic year 2014/ 2015. The total number of the fourth level students was (86)

learners, (7) male and (79) female. The gender factor was not taken into account; because the male learners are very few in comparison with the female ones as mentioned above. Only one male student was present in the systematically selected sample.

2.2 The Speaking Task

The researcher selected a silent video that was easy to be talked about. The story of the video is of two people, a man and a woman, waiting for the train sitting on a bench. A thief comes out of a sudden and steals the lady's bag. The man who is sitting next to her runs after the thief and brings the bag back to the lady. She feels happy and gives him a big hug. The man gets surprised at the hug. Then the train comes, and the lady gets on while the man happily waves 'Goodbye' to her. However, in the train, the lady smiles and checks a wallet in her hand. She finds money in it because when she hugged the man she actually stole his wallet from his bag. As the topic of the video is easy to grasp and has an unexpected end, all the participants were able to talk naturally about it.

2.3 Procedures

After the participants had watched the video, they went into the recording room and were given a paper that contained the same story of the video in consequent pictures so as not to lose the events (see Appendix A). Secondly, an excerpt of two minutes was taken from the speech of each subject. The samples were transcribed manually and features of disfluent speech were detected carefully. An example is given in Appendix (2).

3. Results and Discussion

"What is the nature and number of the disfluencies of the speech production of the EFL learners at the Department of English Language, Faculty of Education, Taiz University?" It's answer examines in details the nature of the disfluencies. Nature here refers to the type of disfluencies, their place and frequency. It is important to note that filled pauses are regarded as part of the disfluencies. Other disfluencies include repetitions, restarts and self-corrections. For Chon, Sawyer and Ambrose (2007), disfluency includes interjections, abandoned utterances, repetitions of phrases, words or syllables, and sound prolongations. When transcribing the collected speeches, the researcher put all kinds of the disfluencies between square brackets. The number of disfluencies for each speaker is shown below in Figure 1.

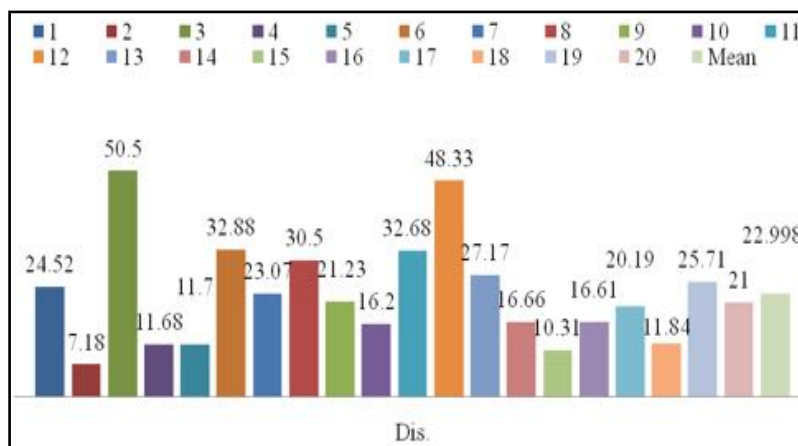


Figure 1 The Participants' Number of Disfluencies

3.1 Number of disfluencies per minute

An important variable of measuring speaking fluency as suggested by Kormos and Denes (2004) is the number of disfluencies per minute. In the transcribed speeches, disfluencies were marked if an utterance contained repetitions, (e.g., ride the [the] metro), restarts (e.g., [shee] (542) [we find]), fillers (ah, um, er), or self-corrections (e.g., She gave it ah [he gave it]). The EFL learners at Taiz University uttered an average number of 22.99 (approximately 23) disfluencies per minute. That's to say, in a minutes of speech, 38.31 % of the speech was merely disfluencies. That is, more than half a minute contains disfluencies. This is a relatively high frequency of using disfluencies by the EFL learners at Taiz University in comparison to the advanced learners of Kormos and Denes' (2004) study who used only 4.51 disfluencies per minute. Lennon (1990) suggests that learners who make a large proportion of disfluencies in their speech are likely to be considered as less fluent than those who produce few disfluencies despite the presence of disfluencies in both native and non-native speech. With respect to disfluencies, a distinction is made between the fluent and non-fluent use of disfluencies.

Schmidt (1992: 377—378) says that “Non-fluent learners’ pauses, false starts, and other signs of hesitation reflect the need to focus attention on the lower levels of planning, whereas fluent learners act more like native speakers in exhibiting hesitation primarily as a reflection of integration and macroplanning”. By lower levels of planning, Schmidt referred to planning for the grammatical structures of the sentences and by macroplanning, he referred to planning the ideas. This is also confirmed by Mirzaei and Heidari (2013) who say that the fluent L2 speakers utilize processing time pressure mechanisms, especially umming and erring, fillers, and other-repetition, more regularly than the non-fluent ones. According to Mirzaei and Heidari, “using this type of strategy, the fluent L2 speakers show that they are attempting to continue the conversation and bridge a communication gap” (p. 62). They continue that “deficiencies in one’s own language output, which might be revealed after encoding the message, lead to self-initiation, self-correction, or self-repair” (p. 51). The number of each disfluency type for each speaker who participated in this study is presented in Table 1 below.

Table 1 Types of Disfluencies

Speaker	Repetitions	Restart	Corrections	Hesitations (fillers)
S1	15	3	6	23
S2	8	1	4	1
S3	25	5	9	65
S4	6	2	4	10
S5	3	4	9	7
S6	18	2	6	31
S7	3	3	6	18
S8	17	3	10	30
S9	10	1	7	22
S10	3	1	3	20
S11	10	1	5	51
S12	25	2	7	24
S13	7	1	2	14
S14	2	0	4	9
S15	3	0	1	7
S16	9	0	6	16
S17	4	0	7	23
S18	1	3	5	6
S19	9	2	7	9
S20	6	3	3	16
Total	184	37	111	402

As can be noticed in Table 1, the highest number of disfluency type was hesitations. To present it clearly, the researcher shows below in Figure 2, the percentage of disfluency types used by the EFL learners of this study.

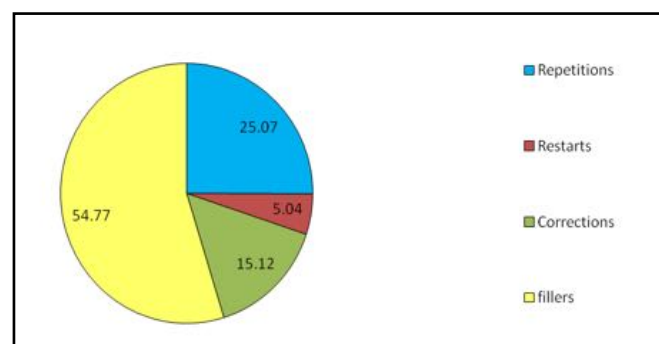


Figure 2 Percentage of Disfluency Types

As it can be seen in the above diagram, Figure 2, the EFL learners at Taiz University experienced the flowing sub-types of disfluencies as 54.77% hesitations (fillers), 25.07% repetitions, 15.12% corrections and 5.04% restarts. All of them are separately discussed in the coming paragraphs in some detail.

3.2 Filled pauses

The identification of filled pauses takes many forms in the literature; most researchers use the transcriptions such as *uh* and *um*. Other researchers use transcriptions as *mm* or *eh*. However, transcribing a filler of *um* as *mm* would delete the vowel sound which is the nucleus of the syllable and therefore counted as a syllable in the calculations of the syllables of the sample. Therefore, the filler words of this study were transcribed in the form of *ahs* or *ums*; *ers* also were used, though rarely. To get an accurate count for the filler words in each utterance, the researcher underlined each filler word and then calculated both manually and using Word Processor (2007) to count underlined words of each sample separately. Those fillers manifest hesitations of the speakers and reflect the process of recalling a word or a structure. Chambers (1997) makes an interesting comparison between the reasons behind native and non-native use of hesitation markers. He argues that native speakers are more likely to hesitate “when expressing new thoughts as in a seminar than in a routine day to day exchange” (p. 538). He goes further explaining that silent pauses in the middle of utterances indicate a search for an idea, or the best way to explain it or for the grammatical form in the case of language learners. He concludes the comparison by stating that the native speakers are unlikely to hesitate for monitoring accurate production while learners’ hesitations mostly express learners’ dependence on linguistic proficiency in monitoring production.

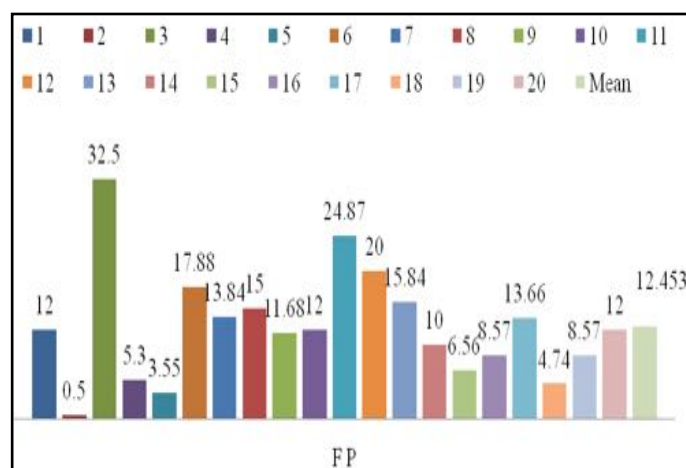


Figure 3 The Participants’ Filled Pauses Per Minute

There are some words, other than *um*, *ah* or *er*, that do not carry a semantic meaning in themselves but are used by native and non-native speakers to fill time with speech. Those words are mostly regarded as a sign of speech processing or as discourse markers; such as *you know*, *well*, *kind of*. However, none of those filler words were used in all the speech samples collected in this study except for one speaker who used the filler word ‘*you know*’ only once (she um (483) you know um (1.928) [she] (357) ah (1.103) put herself). The point to mention here is that such filler words, though undesirable, are better than filling time with *ums*, *ahs* or *ers*. The other filler word was ‘*what*’ which is not common to non-native speakers, but perhaps a mother tongue influence as the filler word *Aysh* (meaning *what*) which is commonly used in the Taizi dialect when looking for a word or a term while speaking. That filler word was also used by only one speaker (S13) in two utterances only, (That means she (557) ah what

[she] (869) she appears that she's innocent, but she is not). Therefore, *what* was counted as a filler word in those utterances. *Alright* was also used by one participant (S13) as a filler word and so was counted as a filler word.

3.3 Number of Filled Pauses per minute

Another aspect in the discussion of filled pauses is the number of filled pauses per minute. Figure 3 below shows the results of the calculations of filled pauses per minute. The average number of filled pauses per minute in the speech samples of the present study was 12.14 which is a big deal in comparison to the average number of filled pauses per minute in the speech samples of Kormos and Denes's (2004) study in which the advanced learners used an average of 8.28 filled pauses per minute while the low-intermediate learners used an average of 16.3 filled pauses per minute. The filler words are reflections of hesitation, and they help the speaker to fill time with speech. However, the presence of fillers in the non-native speech is always regarded as a sign of disfluency.

Overusing fillers while speaking can be regarded as a sign that the planning efforts are higher. Such use of filled pauses is sometimes regarded as a negative technique and a sign of encoding difficulties (Kormos, 2006). The EFL learners at Taiz University showed an over use of the fillers 'ah' and 'um' in different parts of their utterances. Fillers were noted to occur in between the subject and the complement, the subject and the verb, or between repetitions and corrections. More examples of fillers of the sample of this study are given here:

Examples: Filler words between the subject and the complement:

- (S1) [one man] is ah walking in the street
- (S13) there is ah a shock
- (S7) there is ah a noble man sitting next to her.

Examples: Filler words between the subject and the verb:

- (S13) she ah open her ah bag
- (S15) she ah (564) steal (891) his bag
- (S16) the man ah say 'Good Bye'

Examples: Filler words at the clause boundary:

- (S17) After that (520) um (938) she was waiting what happened (304).
- (S9) Ah this story about a girl (555) ah
- (S6) But, ah it's really so bad.
- (S17) Then, ah [the] at the end of the story,

Examples: Filler words between the verb and the object:

- (S17) Ah and um (1.493) she just (1.827) looked at ah his wallet (668)
- (S18) A man was sitting besides her reading (616) um a book.
- (S18) How could she just give him (319) ah such a return!
- (S1) I talk about (482) ah a story

Examples: Filler words before repetitions:

- (S14) So she is (809) um (371) [she is] a thief

(S6) She get her phone out (475) and ah she ah [she] was ah (624) ah [she was] reading something

(S6) It is really something that is so bad in our ah (713) [in our] society.

(S19) There ah [there] is woman and man

Examples: Filler words before corrections:

(S4) She gave it ah [he gave it] to the lady

(S3) There is ah [a m] ah a woman (757)

(S11) she (304) um leave (1.017) the ah [his] ah her place (378) ah in um (2.020) in [t] ah track

(S17) [She] ah he [gived] (631) he gave

3.4 Repetitions

The second most frequent disfluency marker in the speeches produced by the EFL learners at Taiz University was repetition. The learners repeated syllables, words, phrases and sometimes whole sentences. The repetition phenomenon reveals that the speakers are not fluent. Kormos (2006) said that repetitions, reformulations, and restarts which often accompany silent or filled pauses are signs of encoding difficulties during the speech production process. Words repetition meant for emphasis were not included in the calculation of the repeated words, and they occurred very rarely. To cite an example, in this utterance by Speaker (16) “I think the man who are kind (1.173) on this life (1.017) always always he is (408) a victim”, the word always was used for emphasis and therefore it was not counted as an example of repetition. Given below are some examples of repetitions taken from the transcripts of the present study:

Examples: Repetition of parts of the words:

(S11) [repre] (854) represent

(S12) [his] (518) [wa] ah wallet too

(S3) [far] ah farewell

(S10) she's [a th] a thief too

Examples: Repetition of one word:

(S 14) I think she (349) [she] couldn't ah take the money

(S6) and get her [her] bag out

(S16) come to him hanging [hanging] him

Examples: Repetition of two or more words:

(S16) They are (490) just [they are] friends

(S6) sitting next to [next to] a man

(S3) when she was ah [when she] [when she was]

Examples: Repetition of a sentence:

(S8) There is a girl. (728) [There is a girl]

(S3) that ah there is ah [a m] ah a woman (757) ah [tha] [that there is a woman]

(S2) When the train (1.057) arrived, (943) [when the train arrived]

3.5 Corrections

According to Mirzaei and Heidari (2013), “Self-repairs can be prompted by three different circumstances: a lapse in the encoding process, the generation of an inappropriate or inadequate message, and incomplete knowledge of L2 system” (p.51). In this study, self-corrections were marked where speakers make a change to their message such as choosing different vocabulary, sentence structure, tense, pronoun, conjunction or different preposition. In these examples, Speaker 1 and Speaker 14 changed the tense from present to past, while Speaker 9 changed the sentence structure deleting the auxiliary verb *was*, then she added the present simple marker to the verb *get*.

(S1) [I see] (319) I saw

(S14) She looks very [she looked very] sad

(S9) ... she was [ge] er [she get] (709) she gets nervous

The following diagram shows the types of corrections found in the speech sample of the present study in percentage.

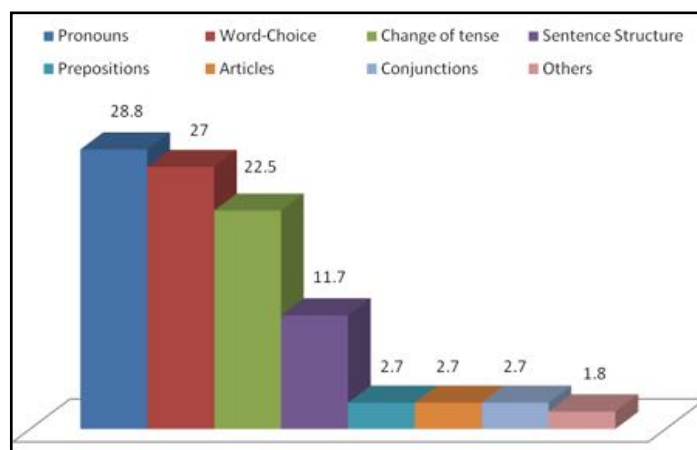


Figure 4: Percentage of Self-correction Types

As can be seen from Figure 4 above, the corrections in the speech sample collected in this study involved changes of tense 22.5%, word-choice 27.0%, pronouns 28.8 %, sentence structure 11.7%, prepositions 2.7%, articles 2.7%, and conjunctions 2.7%. The highest aspect of self-corrections was the change of the pronouns.

3.6 Restarts

Restarts, sometimes referred to as false starts, are defined by Riggensbach (1991: 427) as “reformulations in which the original utterance is rejected”. That is, after the speaker begins an utterance, he or she stops the attempted utterance and begins a new utterance. Restarts differ from self-corrections in the sense that in restarts, the first attempt is rejected before it is finished and the second attempt does not necessarily involve corrections. The restarts were the least type of disfluencies noticed in the present study with a percentage of 5.04% of the total number of disfluencies. Here is an example in which Speaker 4 made a restart.

(S4) [He'll] ah (490) he say to her.

Here, Speaker 4 started a sentence using the modal verb *will*, and then she restarted the sentence using the verb *say* instead of the modal *will*, and she discarded the previous message. In a restart, the change made by the speaker is not necessarily to make the sentence more grammatical, the speaker changes the whole message. Here are some more examples of restarts.

Examples: Restarts

- (S6) [took the ba] ah ran after the [ma] the thief
(S7) [shee] (542) [we find]
(S9) [bec] ah to show that
(S 20) [For exa] stoling off any things (408).
(S19) [Some] Then, suddenly, one person came and

4. Conclusion

The findings of the present study showed that the speech by EFL learners at Taiz University is filled with hesitations represented by the non-verbal words ‘ah’ ‘um’ and ‘er’ along with much restarts and self-corrections. Beside their use of filled and silent pauses, the EFL learners at Taiz University also used repetitions of a word or parts of a word, sometimes of a whole phrase, in order to gain time to produce what they intend to say. It is highly recommended that learners should be given an opportunity to develop accuracy as well as fluency and not neglecting any of them. Besides, they should be introduced to the types of disfluencies and to the non-fluent pausing in order to avoid using them in speech. Teachers also need to make their learners aware of the roles of the temporal features of disfluency and how such features affect the listeners’ perceptions. That is, the EFL learners need to better understand that speaking an L2 appropriately is not only by mastering its grammatical features, but also by taking into their consideration the temporal aspects of speaking.

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Syntactic analysis on the consistency of Jokowi's rhetorical strategy as president and presidential candidate

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Abstract – This study aims to describe President Jokowi's rhetorical strategies during the 2019 campaign on Instagram and its consistency with the rhetorical strategy as president. Rhetoric is not just a speech strategy, not a speech that tends to lie to manipulate or control people, and not talk much without action. Because of political competition, it can be concluded that the use of words and sentences (syntax) as rhetorical strategies also competes in building a positive image. Syntactic analysis was conducted to describe the categories of use of words and sentences as a rhetorical strategy to build a positive image. The method used was content analysis of 508 Instagram posts during the campaign period. Social media is a new innovation in spreading messages of rhetoric in the form of words and sentences more quickly and easily accessing them. The interview method was also conducted on President Jokowi's communication team to find out how these rhetorical strategies were carried out in order to prove the consistency between rhetorical strategies during campaigns and rhetorical strategies as a President. The results of this study confirm that not all rhetorical strategies are used, but, only the use of positive rhetoric to build a positive image. Syntactic analysis shows that Jokowi-Amin does not use negative words and sentences. Not all rhetorical strategies for building imagery are displayed on Instagram, namely @ jokowi.amin does not use intimidation and self-depreciation strategies. The interviews also display that the rhetoric strategies during campaigns are consistent with the president's strategies.

Keywords: instagram, public relations, rhetoric, social media

1. Introduction

Rhetoric is the strategy of individuals or organizations in producing symbols to construct certain meanings and using them in composing messages that influence the meaning of others towards individuals and organizations (Heath, 2005; Kriyantono, 2017). Rhetoric is not just a speech strategy, not a speech that tends to lie to manipulate or control people, and not talk much without action (Foss, 2009; Heath, 2005). Rhetoric is an informative and persuasive message strategy, using all kinds of symbolic uses, such as public discourse; verbal-nonverbal; and visualization, not just speech, is done by individuals and or organizations in various contexts (Cisneros, McCauliff & Beasley, 2009; Hartelius & Browning, 2008; Kriyantono, 2015; Littlejohn, Foss, & Oetzel, 2017).

Based on the above description, the 2019 presidential election is one of the contexts in which the presidential inter-candidate rhetoric strategy battles occur. Each candidate must have a strategy for managing attractive campaign messages to enhance a positive image and understanding relationship with voters (Egeham, 2018; Zhacky, 2018). From a rhetorical perspective, the strategy of formulating campaign messages can be called a rhetorical strategy in the campaign.

The establishment of a positive image and mutual understanding between candidate and voters through a rhetorical strategy, adopting Lampe (2010), is the realm of political public relations, namely public relations for political activities. Composing messages is the core of communication activities (Griffin, 2013) and management of communication between individuals or organizations with the public is called public relations (Grunig & Hunt, 1984; Kriyantono, 1917). Public relations tools play a role in increasing public support needed by politicians (Archana, 2018).

Rhetoric as one of the public relations tools is aimed at building a strong and unambiguous candidate's self-image (De Landtsheer, De Vries & Vertessen, 2008), which according to Garzia (2013), is an important factor to be elected in general elections. De Landtsheer, De Vries and Vertessen (2008) conclude that politicians must leave a good impression through appearance, perception, and personality.

Rhetoric as one of the public relations tools is aimed at building a strong and unambiguous candidate's self-image (De Landtsheer, De Vries & Vertessen, 2008), which according to Garzia (2013), is an important factor to be elected in general elections. Some literature calls that the oldest form of rhetorical symbols were words and sentences which correlated with the demands of fluency speak in the Ancient Greek and Roman eras in order to fulfill the necessities of everyday life (Rakhmat, 1999). Rhetoric was more focused on composing and speaking style for speeches, teaching in class or writing letters in the Middle Ages (Foss, 2009). This fact encourages the author to focus on studying rhetoric in the form of words or sentences, using syntactic analysis, namely the relationship between words that produce certain meanings, arranged as a campaign strategy for presidential candidates Jokowi. The rhetorical strategies must leave a good impression through appearance, perception, and personality.

Because of political competition, it can be concluded that the use of words and sentences (syntax) as rhetorical strategies also compete in building a positive image. Individuals intentionally use communication to create the desired impression of others against him/her (Johansson, 2007; Kriyantono, 2017). The use of words and sentences as rhetorical strategies to build a positive image includes several types of strategies.

Innovation is a tactic of rhetoric so that candidates are considered pleasant and friendly people; Self-promotion is used to produce competent images; Intimidation is used to produce images as people who are strong and able to control the situation; exemplification is words and sentences that state that candidates should be used as examples of behavior; Supplication is used to build the image that candidates also have limitations in helping the community (Annafidin, Damayanti & Komariah, 2017; Bolino & Turney, 2003; Jones & Pittman, 1982; Kriyantono, 2017).

Along with the development of communication technology, rhetoric can be applied by using social media. Rhetoric on social media is not time and space-bound (Kriyantono, 2019). Before the 2019 presidential election, the use of social media had been carried out by many politicians in Indonesia and in other countries (Garzia, 2013). Social media makes interaction and information sharing easier so it is more effective in building relationships between organizations and the public in political communication (Goncalves, 2014). Campaigns on social media increase political participation and support for presidential elections in America (Towner & Munoz, 2018; Cogburn & Vazquez, 2011). Information about presidential candidates in America is mostly obtained from social media, including social media accounts of candidates (Williams, 2017). Campaigns on social media require low costs, are easy to get donations and are faster viral and are known to the public (Ardha, 2014; Judhita, 2015; Kenski, Filler & Conway, 2017). Plus, social media users in Indonesia are among the most in the world (Ardha, 2014).

Social media is a new innovation in spreading messages of rhetoric in the form of words and sentences more quickly and easily access them (Chinnasamy & Manaf, 2018; Hong, 2013; Kriyantono, Destrity, Amrullah, & Rakhmawati, 2017; Rahim & Omar, 2017; Sajithra & Patil, 2013). In addition, many people use social media, especially from the younger generation groups who are categorized as beginner voters (Sucianingsih, 2019). Virtual messages attract public attention during the campaign period (Yani, 2018). Based on the characteristics of both social media and users of social media originating mostly from the younger generation, the first proposition can be formulated that Jokowi's rhetorical strategies in the use of imaging words and sentences on Instagram, during the campaign, contain all rhetorical tactics. The research analyzes the syntax of rhetorical strategies on Instagram because Instagram is the most widely used social media (WeAreSocial, 2018). Presidential candidate Joko Widodo has an Instagram @ jokowi.Amin account with 305,000 followers. This research also aims to analyze the syntax of Jokowi's rhetorical strategy, as president and presidential candidate in building a positive image. As president, Jokowi's rhetorical strategies were formulated by the Presidential Staff Office based on Presidential Regulation No. 26 of 2015, which served as manager of political communication strategies and information dissemination.

The researcher asks whether the use of words as a rhetorical strategy to build an image during the campaign has been consistent with Jokowi's rhetorical strategy as president. Imaging carried out continuously and manifested in real behavior produces reputation, namely the presidential candidate has "that right exists or its existence is recognized by the public" (Veil, Liu, Erickson, & Sellnow, 2005, p. 19). Because Jokowi was successfully re-elected for the second period, the second proposition can be formulated that rhetoric during the campaign is consistent with the communication strategy as a president.

This research contributes to develop public relations studies in the context of the use of words and sentences through social media. There is still little public relations

research in the context of Indonesia, so we need to enrich our studies (Kriyantono & McKenna, 2017).

Table 1 Instruments/Categories

Themes	Indicator	Description
Ingratiation	Favor Doing	Strategies show actions that are liked by others such as smiling, hugging, congratulating, praising others, saying hello, giving sympathy to a situation, expressing gratitude, and other attitudes that show that he is a person full of love and affection
	<i>Self-enchantment</i>	Strategies used to show ability or praise yourself like showing successes that have been achieved
	<i>Other-Enchantment</i>	This strategy is used to give praise to the success of others and express their feeling of joy if other people succeed in something
	<i>Opinion conformities</i>	This strategy can be seen from someone who shows similarity of opinion with other people or a larger organization
Intimidation	<i>Treath</i>	Threats that are given by someone to someone else either directly such as saying directly in front of the person or indirectly for example through a letter, picture or upload
	<i>Anger</i>	Defined as someone who shows anger through words, facial expressions and attitudes so that other people obey and want to help achieve their goals.
Self-promotion	<i>Performance claim</i>	Defined as a tactic that leads to a statement or claim to the ability that is owned by itself and expresses optimism in work.
	<i>Performance account</i>	Strategies that show results and evidence of the performance or ability of a person with the aim of promoting their skills or abilities and confirming their achievements as leaders.
Exemplification	<i>Self-denial</i>	defined as an rhetorical strategy that shows the deterrence of rumors that are hitting him
	<i>Helping</i>	is a strategy both verbally and in deeds to help other people or invite people around to help others who are in need of help
	<i>Militancy</i>	this strategy leads to activities to invite others to act positively through motivation, an invitation to be kind, disciplined and honest
Supplication	<i>Self-depreciation</i>	is a strategy that shows that he is in a state of sadness, disappointment, depression, distress and often complaining
	<i>Entreaties for help</i>	this strategy shows the individual clearly states keingina or asks to be helped in dealing with a problem or when feeling inadequate in a matter and often complains.

2. Method

This study applied the content analysis method to analyze the contents of communication messages systematically and objectively. The researcher coding the use of words and sentences posted in the diagram based on the categories built from the theory and interpreting the results of the coding (Kriyantono, 2014: Wimmer & Dominick, 2011).

The analysis categories were compiled based on previous research on rhetorical strategies to build a positive image of Annafidin, Damayanti & Komariah (2017); Jones & Pittman (1982); Bolino & Turney (2003); and Kriyantono (2017), as coding instruments.

The samples of this study were all posts uploaded by Jokowi-Amin Team on each Instagram account feed starting on 7 October 2018 April 14 2019. This period is the presidential campaign period. The researcher used a thematic analysis unit to analyze the contents of words and sentences in Instagram. The text in the photo captions on Instagram were analyzed in their entirety.

In addition, this study also used interviews with the communication team at the Presidential Staff Office, as an institution that helped formulate President Jokowi's policies. The purpose of this interview is to explore data on the consistency of the rhetorical strategy during the campaign with the communication strategy as president, whether the rhetorical strategy is only for imaging when the campaign or strategy is also carried out on a daily basis.

3. Results and Discussion

Jokowi's official Instagram campaign (@ jokowi-amin) has 508 uploads during campaign time. From the results of syntactic analysis, namely coding the words and sentences in the captions of the uploaded photos, it was found that not all rhetorical strategies contained tactics as defined in the category. Of the five categories, there is one that is not displayed, namely the Intimidation category (Table 2).

Table 2 Syntax analysis of Jokowi rhetorical strategies

Themes	Sub-themes	F	%	Σ %
Ingratiations	<i>Favor Doing</i>	153	35.66	58.74
	<i>Self-enhancement</i>	43	10.02	
	<i>Other-Enhancement</i>	26	6.06	
	<i>Opinion conformities</i>	30	6.99	
Intimidation	<i>Treath</i>	0	0.00	0.00
	<i>Anger</i>	0	0.00	
Self-promotion	<i>Performance claim</i>	70	16.32	39.39
	<i>Performance account</i>	99	23.08	
Exemplification	<i>Self-denial</i>	11	2.56	13.52
	<i>Helping</i>	12	2.80	
	<i>Militancy</i>	35	8.16	
Supplication	<i>Self-depreciation</i>	0	0.00	6.76
	<i>Entreaties for help</i>	29	6.76	

Ingratiations

From 508 photo uploads, 252 uploads used the ingratiation theme with the highest percentage (58.74%). That is, Jokowi-Amin uses words or sentences that are meaningful, warm, humorous, and have an attraction. Jokowi-Amin is described as doing images (153 times), namely figures who have closeness to the community, by

displaying photos of people's enthusiasm when meeting them, showing rhyming gestures, such as smiling, embracing the community, taking pictures, and shaking hands or do things that make him liked by society.

The use of words and sentences that mean closeness to the community seems consistent with President Joko Widodo's communication strategy in managing the government. This strategy can also be called a form of rhetorical strategy from the president's communication team. This is related to the statement of the Young Expert Staff of the Presidential Staff Office, Gabriel Sujayanto: "The Office of the Presidential Staff conducts strategic communication with groups that influence policy. Who is strategic communication? Labor, fishing association ... yes, we mean communication is open. The policy is everywhere. Policy regarding minimum wages to workers. At least it's understandable. Political parties are like this, students like criticism. There is a process of political communication ... Sometimes we jump right in, political communication ... labor groups, fishermen. For example ojek, dandim, a group of laborers, midwives, groups such as Islamic mass organizations."

The rhetorical strategy is equipped with photos showing Jokowi shaking hands with a grandparent with captions: "Mr. Jokowi did not choose who he met. Certainly not also choosing who is served. Pak Jokowi is a leader who embraces the people. "The upload is in the category of favorite doing because it shows Jokowi's gesture that is friendly and affectionate to his people coupled with a caption stating that Jokowi is indiscriminate in serving the people and embracing all his people. The grandfather in the photo also showed his excitement when meeting Jokowi which was seen from the smile that was reflected in the upload. This is in accordance with the understanding of favor doing, which is an act that is liked by others.

Self-enhancement is a rhetorical strategy to demonstrate one's own abilities by showing successes that have been achieved. Self-enhancement is used in 43 uploads (10.02%). This strategy shows a lot of the successes of the work program that was achieved when Jokowi served as the 7th president of the Republic of Indonesia together with Jusuf Kalla.

As explained in the following caption: "In 2018 yesterday, 30 windmills were completed in Sidenreng Rappang (Sidrap), South Sulawesi to increase the reach and capacity of electricity for the local community. With the Sidrap windmill, Pak Jokowi targets a 100 percent electrification ratio in South Sulawesi Province. The use of wind as an energy source is one manifestation of Mr. Jokowi's commitment to reduce greenhouse gas emissions by 29 percent by 2030, which he submitted in the Paris Agreement".

The Other-enhancement strategy gets a portion of 26 uploads (6.06%). Other-enhancement is used to give praise to other people's success successfully. Examples of rhetorical strategies can be seen in the Instagram post related to the Asian Para Games, which appreciate the achievements of Indonesian athletes, with the words: "Continuing the struggle of the heroes with one passion to make achievements so that Indonesia will become an advanced and sovereign nation".

The president's rhetorical strategy, said the Young Staff of the Presidential Staff Office, Azhary Hafidz, was also formulated by cross-sectoral teams, such as the Office of the Presidential Staff in collaboration with the Ministry of Communication and Information. The expert of the Ministry of Communication and Information, Enda Nasution, explained that the ministry was assisting in the socialization of the Asian games, Enda said, "Because every government activity is carried out, the Communication and Information Commission must be involved. Yesterday the Asian Para Games. One that makes success is viral on social media. It is quite effective and

reaches out” (Interview with Enda Nasution).

The last sub-theme in the theme of integrations are opinion conformities with a total of 30 uploads (6.99%). In this theme, Jokowi shows the similarity of their opinions with a figure or similar opinion with the community. For example, Jokowi uses this rhetorical strategy by agreeing to Yenny Wahid's statement, one of the national figures: "Strong people are not because of their bodies, but because of their mentality. Mr. Jokowi in the eyes of Gus Dur's daughter, Yenny Wahid ... " The captions confirm the words of Yenny Wahid quoted in the picture" What do thin men do? He built infrastructure, bridges, more than 700 thousand bridges in the villages that Mr Jokowi built". Jokowi agrees that thin men like Jokowi are able to build infrastructure, roads and bridges in Indonesia, thus emphasizing that do not underestimate Jokowi because of his size but see Jokowi's mental strength in building Indonesia.

Self-promotion

The second theme that was also widely used by the Jokowi-Amin pair was self-promotions (169 uploads or 39.39%), consisting of 16.32% performance claims and 23.08% on sub-accounts of performance accounts. Performance claim is a tactic that leads to a person's claim to ability possessed by himself and expresses optimism at work. In this sub-theme of performance claim, Jokowi wants to show the vision and mission that they promised to the community if they are elected President and Vice President, as well as work programs that will provide convenience to the public when choosing them to become president and vice president, such as one of which is a three-card program, namely the Indonesia Pintar-Kuliah card, Cheap Food Packages, and Pre-Work Cards, which are expected to advance education and the level of people's welfare.

Through the caption contained in the upload that reads "In order for Indonesia to progress, the Indonesian people must be empowered. There must be no obstacles to achieving your goals! For this reason, Pak Jokowi made a KIP Lecture to help the nation's children continue their education, Pre-Work KIP to improve their skills and be able to compete in the labor market, and Basic Food Cards to fulfill family nutrition. Really complete, right? Together with Pak Jokowi, programs are directed so that the people are independent and prosperous. So, don't be afraid to fight for your ideals, huh! ", Jokowi-Amin claims to be able to prosper the community, make people become more independent and help them to reach their dreams through the three card magic program.

The rhetorical strategy on Instagram about self-promotion is also consistent with Jokowi's communication strategy as President. Chief Staff Officer of the Office of President Wandy Tatoorong explained that he was asked to be the coordinator of the 4-year performance of Jokowi's government. For him, the achievement of government is one of the potential issues that must be arranged narratives and framing it well (Interview with Wandy Tatoorong).

The sub-theme of performance accounts contains the rhetoric of the results of work or the ability of a person with the aim of promoting skills or abilities and telling the results of their work as leaders. On the @jokowi.amin Instagram account, it was described through uploads in the form of testimonials given by the community who were satisfied with Jokowi's performance while serving as president.

This rhetorical strategy presents the testimony given by Afi, a language teacher who is bipolar and is required to see a psychiatrist to help deal with his health. But the cost of expensive psychiatrists hinders his intention to do counseling. Thanks to the Healthy Indonesia Card Afi can do counseling. "The doctor said, I had bipolar disorder. So, when I was in school, I often felt 'down' for no apparent reason. The more mature,

the more it becomes. There was a time when I slept always at 2 am, woke up at 5 o'clock for morning prayers, continued working. Don't know why, you can't just sleep, there's always something you think about.

When I confide in my friends, they push *I went to a psychiatrist to be examined, because they thought something was wrong. But the psychiatrist is very expensive. I've found the cheapest psychiatrist, but it's also still above my ability. One month can be up to Rp one million more. Meanwhile, my financial condition was still not stable at that time. I try to find out on the internet whether KIS (Healthy Indonesia Card) can be used for psychological examinations. It turns out you can! I tried going to the Tebet Health Center (Jakarta) and then referred to Poli Sahabat. Immediately handled right away, there is a psychiatrist. From there, I was referred to Tebet Hospital because the facilities were more complete. So I routinely treat it there. With KIS, I also receive medicine every month and free consultation to the doctor regularly. I feel very lucky, because with KIS I can get a lot of relief. Services from doctors are also according to standards. I was examined by a very experienced doctor. I am comfortable consulting with him. Even the doctor gave personal contact so that I could consult personally. Now, I feel very much better. I hope that Mr. Jokowi is elected again to help people who have mental disorders like me. Mr. Jokowi doesn't talk much, but his work feels.* "- Afi (26), Korean & English Translator".

This upload falls into the performance account category because it shows the testimony of others about Jokowi's ability as a competent president in making programs suitable for the community. It can be said, the rhetorical strategy is interactive. The community is free to comment on various matters and will be answered by the admin of the Presidential Staff Office via Twitter or Facebook. Although not all comments are answered, this two-way interaction provides a positive value for the government to understand the concerns in the community. Associate Expert Agustinus Rahardjo said that often videos are also used to provide knowledge to the community, "That is a formal website. It's not all necessary. For Twitter or social media, please comment. For Twitter or social media, I like to reply too. There is an incoming notification later. Not all, but several times if it's important we reply. Yes, rich in the tone of the asking, how come this hour is tweeting? This is an Afghan event (showing video) and I cut the video (Interview with Agustinus Rahardjo).

The next theme is exemplification as much as 13.52% (58 uploads). Exemplification strategy is a strategy that each individual wants to be seen as an integrated, honest, high moral, generous and disciplined person without making claims about his good deeds so that the respect and admiration of the people around him arises. Which consists of three sub-themes and different uploads for each theme, self-denial (2.56%), helping as much as 2.80%, militancy as much as 8.16%.

Self-denial is used by someone to ward off rumors that are hitting him. This theme is widely used by Jokowi to counter the accusations of hoaxes and rumors that have been directed to him, such as communism party members, anti-Islam, and foreign stooges. This rhetorical strategy displays the words: "Azan reverberates, every Muslim goes to pray. This is the testimony of Sukardi Rinakit, the President's special staff, who often accompanied Pak Jokowi." This strategy is used as a tool to denial against rumors and hoaxes that have been circulating among the people below who accuse Jokowi of never praying, there will be no call to prayer when he returns to the presidency and the public's notion that Jokowi is non-Muslim or anti-Islam shows that actually Jokowi is a person who is very diligent in worshiping in the midst of his activities as a president.

Young Expert Gabriel Sujayanto also said that the Presidential Staff Office has various communication strategies to fight hoaxes, which include displaying valid facts,

communicating with stakeholders, and collaborating with the public. This self-denial rhetorical strategy requires a good management some issues. The team is tasked with identifying the types of issues in the community, then determining whether they are positive or negative. This identification is the basis for building rhetorical strategies (Coombs, 2015; Kriyantono, 2015).

The self-denial contained in the use of words and sentences as rhetoric on Instagram seemed to be related to the issue management process for President Jokowi carried out by the Presidential Staff Office. This team has produced narrative production and counter government issues, conducted monitoring and evaluation on national priority programs, joys and crisis planning on strategic issues and potential threats to the government (Interview with the Young Expert of the Presidential Staff office, Azhari Hafid). Issue management aims to manage issues because issues can be a starting point that has the potential to trigger conflict between the organization and the public (Kriyantono, 2012; Regester & Larkin, 2008).

The Presidential Staff Office monitors issues through social media related to negative government issues. Lots of negative news related to the president such as the communist, pro-foreign, even the communist party president, "At that time, in his control Pak Teten Masduki had a lot of information on social media and related matters and headed for the president. "Yes, negative news. Slandered. Communist presidents, pro-foreign presidents, and so on who are all non-sense factually. So it's just slander. Then the slander also goes into areas that are technical in nature. For example, the issue of Chinese labour so that finally the chief of staff asked that we have to monitor what was said and discussed through social media. Related to government and government policies and presidential policies" (Interview with Associate Expert Office of the Presidential Staff, Wisnuwardhana).

Helping themes are tactics used to show activities in helping people or inviting others to help people in need. Most of the findings of this theme on the Instagram account @jokowi.amin are used in uploads that aim to help victims of natural disasters, disadvantaged people, orphanages, and others. Examples of this strategy: "President Joko Widodo, who was visiting Tana Toraja, South Sulawesi, expressed his grief for the victims of the tsunami that occurred in the Sunda Strait on Saturday night, December 22, 2018, yesterday. "I have ordered all the relevant government officials to immediately take emergency response measures, find and find victims, care for the injured," said Pak @jokowi through his Instagram account".

The last sub-friend in the theme of exemplification is militancy or invites the public to do good or positive things through motivation, an invitation to be kind, disciplined and honest. In the Instagram account @jokowi.amin, there were 35 uploads (8.16%) which included the militancy sub-theme, many forms of advice to do good things, such as not spreading hoaxes and provocations in the community, fighting corruption, peaceful elections, and to respect differences.

Some posts uploaded shows a picture of someone kicking a hoax to shreds and there are writings of the people not to be anxious, so there are hoaxes and slander. The upload is accompanied by a caption that reads: "Only three days into 2019, various hoaxes, hoaxes, and countless words of hate, have been milling about on social media and conversations in WhatsApp groups. Finally, about seven containers containing 70 million ballots that have been cast, which are even spread by party leaders and educated people. Hoaxes like this cause public unrest. To the extent that Mr. Jokowi issued an appeal that all parties avoid acts of spreading slander because they could be subject to legal sanctions for the perpetrators. "This is already approaching the presidential election. Avoid hoaxes and slander like that, "said Mr. Jokowi "

Supplication

The next rhetorical strategy is supplication, appearing as much as 6.76%. Supplication is meaningful as a way for a person to do self-representation by showing his inability or weakness in him. There are two sub-themes contained in this theme, namely entreaties for help and self-depression. Entreaties for help is to deliberately ask for help from other people to get what they want, in this case Jokowi asks the public to vote for them in the 2019 presidential election so that they get the highest vote and win the 2019 presidential election and make Indonesia more advanced.

The post has a back section that shows the results of Jokowi's performance for 5 years as president and in the front there are pictures of Jokowi and Ma'ruf Amin who are standing and pointing their indexes. In this picture there is a caption as follows: "For five years Mr. Jokowi has worked with JK to serve Indonesia. Some of the work has been completed, some are under construction, some have been planned. But the foundation has been there for a long time: our unity. How is the face of Indonesia in the next five years in the hands of Jokowi and Kiai Ma'ruf Amin? Everything has been conveyed to the people in the months of this campaign. Don't waste your rights to determine the future of your country. Come on, join us, for Indonesia to go forward! Click the number one on April 17th!"

The second sub-theme in the supplication theme is self-depreciation, but researchers did not find the content on the @jokowi.amin Instagram account that uses this sub-theme. Self depreciation is a tactic that shows that someone is in a state of sadness, disappointment, depression, distress and often complaining.

Intimidations

Of the five themes there is one theme that is not used by Jokowi, namely intimidation. Intimidation is operationalized as a theme that makes the audience give an assessment to the individual as someone who is hard and feared by others, and does not hesitate to express the anger if he feels the other party is harmful. It consists of two sub themes, namely threat and anger which are used by individuals to mandate things they want through threats or show warning to others. But from 508 uploads on Jokowi-Amin's Instagram there were no uploads with the theme of intimidation. The absence of a rhetorical strategy with words that reflect threat and anger is also consistent with Jokowi's political communication strategy that highlights positive messages, namely conveying work achievements.

Enda Nasution, the Ministry of Communication and Information Expert, said that the Ministry of Communication and Informatics is always trying to make narratives using positive issues. One of them is forming narrative production through infographics in Indonesiabaik.id, then also opening a new government channel, namely Indonesia.go.id. Enda explained that the government has so far had several channels for the production of positive narratives such as Infopublik, Indonesiabaik.go.id, Indonesia.go.id, and so forth.

4. Conclusion

This study confirms the use of positive rhetoric to build imaging. Syntactic analysis shows that Jokowi does not use negative words and sentences. Not all rhetorical themes in building imagery are displayed on Instagram, namely @jokowi.amin does not use the theme of intimidation and self-depreciation.

This study also proves the second proposition that there is consistency between

the rhetorical strategy of using words and sentences during the campaign with Jokowi's communication strategy as President. It can be interpreted that continuous imaging can generate public acceptance because Jokowi was re-elected for the second period.

This research does not focus on revealing the relevance of rhetorical strategies to the preferences of voters so that it is recommended for further research, namely conducting research that measures the relationship between strategies and the votes obtained. This study only measures manifest messages so that it has not been able to explore the motives and ideology behind the rhetoric strategy, therefore the researcher suggests for further research, namely carried out qualitative content analysis research or ethnographic content analysis (ECA) by conducting interviews with message makers so that they can reveal motives and ideology in the uploaded material.

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Improving student learning achievements through application of the student teams achievement divisions (STAD) method

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Abstract - The learning process in the world of education (ranging from elementary, secondary, and tertiary education) needs innovation and serious renewal creation because in reality so far there are still many learning models that are still conventional, there is no visible improvisation in learning, far from the model modern learning in accordance with the demands of the times and the surrounding environmental conditions in which students or students are located. The research aims: 1) to describe how the conditions of second semester student learning before using the STAD method; 2) to describe whether the method of learning the Student Team Achievement Divisions of the Widya Dharma Klaten University II semester student achievement in the 2017/2018 Academic Year can increase? This research is a class-based research that applies its method using STAD (Student Teams Achievement Divisions), student team achievement division. The work steps taken consist of five main components, namely: presentation in class; form a team; make a quiz; score individually; and awarding. Data analysis techniques by using descriptive analysis that is by finding the level of activity, Mean (M), learning outcomes, and learning completeness. The results showed that with the STAD (Student Team Achievement Division) method there was a significant increase in learning outcomes.

Keywords: learning achievement, learning model, student team achievement division

1. Introduction

Higher education is part of national education which has a very important role in improving the quality of human resources, providing basic skills to students such as knowledge and skills. According to Ihsan (2010: 3) Education for developing nations such as the Indonesian nation today is an absolute necessity that must be developed in line with the demands of development in stages. To achieve the objectives of national education, one way that can be taken is through the implementation of education in schools in order to improve the quality of education. The quality of education is an important thing to improve the output of the world of education in the form of human beings who are intelligent, creative, innovative, and able to contribute to the development of the country of Indonesia to be a strong country, which has high competitiveness.

Moving on from the problem of science gap with reality in the school environment (including universities), to improve the quality of education, especially in universities, is to activate the learning process through various lecture methods, which is by group discussions, involving 4 - 6 students to play an active in motivating, giving each other material, asking each other, and solving problems faced together as well. Efforts to improve this learning achievement, pragmatically can include concepts of speaking (when discussing material), arguing in forums, practicing organizing speeches arranged word for word, sentence by sentence, paragraph by paragraph, and being trained to respect different opinions in in a special forum during the lecture, the final objective of this discussion was to shape the subject of students to become good citizens, of high quality, ready to face the challenges in the modern era.

2. Method

This research is a classroom action research, action research is carried out to improve student learning abilities, especially in the subject of Language Learning Theory. This classroom action research is also a study conducted to overcome problems in the classroom during the learning process takes place. This classroom action research can be used as a means for lecturers to improve the quality of learning effectively. In addition, this research can be said as a necessity for lecturers to improve their professionalism as lecturers because this classroom action research is very conducive to making lecturers sensitive and responsive to the dynamics of learning in their classrooms. Lecturers become reflective and critical of what students do during learning activities.

Sudiyana (2012: 9) states that in this Classroom Action Research, problem identification is the starting point for planning action research. In order for researchers to identify the Classroom Action Research problem on target, there are at least four important things that must be considered, namely the problem of action research (1) must be real, that must be seen, felt, heard directly by the lecturer / researcher, (2) must be problematic, (3) must be clear, and (4) must be flexible. The procedure of this study is in accordance with the procedures for classroom action research carried out in a cycle / cycle process. Each cycle consists of planning, action, observation, and reflection. This is in accordance with the opinion of Yuliantoro (2015) which states that CAR is a participatory and collaborative research that is done individually for the sake of

maximum. The success of this study uses the Classroom Action Research (CAR) design called Classroom Action Research (CAR). This research process follows the recycling or cycle process, which consists of 4 stages, namely:

- 1) Planning Phase
- 2) Stage of Action Implementation
- 3) Observation Stage
- 4) Reflection Phase

The implementation of this improvement is planned for 2 cycles. Failures and obstacles in the first cycle are used as the basis for improvement in the next cycle. This Classroom Action Research also rests on two foundations, namely involvement and improvement.

- 1) Engagement is the involvement of teachers (lecturers) in deploying classroom action research.
- 2) Improvement, namely the commitment of the teacher (lecturer) to make improvements, including changes in the way of thinking and working alone.

The research method used is using the STAD method (Student Team Achievement Division). The work step according to (Slavin; 2014) (14.15) *Student Teams Achievement Divisions (STAD)* consists of five main components, among others, as follows.

- 1) Class Presentation

Class presentations in *STAD* are different from the usual teaching methods. The material in *STAD* is first introduced in the presentation in the classroom, this is direct teaching as is done or discussion of lessons led by the teacher, but can also include audiovisual presentations. The difference is that class presentations with ordinary teaching are just that the presentation must really focus on the *STAD* unit. In this way, students will realize that they must really give full attention to the class presentation because it will greatly help them work on the quizzes and their quiz scores determine their team's score.

- 2) Team

The team consists of four or five students representing all parts of the class in terms of academic performance, gender, race and ethnicity. The main function of this team is to ensure that all team members really learn and more specifically to prepare members to be able to do the quiz well. After the lecturers deliver the material, the team gathers to study the activity sheet or other material. Most often, learning involves discussing common problems, comparing answers and correcting misconceptions if a team member makes a mistake.

Teams are the most important feature in *Student Teams Achievement Divisions (STAD)*. At each point, what is determined is to make team members do their best for the team and the team must do their best to help each member. This team provides group support for important academic performance in learning and that is to provide attention and mutual responses that have important impacts as a result of outcomes such as inter-group relations, sense of self-esteem, acceptance of mainstream students.

- 3) Quiz

After about one or two periods after the lecturer gives a presentation and about one or two periods of team practice, students will work on individual quizzes. Students are not allowed to help each other in doing quizzes so that each student is individually responsible for understanding the material.

- 4) Individual Progress Score

The idea behind individual progress scores is to give assignments to each student about performance goals that can be achieved if they work harder and provide better performance than before. Each student can contribute maximum points to his team in this score system, but no student can do it without giving their best effort. Each student is given an initial score obtained from the average performance of students through working on the same quiz. Students will then collect points for their team based on the rate of increase in their quiz score compared to their initial score.

5) Team Recognition or Award

The team will get a certificate or other form of appreciation if their average score reaches certain criteria. Student team scores can also be used to determine twenty percent of their rank. Appreciation for groups is given to groups that get the best final score among other groups.

In addition to the five components that must be taken into account, in the implementation of learning using the *STAD* method requires several preparation stages, among others: preparing material, placing students in groups, determining initial baseline values, and building group togetherness by making group schedules.

2.1 Research Design

This research is a qualitative research. Qualitative research is a research that intends to understand the phenomenon of what is experienced by the subject of research, such as behavior, perceptions, motivations, actions, etc., holistically, and by way of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods” (Moleong, 2013: 6).

This research is an exploratory study so that it is descriptive. With the character of this exploration study, the relevant method is the descriptive method. The pattern of research is to actualize data in detail. Thus it is expected that the maximum results of exploratory research can be achieved.

2.2 Participants

The subjects in this study were Widya Dharma University students, VI semester (15 students) and second semester students (17 students). These sixth and second semester students were chosen as research subjects because they found problems as described in the background above, which principally compared learning with traditional methods (one way direction) with the *STAD* method. The objects in this class action research are: a) student learning activeness, and b) student learning outcomes, and c) student responses to the Indonesian language learning process by applying the *STAD* method.

2.3 Data Collection

In this study, data collection was conducted in three ways, namely: questionnaire, observation, and interview.

2.4 Data Analysis

To collect data needed student values obtained through process and outcome assessment. After the data is collected, the data is processed by descriptive analysis, namely by looking for the level of activity, mean (M), learning outcomes, and learning completeness. Data that has been processed in three ways (by looking at the average, learning outcomes, and completeness of learning), then checked with the results of interviews and questionnaires. In other words, data processing techniques used triangulation.

3. Results and Discussion

3.1 Planning Phase

The schools or institutions used for this research are Widya Dharma Klaten University, Ki Hajar Dewantara Street, North Klaten, Kotak Pos 168, Klaten, 57438. Telephone (0272) 322363. e-mail: unwidha@telkom.net.id, info@unwidha.ac.id

The total number of students in the sixth semester was used as a place for research in the 2018/2019 school year as many as 15 students, consisting of 8 students and 12 female students, while the second semester students consisted of 19 students, consisting of 5 students and 14 female students. The courses taken by the sixth semester students are Educational Management, while the second semester students are the Language Learning Theory.

3.2 Implementation Phase

The research began in February 2019 and is planned to end in November 2019. The study's objectives are second semester and sixth semester students, Widya Dharma University. As stated in the research plan, which states that the sixth semester students, grouped into 5 groups as well as what happened to the second semester students, also formed into 5 groups as well. The formation of groups is intended to distinguish between the treatment of students naturally, in the sense that traditional learning styles are applied, namely lecturers or speaking teachers, while students listen with group-based learning.

The study began in February to November 2019. There were five steps taken and examined in this study. The five steps include: a) Class Presentation; b) Team; c) Quiz; d) Individual Progress Score; and e) Team Recognition or Awards. The first step is carried out in the first cycle of all class students, both semester II and semester VI work on a number of questions 15. In this cycle there is absolutely no treatment. However, in the second cycle, the second semester and sixth semester students are divided into or grouped into five groups (one of them consists of 4 groups). Each group has five students. Each of these groups was chosen or appointed as group leader.

The task of each group is obliged to discuss their respective duties. Group 1 works on questions number 1 to question number 15, as well as what happens to other groups. Other groups also work on questions from number 1 to number 15.

3.3 Observation Phase

The observation phase aims to see, examine, describe, the course of the research. Observation starts from the start of planning research and conducting research. Matters to be considered include: student attention during learning; courage to argue; respect opinions; implementation of duties; and courage to answer questions.

3.4 Reflection Phase

a. Strength

There are 20 students in the sixth semester of the school year 2018/2019, while there are 19 semester II students. This number is quite a number of students who can even say the number of students is ideal for research because it is relatively easy to study. This amount is an advantage and also an advantage for researchers because it is

not wasteful of time and energy. Because the relatively small number of students, managed with good management, will also have a good impact and impact. At least add to the positive weight of a study that does not consume a lot of time and energy.

b. Weakness

With the fewer number of students studied, of course it is also a logical consequence for researchers if the data obtained is getting fewer as well. This certainly will force (even demand) researchers to think, act, and at the same time work extra to always survive and improve the quality of their research. This will result in diverse data (it may be considered incomplete) to be investigated so that the researcher must really focus on the study to be able to convince the findings.

c. Opportunities

The relatively small number of students certainly adds to the activities and opportunities for the number of problems to be thoroughly handled and examined case by case. For this reason, it will certainly have an impact on the researchers to thoroughly observe case by case as well. The problems faced (due to relatively few) will certainly be resolved quickly by researchers (read: problem solvers). Researchers can review the findings relatively quickly.

d. Threats

The fewer the number of students studied, the easier it is for researchers to examine the results of their studies, of course, it will also impact on the ease of energy in reviewing their research. However, if too few students are studied it will have a valid impact on the data analyzed. For this reason, institutional managers (read: chancellor, vice chancellor, deans, lecturers, education staff, administrative officers, security guards, householders, resources involved in stakeholder networks) will be involved directly or indirectly to contribute deal with problems that exist within an institution. If the managers of these institutions are not alert and responsive to the problems that arise, sooner or later, the institution will fall apart and it may even be bankrupt.

It needs a learning atmosphere that is conducive, comfortable, calm, and peaceful, in a learning environment. A pleasant atmosphere in a learning process will have an impact on good or increasing learning outcomes. For this reason, support and handling need to be strong, stable, structured, and at the same time conducive to forming the expected learning atmosphere.

The expected results and suggestions are with the concept together (collaborative) to work, work, commit, and be responsible towards the desired expectations. The same is true in the case of students who get unsatisfactory achievements. Of course, conducive and participatory handling of all parties is highly expected.

4. Conclusion

Actions are said to be successful if they reach a percentage of at least 70% to 89% or in good qualification (B) of a number of descriptors that have been formulated in the observation sheet. Students are said to be successful if the test results in each discussion learning cycle reach a value above the Minimum Completion Criteria (KKM), which is now known as the KBM (Minimal Learning completeness), which is determined with a minimum value of 68.

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A study of voiceless inter-dental fricative [θ], [ð] sounds and alveolar liquid [r] sound among Chinese learners of English at a higher educational institution in Malaysia

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Abstract - This study aims to investigate the pronunciation mistakes in English in accordance with the phonetic study of voiceless and voiced inter-dental fricatives [θ], [ð] and alveolar liquid [r] sounds among Chinese learners of English at University Utara Malaysia (UUM). In order to find out non-native English learner pronunciation errors that reflect the interference of different sound systems on English pronunciation, speech samples of the subjects' pronunciation were taken through words in terms of [θ], [ð] and [r] sounds. Data was collected by contracting survey through structure; six Chinese students were selected by using non-probability convenient sampling technique. Using a reading 30 wordlist worksheets as the instrument of this research, the respondents' pronunciation was observed and assessed by using native/phonetics expert speaker and also ensured by the evaluation form. In addition, data of this study was analysed by SPSS (22 version) software package. Data was collected and analysed with the guidance of phonemic transcription of Cambridge English Pronouncing Dictionary. Using different pronunciation analysis, potential difficulties of English pronunciation for the three subjects were listed by comparing the sound systems of English among Chinese learners. Moreover, the pronunciation errors of subjects were diagnosed into categories based on Error Analysis. The findings would help to provide a clear understanding of the common characteristics of pronunciation errors made by the subjects. Finally, some recommendations have been proposed to overcome the pronunciation difficulties of non-native English learners.

Keywords: pronunciation, Chinese learners, dental and liquid sound, second language learner

1. Introduction

The students of Chinese language background face problem pronouncing English sounds. It is predicted that the interference category of languages will be convoluted due to the association of more than two languages. Yiing (2011) argues that phonetically, it is certainly difficult for Chinese English learners to utter a few English sounds as those sounds do not exist in their local dialects. For example, the inter-dental fricatives [θ] and [ð] sounds and alveolar liquid [r] sound of English do not exist in Chinese (Yiing, 2011). Moreover, Zhang (2009b) unequivocally express "the spot and way of explanation capacity are diverse in English and Chinese." (p. 142).

There are various ways of pronouncing a particular English word among the non-native speakers, and the way of pronouncing depends on learners' background. Generally, most of the non-native English speakers' pronunciation is affected by their first language. According to Gao (2005), many scholars believe that the native language interference plays a big role in most of the mistakes made by English learners at the time of learning the language. Similarly, Zhang and Yin (2009) also suggest that the pronunciation of second language learners gets influenced by their "first language interference, learner's age, learner's attitude and psychology, prior pronunciation instruction, and insufficient language knowledge of English phonology and phonetics." (p. 142).

Non-native English speakers around the world usually have their own way of pronouncing English sounds. The own way of pronouncing English sounds happens due to the interference of their native language. According to Lott (1983), interference refers to "the errors made by learners in using the target language, and it can be traced back to the learners' native language." (p. 256)). The interference of native language also happens among Chinese learners of English. Both Chinese and English languages have distinctively different language system. Focusing solely on the production of sounds, the different segmental features of these two languages can still be clearly observed.

As it has been mentioned previously, Yiing (2011) claims that phonetically, it is definitely difficult for Chinese English learners to produce some English sounds as those sounds do not exist in their native language. For instance, the voiceless inter-dental fricatives [θ] and [ð] sound of English do not exist in Chinese (Yiing, 2011). Additionally, Zhang and Yin (2009) strongly state "the place and manner of articulation function are different in English and Chinese," (p. 142). As an example, native speakers of Mandarin view the [r] sound as a voiced pair to their voiceless [ʃ] sound (Zhang & Yin, 2009). Keeping the above-mentioned background, the present study aimed at delving into the ways and the extent of pronouncing the mentioned inter-dental fricatives by Chinese speakers at the time of their speaking English.

The purpose for this study is to investigate different pronunciation of English sounds, such as inter-dental fricatives [θ], [ð] and alveolar liquid [r] sounds by Chinese undergraduates at University Utara Malaysia. The study aimed at researching normal qualities in pronunciation mistakes experienced by the six undergraduates, taking into account the idea of flawless English sound. It is believed that the found results of the present research will contribute to English language educators/mentors/teachers for comprehending the qualities of articulation mistakes and enhancing the undergraduates' mindfulness and comprehension of the impedance of distinctive sound frameworks on English elocution or pronunciation.

Research Questions:

The following research questions are formulated to address the issues related to this study.

1. How do Chinese learners pronounce inter-dental fricatives sounds [θ], [ð] and alveolar liquid [r] sound?
2. And to what extent do the changes of pronunciation happen?

The research questions expect to inquire the normal attributes of pronunciation errors made by Chinese undergraduates and look into the impact of their local dialect on English articulation.

Most researchers agree that the learners' first language influences the pronunciation of the target language and is a significant factor in accounting for foreign accents. So called interference or interference from the first language is likely to cause errors in aspiration, stress, and intonation in the target language. Some Chinese students tend to have difficulty with English sounds because they are deeply influenced by similar Chinese sounds. However, they are very different from each other. A particular sound which does not exist in the native language can, therefore, pose difficulty for the second language learners to produce or sometimes the learners try to substitute those sounds with similar ones in their mother tongue. These sounds include both vowels and consonants. For example, there are no vowels like /æ/, /ə-u/, and /ĩπ/, etc. or no such consonants as /ð/, /ʒ/. Therefore, first of all learners have trouble perceiving these sounds; consequently, they try to find the nearest equivalents to substitute those new sounds. A typical example will be the substitution of /s/ or /z/ for the English /ð/, /ai/ or /e/ for the English /æ/ as in the word 'that' (Chen, 1983).

A sound does exist in the native language, but the place of articulation and the manner of articulation of the sound in two languages are quite different. The erroneous substitution takes place here as well. For instance, the English /r/ and /d/ are very different from the Chinese /sh/ and /r/. Therefore, it is not surprising when the words 'English', 'pronunciation', 'rose' and 'rise' are uncomfortably heard when they are produced by English as a Second Language (ESL) learners.

Definitions of Language Transfer

The notion of transfer is one of the key concepts in the behaviourist school. Language transfer refers to speakers or writers applying knowledge from their native language to a second language (Wikipedia, 2013). In practice, transfer has attracted people of different academic backgrounds and led researchers to different interpretations and definitions of the term. Sharwood-Smith and Kellerman (1986) have argued that a superordinate term that is theory-neutral is needed and suggested cross-linguistic influence. For instance, English consonants /b/, /p/, /d/, /t/, /g/, /k/ are similar to Chinese /b/, /p/, /d/, /t/, /g/, /k/, and Chinese learners of English can acquire them with ease. However, some English phonemes, such as /i/, /ʌ/, /θ/, /ɔ/, /ð/ do not exist in Chinese, so it is more difficult for Chinese learners of English to acquire them. Sometimes, influenced by their native language, the Chinese learners will probably replace them with their similar counterparts of /i/, /a/, /s/, /o/, /z/ in Chinese. Hence, the negative transfer or interference occurs and results in errors.

The Impact of L1 Negative Phonological Transfer on L2 Word Identification and Production

When acquiring the L1 (first language), children identify phonemes and extract phonetics regularities from the speech signals they are exposed to. To L2 (second language) learners, the learning of the L2 sounds is likely to be influenced by the L1 phonetic system, and this occurs especially when some L2 phonemes do not exist in learners' L1. The L1 phonological system would function like a sieve subjecting to the L2 phonemes for adapting to its structure (Sebastian-Galles et al, 2005). Therefore, L2 learners tend to assimilate those L2 phonemes into their L1 phonemic categories (Pallier et al, 2001). For example, it is well documented that Japanese English learners substitute the English /r/ and /l/ with the Japanese /l/ (Hattori & Iverson, 2009). This phenomenon, termed as negative phonological transfer, may not only cause L2 learners to have difficulties in L2 word identification and production but also result in foreign accent as well. In addition, a study related to the field by Gao (2005) associates that pronunciation difficulties analysis which relates a case study that employs the use of native language linguistic background for understanding a Chinese English learner's pronunciation problem.

Concerning L2 learners, or even to those who have sufficient exposure to the L2, correct identification and production of L2 phonemes constantly prove to be a problem (Flege et al, 1999). For example, the English phonemes /θ/ and /ð/ do not exist in many languages. Consequently, they pose a great difficulty for L2 English learners. The two sounds are usually replaced by different phonemes by L2 learners with distinctive L1 backgrounds. For instance, German and French English learners usually replace /θ/ with /s/ (Brannen, 2002). Lambacher et al. (1997) found that Japanese learners of English had considerable difficulty distinguishing /θ/ and /s/, and they constantly assimilate /θ/ into the phonetic category of /s/. Brown (2000) has compared the acquisition of /θ/ and /ð/ by Chinese and Korean learners of English and found that they both substitute /θ/ and /ð/ with their L1 phonemes (s)2 and (d). Other studies also provide support for this finding (e.g. Rau et al., 2009).

2. Method

This research intends to investigate the ways and extent of English pronunciation of voiceless and voiced inter-dental fricative [θ] and [ð] sounds and alveolar liquid [r] sound among Chinese learners of English at University Utara Malaysia. Based on many past researches, most Chinese learners of English face difficulties in learning and pronouncing English words due to the different structure and system of English language and their mother tongue, Chinese. This paper has concentrated on a relative investigation of international language articulation (English pronunciation), and it is better to lead it, utilizing qualitative and quantitative research approach.

Research Design

Observation analysis was chosen concerning the illustration of the research design on separate pronunciation, including three particular English sounds [θ], [ð] and [r] that were picked toward specialists similarly as those centred for perception. Using a reading 30 wordlist worksheets as the instrument of this research, the respondents'

pronunciation was observed and assessed using by native/phonetics expert speaker and also ensured by the evaluation form.

Sample and Population

The sample of this research was included six Chinese students (three males and three females) from University Utara Malaysia. These undergraduates spoke the similar local dialect. All of them had similar background, and they studied in China where Chinese language was the medium of instruction. English was taught as an extra subject under the school curriculum.

Instruments and Procedure

A list of words was given. An audio tape recorder and symphony hand set were used for recording. The list comprised 30 words in terms of inter-dental fricatives [θ] and [ð] sounds and also alveolar liquid [r] sounds. The words prepared in the word list were mostly common words in order to make the respondents feel more relaxed and unaware what words were being analysed.

Analysis Plan

A list of 30 words were given in terms of three sounds [θ], [ð] and [r]. Those words were designed to diagnose pronunciation difficulties of the three subjects. The individuals' words were pronunciation challenges of the respondents. With respect to the respondents' local dialect (Mandarin Chinese), their pronunciation errors were diagnosed. In the same time, some words which might be under the influence of Chinese Language were also included to examine the errors. After collecting data by recording the selected wordlist, the analysis process was done in three steps, firstly by data entry, and secondly by processing and analysis where statistical pie charts and tables were used to compare and analyse the data in this research. Thirdly, this study had also been tested by using SPSS software.

3. Results and Discussion

Gender total mistakes: Respondents' mistakes regarding 'inter-dental fricatives [θ] and [ð] sounds'

Table 1 depicts the number of total mistakes according to the age factor, and it shows that one male respondent percentage of total mistakes was 15 % out of 100 percent of mistakes, 16% of mistakes done by the second male respondent while the third respondent's percentage was 17%. Concerning male respondents who took part in this study, 16.00 % percent of mistakes was done by two respondents; 18.00% percentage out of 100 percentage was done by female respondents who took part in this study.

Table 1 Gender Total Mistakes

		Total				Total
		15.00	16.00	17.00	18.00	
Gender	Male	1	1	1	0	3
	Female	0	2	0	1	3
	Total	1	3	1	1	6

Graph 1 shows the total percentage of mistakes done by male and female respondents. The male percentage had 51.2% of mistakes in the production of the targeted words while the female respondents' percentage was 48.98% of mistakes in the production of the targeted words.



Figure 1 Graph of total mistakes

Substitution of [θ] by /t/

Table 2 shows that respondents pronounced differently, and the number of total substitutions of [θ] by /t/ was done by the male respondent one who had 1 substitution, and respondent two had four (4) substitutions of [θ] by /t/ while the third respondent made 6 substitutions of [θ] by /t/. Regarding the female respondents' substitutions of [θ] by /t/, respondent one made six (6) substitutions of [θ] by /t/; the second female respondent made nine (9) substitutions of [θ] by /t/ while the third respondent made twelve (12) substitutions of [θ] by /t/.

Table 2 Substitution of [θ] by /t/
[t] sound

		1	4	6	9	12
		Count	Count	Count	Count	Count
Gender	Male	1	1	1	0	0
	Female	0	0	1	1	1

The pie chart of figure 2 depicts the percentage of 71 % of the total percentage of the respondents who took part in this study. This percentage shows that the female

respondents had the first rate of the substitution of the [θ] by /t/ sound. As this sound is considered a challenging sound to them.

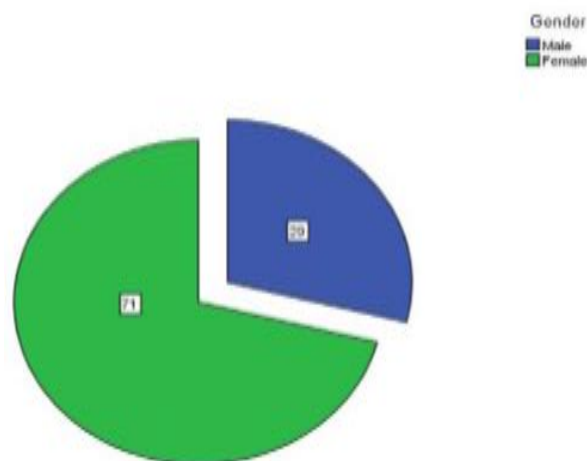


Figure 2 Substitution [θ] by /t/

Substitution of [ð] by /d/

Table 3 showcases the number of total substitutions; the substitution of [ð] by /d/ was done by the male and female respondents who had the same number and the same rate. Table 3 showed that two substitutions of [ð] by /d/ were done by one male and one female. In addition, Table 3 showed that three substitutions of [ð] by /d/ were done by one male and one female. Furthermore, the table showed that four substitutions of [ð] by /d/ were done by one male and one female.

Table 3 Substitution of [ð] by /d/

		[d] sound		
		2	3	4
		Count	Count	Count
Gender	Male	1	1	1
	Female	1	1	1

The pie chart of figure 3 depicts the percentage of 50% of the total percentage of the respondents who took part in this study. This percentage shows that the male respondents as well as female respondents had the same rate of the substitution of the [ð] by /d/sound. As this sound is considered a challenging sound to them.

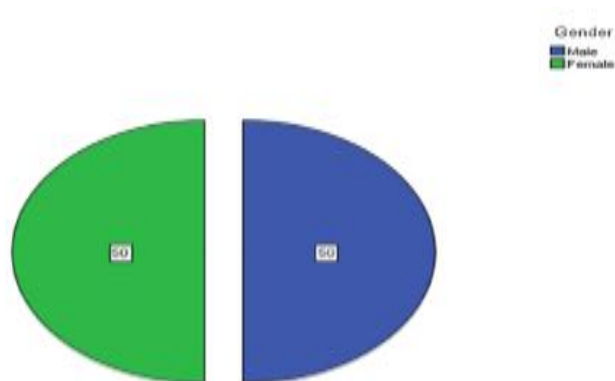


Figure 3 Substitution of [ð] by /d/

Alveolar liquid [r] sound

Demographic Profile of Respondents

From the demographic profile of respondents, it was found that out of six (6) respondents, three (3) were male and three (3) were female respondents. All the respondents were undergraduate students at Universiti Utara Malaysia. This study found that respondents pronounced/used the substitution of [l] in position of [r] sound. They showed different pronunciation/mistakes by respondents.

Substitution of [r] by /l/

Respondents pronounced differently regarding alveolar liquid [r] sound: In this variable/ question, the respondents pronounced differently regarding the substitutions of /l/ in terms of [r] sound i.e. three male respondents pronounced [r] sound incorrectly by substitution /l/. Though, a female pronounced correctly out of three respondents.

Table 4 Substitution of [r] by /l/

		Gender	
		Male	Female
		Count	Count
Really	Correct	0	1
	Incorrect	3	2

As it is shown in Table 5, respondents pronounced alveolar liquid [r] sound differently. In this variable/question, respondents pronounced differently regarding the substitutions /l/ in terms of [r] sound i.e. two male respondents pronounced [r] sound incorrectly by substitution of /l/, and only one pronounced correctly though two female students out of three respondents pronounced correctly.

Table Substitution of [l] by /r/

		Gender	
		Male	Female
		Count	Count
Problems	Correct	1	2
	Incorrect	2	1

As shown in Table 6, all respondents pronounced differently regarding alveolar liquid [r] sound. Concerning this variable/question, respondents pronounced differently regarding the substitutions of /l/ in terms of [r] sound i.e. three male respondents pronounced [r] sound incorrectly by substitution of /l/. In addition, three female students out of three respondents pronounced incorrectly.

Table 6 Substitution of [r] by /l/			
		Gender	
		Male	Female
		Count	Count
Eraser	Correct	0	0
	Incorrect	3	3

Error Description of Alveolar liquid [r] sound

Since the English /r/ does not exist in most Chinese dialects, and most of the respondents of English often replaced it with /l/ in the position of [r] sound. About 50 percentage respondents pronounced [l] sound in the position of [r]. The reason is that /r/ is very important in the beginning, and it could change the meaning when it is changed to /l/. For example, [rice] will become [lice] and [rust] [lust]. And also it is pronounced in different positions, e.g. [r] (beginning and middle): right; race; really; problem; traffic; frog etc. [r] (end): car; meter;

4. Conclusion

There are several reasons that influence the pronunciation of English inter-dental fricative [θ] and [ð] and alveolar liquid [r] sounds among Chinese learners of English from China. That is, their mother tongue language interfere with English language which is the target language, learner's age, and the insufficient language knowledge of English phonology and phonetics. However, a particular sound which does not exist in the native language can, therefore, pose difficulty for the second language learners to produce or some times to try to substitute those sounds with similar ones in their mother tongue. These sounds include consonants, such as [θ], [ð] and [r]. Therefore, first of all learners have trouble with perceiving these sounds; consequently, they try to find the nearest equivalents to substitute those new sounds.

There were several limitations to the study. The first limitation was the size of population. The size of population was small, so the findings could not be generalized to all populations at the same level (under-graduates level). Another limitation is very specific subject/sounds. This study's data were limited to some sounds appeared in only **[θ], [ð] and [r] sounds**. From the studies, we observed many mispronunciations from the respondents in terms of field of phonetics though we had to focus only three sounds in the whole passage. There is no way to know how the participants pronounce other sounds with deeper analysis. However, this study was still able to identify the participants' mispronunciation in specific sounds. It is believed that the findings of the present research will contribute to English language educators/mentors/teachers to comprehend the qualities of articulation mistakes and enhance their mindfulness and

comprehension of the impedance of distinctive sound frameworks on English elocution or pronunciation.

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Analysis of the use of the hate speech on social media in the case of presidential election in 2019

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Abstract - This study is entitled "Analysis of the Use of Hate Speech on Social Media in the Case of Presidential Election in 2019". The object of this study focused on words, phrases, and speech phrases of hate speech contained on social media Instagram and Facebook account in January - April 2019. The purpose of this study was to find out the use of hate speech uttered by netizens on presidential candidate pairs on Instagram and Facebook accounts, which was analyzed based on the Chief of Police's circular letter about seven speeches of hate, and identified the utterances of hatred that were more dominantly used in the social media. The research model used is qualitative research. The results of this study were derived from the speech on Instagram and Facebook social media in the 2019 presidential election. On the Instagram media, 200 sentences were analyzed in the form of hate speech, namely insulting 34 sentences or 17.5%. Denigration of 43 sentences or 21.5%. Defamation 1 sentence or 0.5%. 33. Unpleasant sentences or 16.5%. Provoke 55 sentences or 27%. Instigation numbered 21 sentences or 10.5% and spread hoaxes (hoax) 13 sentences or 6.5%. The most dominant form of hate speech on Instagram social media is provoking. In the Facebook media, there are 200 sentences found in the form of hate speech, namely insulting 8 sentences or 4%. Denigration is 40 sentences or 20%. Defamation is 9 sentences or 4.5%. An unpleasant act of 53 sentences or 28.7%. Provoke 29 sentences or 14.5%. Instigating 61 sentences or 30.5%. and spreading hoaxes (hoax) not found on Facebook's social media. The most dominant form of hate speech found on Facebook accounts is inciting.

Keywords: hate speech, Instagram, Facebook, social media, campaign

1. Introduction

Technological developments may have a positive and negative impact and may even lead to various types of violations and crimes, namely Hate Speech. It can be attempted with various media, such as speeches when campaigning, banners or banners, social media, public expressions (demonstrations), religious speeches, and printed and electronic mass media, and pamphlets.

The deeds or crimes that need serious attention now are hate speech. Hate speech is an act of communication carried out by an individual or group in the form of provocation, incitement, or insult to other individuals or groups in terms of various aspects such as race, ethnicity, gender, disability, sexual orientation, citizenship, religion, and others. In the legal sense, hate speech is a prohibited word, behavior, writing or performance because it can lead to acts of violence and prejudice, whether from the side of the perpetrator, the statement, or the victim of the action.

The use of social media and online news sites which tend to increase from year to year creates new phenomena. Everyone is free to reveal anything through their social media accounts. Even news on news sites easily shared on social media can then be commented on by other netizens. In fact, even in online news, the comments room is prepared for readers. The news was then differently responded it by netizens positively, negatively and neutrally. But this also brings new problems, namely the practice of hate speeches growing rapidly through this media (Juditha, 2017: 138).

A study entitled Unesco's "Countering Online Hate Speech" (2015) states that the online phenomenon of Hate speech is growing and causing a variety of problems both inside and outside Europe. Hate speech online is one of the main trends from the previous year. This report also concludes that hate speech through online media is increasingly rapid and has the potential to reach a larger audience (Gagliardone et al., 2015 in Juditha, 2017: 138).

Ethics in the online world today needs to be emphasized in order to prevent even greater crimes and violations, considering that the online world has become an important part of communication and information infrastructure, especially as more and more parties abuse the cyber world to disseminate their displeasure with matters relating ethnicity, religion, and race. This is called hate speech. (Circular of the National Police Chief Number SE / 06/2015 / hate speech utterances of hatred)..

Instagram is a social chain that aims to help account owners to share or upload photos to other Instagram users (Rahman, 2014 in Oktaviani, 2017: 3).

Facebook is a social web chain founded by Mark Zuckerberg and officially launched on February 4, 2004, which allows account owners to add profiles with photos, contacts, or other personnel information and able to join the community to connect and interact with other users.

The problem in this study in the form of the use of hate speech on social media in the 2019 presidential election based on the Chief of Police's circular letter Number: SE / 06 / X / 2015.

Pragmatic Study Approach

This study is a language study that is tied to the function of language directly as a tool for communication. Levinson (in Rahardi, 2009: 48) defines that pragmatics is the study of science in language in which it discusses language relations and its constellation. In this case, the context in question is a grammatically context so that it cannot be

separated from the structure of the language. Pragmatics is theory of meanings which is expressed or communicated by the speaker and it is interpreted by the listener. In other words, it covers the meanings theory that is communicated by a language user. Meaning or sense that delivered by the speaker is beyond the meanings that is uttered in a text transcript (Saragih in Wiana, 2019: 57).

The term pragmatic according to Wijana in Salutfiyanti (2018: 12) is a science that discusses the structure of language from the external side, namely about the unity of language used in the communication process. The external study in question is a study that discusses factors or things that are outside the language, factors and this is related to the use of language by the speaker in a particular society. Externally this study will find rules related to the use and use of the language in all aspects of activities in humans in society. In this case, it does not only use linguistic theory, but also pragmatics.

Yule (2006: 3) in Wiana (2012: 13) defines pragmatics as a study of meaning conveyed by speakers or researchers and interpreted by listeners or readers. This study deals with the analysis of what someone means by speech rather than by separate meanings of words or phrases used in the speech itself.

Pragmatics and Semantics both use meaning as the content of communication. Semantics is centered on the mind (competence, langue) while Pragmatics is centered on speech (performance, parole) (Sudaryat, 2009: 120).

Hate Speech

Hate Speech is an act of communication carried out by an individual or group in the form of provocation, incitement, or insult to other individuals or groups in terms of various aspects such as race, color, ethnicity, gender, disability, orientation sexual, citizenship, religion, etc.

In the Chief of Police Circular Number: SE / 06 / X / 2015 concerning handling hate speech, it is stated that hate speech can be in the form of actions stipulated in the Criminal Code (KUHP) and other criminal provisions outside the Criminal Code in the form of:

1. Insult that is if an insult is directed at a person or group of people based on religion, race, ethnicity, religion, ethnicity, gender, disability, sexual orientation. Humiliation can take the form of incitement which creates hostility, discrimination or violence. Humiliation is an action to bring down one's soul. Usually this humiliation is carried out by expressing utterances that contain harsh words, invective which impairs one's reputation and honor. This humiliation directly makes someone feel ashamed and offended by the words that come out.
2. Denigration is an act that involves attacking the dignity and dignity of an individual by expressing something that is detrimental to a person's reputation, either directly or indirectly based on aspects of hate speech that can lead to hostility. Speech is considered denigration if the allegation is false or improper and contains defamatory elements.
3. Defamation, derived from the word "nista" which means contemptible or primitive lower class (KBBI, 2008: 784). The expression of hatred with the form of defamation is an expression of degrading others. Defamation is an act, action or word that is degrading to someone or group of people. This defamation can be in the form of an accusation of doing something that is degrading or denouncing a matter that contains a disgrace with the aim of being known to the general public. Defamation aspects can be

in the form of aspects of religion, religion, beliefs / beliefs, gender, and sexual orientation.

4. Unpleasant acts are speeches that contain threats, coercion, violence or oath. This unpleasant behavior indirectly interferes with the comfort and safety of individuals and groups.

5. Provoking the expression of incitement to discrimination, violence and hostility. Provoking is a good action in the form of utterances to heat up a person or community group and cause fear, anxiety in a community. Speech delivered in this case triggered a public misunderstanding and would have an impact on hostility or war.

6. Inciting is almost the same as the provoking form, but the form of inciting speech is more subtle than provoking the predominantly rude speech. Instigation is a utterance or utterance that influences other people and aims to make the person believe it. This speech will arouse someone's heart to be angry, resist, rebel against something certain people or groups.

7. Spread hoaxes (Hoax), expressions of hatred by spreading the news that is actually not true (lying) or known as hoax news aims that other people trust the news, so that other people are affected. Lately a lot of people have heard false news so that people can no longer choose whether the news is true or not.

Cyberspace or digital denigration can be done at any time by someone who has an interest in an unlimited period of time and there is a continuous multiplier effect (chilling effect), so that more people can be known and can be shared. or spread widely to others (Salutfiyanti, 2018: 16-18).

The hate speech action can be implemented through various media, Salutfiyanti, 2018: 14-16) including:

1. Oration of campaign activities

Oration is communication that is conveyed in the form of speeches about certain problems that are usually carried out by workers, students or other communities and conveyed in front of many followers who are delivered by the orator in charge.

2. Banner or banner

A banner is a stretch of cloth that contains slogans or information that is conveyed to the public. Many of these banners are installed on the edge of the road that contains writing as an information medium, or promotional media created using painting paint, screen printing, and others.

3. Social media networks

Social media is a place to communicate with the wider community that is done using the internet. Social media users process communication by sending messages, both in the form of images, text, videos, which share with each other in building networks or networking.

4. Demonstration

Demonstration is an action in conveying a feeling of protest carried out by a group / group of people delivered in public which aims to reject policies or oppose an issue in expressing an opinion as an effort to advance the interests of a particular group.

5. Religious lectures

Lectures or speeches are activities in the presence of many people who provide advice about religion to their listeners. Lectures are conducted at any time and in the delivery of unlimited time.

6. Print and electronic mass media

Mass media is a tool in conveying messages or information to the general public using media, such as television, radio, newspapers, etc.

2. Method

Research model

The research model is carried out with a qualitative research model. Qualitative research is scientific research that aims to explain the phenomenon in a social context by prioritizing the process of communication interactions between researchers and the phenomenon under study (Herdiansyah, 2010: 9).

After the researcher collected the data then analyzed the data with a qualitative descriptive method, which was intended to understand the phenomenon of what was experienced by the research subject. For example: behavior, perception, motivation, actions, etc. Holistically and by way of descriptions in the form of words and languages, in a special natural context and by utilizing various scientific methods (Moleong, 2012: 6).

3. Results and Discussion

The researcher discusses the use of hate speeches that appear on Instagram and Facebook accounts in the presidential election case from January - April 2019 based on the Chief of Police Circular Letter Number: SE / 6 / X / 2015 concerning seven speeches of hate.

After collecting and analyzing the data, the results of the analysis of the use of hate speech on social media in the 2019 presidential election are as follows.

Table 1 Use of Hate Speech on Social Media in the Case of the 2019 Presidential Election

Hate Speech	Social Media- Instagram	Social Media- Facebook
Insult	34 (17%)	8 (4%)
Denigration	43 (21,5%)	40 (20%)
Defamation	1 (0,5%)	9 (4,5%)
Unpleasant Act	33 (16,5%)	53 (28,7%)
Provoke	55 (27,5%)	29 (14,5%)
Inciting	21 (10,5)	61 (30,5%)
Hoaxes	13 (6,5%)	0
Total	200 (100%)	200 (100%)

Based on Table 1 above, it can be explained that hate speeches are found in the sentences contained in the comments column on Instagram and Facebook social media. On the Instagram social media there are 200 sentences found in the form of 34 sentences of insults or 17.5%. Denigration tests are 43 sentences or 21.5%. Defamation test is 1 sentence or 0.5%. Speech of unpleasant actions is as many as 33 sentences or 16.5%. Provoking speeches amounted to 55 sentences or 27%. The incitement test is 21 sentences or 10.5%. Speeches spreading hoaxes (Hoax) are 13 sentences or 6.5%.

Based on the percentage results obtained, the most dominant use of hate speeches written by the people in the Instagram comment column related to the 2019 presidential election is provoking speeches, namely inciting by heating up a person or community group to create anxiety and fear that affect hostility or war. In the 2019 presidential election, comments were often found which provoked the public to choose one of the presidential candidate pairs. The sentence written in the comments column tends to be rude and discrediting the other presidential candidates.

The following are some of the analyzed sentences that contain hate speech on Instagram social media in the 2019 presidential election.

(1) *Tau kan kalo prabowo diusir secara halus karena dia bikin statement politik di depan wartawan? Orang gila ko didukung wkwk.*

(Do you know if Prabowo was sent away subtly because he made a political statement in front of reporters? What's a fool crazy people are supported wkwk ...) (**Instagram, Denigration**).

(2) *Presiden hari ini adalah presiden mencla mencle...*

(The president today is the president hypocrite...) (**Instagram, Denigration**).

(3) *Muka jokodok itu...manusia paling nyebelin..pengen rasanya lempar pake tai...*

(The jokodok's face ... the most annoying man ... I feel like throwing him with human waste...) (**Instagram, Humiliation**).

(4) *Banyak kali dosa kau ini...sumpah gatel tangan ku ini. Kau mentingan dunia daripada akhirat. Kutanya sama kau apa yang pernah dihasilkan probowo dan sandi untuk indonesia ini ?? satu lagi ingat perjuangan nabi kau itu. Jangan kau pilih presiden yang gak bisa sama sekali agama islam...sepertinya ada setan bersembunyi di kau itu !!*

(Many of your sins ... swear, my hand are so itchy. You are tarnishing the world rather than the hereafter. I ask you what has been achieved by probowo and sandi for Indonesia?? one thing, remember your prophet's struggle. Don't you choose the president who can't be at all about Islamic religion ... it looks like there is a demon hiding in you !!) (**Instagram, Defamation**)

(5) *Sukanya aja baca komik, piara cebong, solat direkam, bacaan salah semua, gimana mau ngisi otaknya, gimana bisa mimpin negara yang berjuta-juta kepala dan pikiran, gak heran ideologi bangsa dipecah-pecah 5 tahun ini bikin panas sampek kasus model novel aja gak bisa dituntasin udah 2 tahun bukti dikantongi malah, kerja kerja dikerjain.*

(I like to read comics, tadpole pets, prayers recorded, wrong reading everything, how does fill it his brain, how can he lead a country with millions of heads and thoughts, no wonder the ideology of the nation is in chaos 5 years making it hot until the case of a novel just can't be finished almost 2 years, proofs are bagging instead, work work is cheated) (**Instagram, Unpleasant actions**)

(6) *Rezimnya jokowi makin aneh-aneh tetap waspada rakyat cerdas tetap setia pilih prabowo-sandi.*

(The Jokowi regime is increasingly strange remain vigilant the intelligent citizens remain loyal to choose prabowo-sandi) (**Instagram, Instigating**).

(7) *Lo gak sadar orang yang lo junjung itu pembunuh rakyatnya sendiri...dan presiden (spanyol) sparo nyolong suara..*

(You don't realize that the person you are adoring much is the killer of his own people ... and the president (spanyol) bribing the vote in half population....) (**Instagram, provoking**).

(8) *Viralkan terus! presiden curang biar rakyat kita tahu bejatnya yang jago ngutang jual aset negara, otoriter dah gitu ngotot segala cara untuk 2 periode!*

(Keep on viral! The president is cheated so that our people know that the bad debtor who is good at selling state assets, is authoritarian and too persistent on everything for two periods! (Instagram, Provoking).

(9) *Ternyata dia yang PKI !! cara cara PKI membunuh para jenderal dia rencanakan. PKI teriak PKI.*

(Apparently, he is the PKI!! the ways the PKI killed the generals he planned. PKI shouted PKI. (Instagram, Spread hoaxes (Hoax).

Based on the results of the analysis of hate speech on Facebook social media, which numbered 200 sentences, there were 8 sentences or 4% of insults. The form of speech denigration is 40 sentences or 20%. The form of defamation is 9 sentences or 4.5%. The form of utterances of unpleasant deeds is 53 sentences or 28.7%. The form of speech provokes 29 sentences or 14.5%. The form of speech inciting is 61 sentences or 30.5%. The form of utterance of spreading hoaxes (Hoax) is not found in the sentence contained in the Facebook comment column.

Based on the percentage obtained, the most dominant use of speech (hate speech) written by the public in the Facebook comment column related to the 2019 presidential election is incitement which is almost the same as provoking but the form of inciting speech is more subtle than provoking the predominantly rude speech. Instigation is a utterance or utterance that influences other people and aims to make the person believe it. This speech will arouse someone's heart to be angry, resist, rebel against something certain people or groups. The phrase incitement of hate speech is found in the comment column on social media Facebook in the 2019 presidential election. This is because in the two presidential candidates, each of whom has a supporter, means to incite the community to choose the same presidential candidate as their supporters.

The following are some of the analyzed sentences containing hate speech on Facebook social media in the 2019 presidential election.

(1) *Mampus wowo kalah, gak pantas jadi presiden si wowo bacod doang gedein. Damn he's dead wowo loses, does not deserve to be the president of big-mouthed wowo, is getting wider ... (Facebook, Humiliation)*

(2) *Mungkin pak prabowo lagi mimpi mau jadi presiden ingin hatinya memeluk gunung tapi sayang nggak kesampaian karena perutnya kegendutan kali ya... Perhaps Sir Prabowo is dreaming of becoming a president his heart wants to hug the mountain but unfortunately it is not accomplished because of his stomach is so fat... (Facebook, Denigration).*

(3) *Ya iyalah, lu orang kristen pasti jokowi dan ada orang islam juga tapi islam munafik... Yes, of course you are Christians must be choosen jokowi and there are also Muslims but hypocritical... (Facebook, Defamation).*

(4) *Tertawalah sesuka kalian dengan kemenangan dengan cara kecurangan dan kebodohan akal kalian. Ingat hukum azab dari Allah akan datang menghampirimu. Ingat jangan main-main dengan hukuman azabnya dari Allah. Akan menjemputmu. Sadarlah hai para laknatullah...*

Laugh as you like with victory by cheating and fooling your mind. Remember the law of punishment from God will come to you. Remember don't mess with the punishment

of punishment from Allah. It will pay you up. Be aware of the laknatullah ... (Facebook, unpleasant actions).

- (5) *Dimana mana negara kalo presiden sudah gagal minta diturunin, cuma di Indonesia sudah gagal minta 2 periode, itulah namanya anggota cebong pradungu, apa gak dungu, pengangguran di China dikasi kerja, giliran rakyatnya dikasi kartu prakerja, itulah mudahnya jadi cebong, harus bego dulu...*

In other states, the president has a self-awareness if he is failed then he asks to be sent down voluntary, only in Indonesia has failed but asking for 2 periods, that's the name of a deaf tadpole member, is it stupid anyway, unemployed in China is given a work, on contrary, in turn of the people is given a work card, that is an ease profit to be a tadpole, must be stupid first ... (Facebook, Provoking)

- (6) *Cebong bodoh. Seribu kawan terlalu sedikit. Satu musuh terlalu banyak. Prabowo membawa indonesia bersahabat dengan semua negara. Tapi bukan untuk jadi kacong. Melainkan mitra*

Stupid tadpole. A thousand friends are too few. One enemy is too much. Prabowo brings Indonesia to be friendly with all countries. But not to be a lower labourer. But partners (Facebook, Provoking).

- (7) *Siap-siap negara kita tergadaikan Cina, kita liat aja, cebong mana ngerti, taunya koar-koar karena dungu.*

Get ready for our country to be mortgaged by China, let's just look at it, which tadpole doesn't understand, it just looks like a fool for the mouth is so messy. (Facebook, Instigating)

- (8) *Rakyat diperas dengan menaikkan listrik, pajak, dll. Nanti uange dikorupsi para tikus berdasi...*

People are exploited by raising electricity, taxes, etc. Later money will be corrupted by rats with ties ... (Facebook, Incite).

4. Conclusion

Based on the results of this study, it can be concluded that on social media Instagram totaling 200 sentences found hate speech that is the form of insulting utterances amounting to 34 sentences or 17.5%. The form of denigration utterances amounted to 43 sentences or 21.5%. %. The form of utterances of unpleasant acts is 33 sentences or 16.5%. The provoking speech forms amounted to 55 sentences or 27%. Incitement forms are 21 sentences or 10.5%. The form of utterance spread hoax (hoax) totaling 13 sentences or 6.5%.

Based on the percentage obtained on instagram social media the form of hate speech (hate speech) that was most dominantly brought up by the public in connection with the 2019 presidential election in the comments column is a form of provoking speech that is inciting by provoking a person or group of people to arouse anxiety and fear which impacts on hostility or war. In the 2019 presidential election, comments were often found whose contents provoked the public to choose one candidate pair. More likely sentences written in the comments column sounded rude and vilify the other candidates.

Based on the results of the analysis of hate speech (hate speech) on Facebook social media which amounted to 200 sentences found the form of utterances of insults

amounted to 8 sentences or 4%. The form of speech denigration is 40 sentences or 20%. The defamation form is 9 sentences or 4.5%. The form of the unpleasant acts utterance is 53 sentences or 28.7%. The form of speech provokes 29 sentences or 14.5%. The form of speech inciting is 61 sentences or 30.5%. This form of utterance spreading false news (hoax) is not found on this Facebook social media.

Based on the percentage obtained, the most dominant form of hate speech spoken by the public in connection with the 2019 presidential election in the comments column is the form of inciting speech, which is almost the same as provoking but the form of inciting speech is more subtle than provoking the dominant, coarse speech. Instigation is a speech or utterance that is influencing other people and aims for that person to believe it. This speech will arouse a person's heart to be angry, fight, rebel against a certain person or group. Hate speech sentences in the form of incitement are found in the comments column on Facebook social media in the 2019 presidential election case. This is due to the two presidential candidates who have supporters, and each of the supporters make a way of inciting others to choose the same presidential candidate as their urge. With sentences that are subtle but provide arguments so others can trust them.

Suggestions

The suggestions given in this study are expected to write comments on social media Instagram and Facebook to avoid hate speech because it causes animosity between people. The literacy approach to internet users must continue to be encouraged. Not only in the form of being able to use social media wisely, but must be able to hold back and communicate positively. Understanding of regulations relating to hate speech such as the ITE Law, Indonesia Police Circular Letters, and the Criminal Code Law regarding hate speech must be continued to be socialized by related institutions and the government to the public in order to avoid things that are not desirable.

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Teachers' perspectives on extra-curricular activities to enhance foundation program language learners' academic and social performances

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Abstract - Extra-curricular activities have been encouraged to support foundation program students' positive attitude to learning and their smooth transition into the higher education system with better academic and social performances. This paper discusses the study that explores the potential benefits of foundation program students' involvement in extracurricular activities from the perspective of teachers who develop, lead and facilitate them at the Centre for Preparatory Studies of Sultan Qaboos University in Oman. In particular, the study focuses on how teachers perceive the effects of extracurricular activities on student performance in relation to eight key areas, namely development of students' language skills and academic performance, development of communicative competency, students' needs and interests, students' self-esteem and self-confidence, students' motivation and positive attitudes towards learning, extracurricular activities in the framework of the foundation program curriculum, cross-cultural experiences, and transitional challenges. The results indicate that extracurricular activities play a valuable role in helping foundation program students adjust to higher education environment and function more easily in English. However, more student involvement and additional assistance to students are needed in order to boost their motivation and increase engagement in their own learning experiences.

Keywords: academic and social performances, extracurricular activities, foundation program, Sultan Qaboos University

1. Introduction

Omani high school graduates, similar to their peers around the world, experience multiple challenges adjusting to the higher education system that can affect their progress in English medium academic environment, social and emotional well-being, confidence and self-esteem (Ginosyan & Tuzlukova, 2016). In order to mitigate students' academic transfer and improve their English proficiency, it is crucial to consider the potential of a variety of approaches including extracurricular activities that support students and make their language development more meaningful.

Research on extracurricular activities shows that participation in extracurricular activities is associated with more positive attitudes towards school (Davalos et al., 1999; Marsh 1992; Oliver 1995; Darling, Caldwell & Smith, 2005; Mahoney, 2014), better academic achievement (Eccles & Barber, 1999; Silliker & Quirk, 1997; Darling et al., 2005) and higher self-esteem and/or specific self-concepts (Holland & Andre, 1987; Marsh, 1992; Zhang, 2001). Marsh (1992) argues that students' participation in extracurricular activities promoted by school can increase the school engagement, which leads to the development of more positive attitudes towards school and towards learning. Students participating in extracurricular activities exhibit more positive perceptions of school and lower probability of school dropout. This claim is supported by Mahoney and Cairns (1997) who argue that there is a negative correlation between the participation in extracurricular activities and school dropout. According to Davalos et al. (1999), by participating in extracurricular activities, students develop a sense of belonging that positively contributes to their own identity. What is more, participation in extracurricular activities can also increase academic achievement. According to Holland and Andre (1987), there is a positive relationship between participation in extracurricular activities and academic achievement. In a study with 10,944 middle school students, Gerber (1996) demonstrates that participation in extracurricular activities lead to better school performance. In the context of higher education, the study by Broh (2002) demonstrates that participation in extracurricular activities affects students' adjustment and their academic performance, which is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism. Participation in extracurricular activities seems, also, to be positively related to self-esteem and/or self-concept. In a longitudinal study, Marsh (1992) claims that participation in extracurricular activities contributes to academic achievement and social self-concept.

Clearly, involvement in extracurricular activities can help students to develop peripheral attributes that are essential to classroom performance. The extent that these attributes can be developed can depend on the amount of emphasis an institution places on student engagement in extracurricular activities as well as the amount and types of activities that are offered by the institution (Guest & Schneider, 2003, Seow & Pan, 2014). Much of the emphasis that the students are exposed to comes directly from their teachers. As a part of a multi-level self-examination of their own institution's utilization of extracurricular activities, the authors of this study have researched teacher perception of extracurricular activities offered to the foundation program students at the Centre for Preparatory Studies of Sultan Qaboos University in the Sultanate of Oman.

The foundation program offered by the Centre for Preparatory Studies of Sultan Qaboos University aims at preparing admitted students and enabling their smoother and more successful transition and active participation in higher education studies. It is

constructed in the form of learning outcomes for the English language, mathematics, information technology and study skills. For example, in the area of the English language, by the end of the foundation program students should be able to read extensive texts and actively participate in discussions on topics relevant to their studies, paraphrase information, use library resources in preparing talks, speak clearly and confidently, write texts, produce written reports and respond to questions that require critical thinking skills (Learning outcome standards, 2016).

Extracurricular activities have functioned as a branch of student support at the Center for Preparatory Studies since 2011. Although extracurricular activities are often coordinated through Student Services or even through intramural, student-led clubs, the concept of extracurricular activities was adopted by the Centre in order to foster student community and to provide avenues for foundation program students to have additional practice in their English language skills. To this end, all of the events offered by extracurricular activities are conducted in English, and several functions are focused on specific language skills.

Students' primary interaction with extracurricular activities is through clubs that meet at regular intervals (weekly, biweekly, or monthly) and run for an hour and a half each. While the clubs that are available each semester can change, extracurricular activities are offered as thirteen to eighteen clubs each term. The organization and operation of the clubs is overseen by the Student Services Coordinator, a faculty member who directs all of the Student Services functions at the Centre. The clubs are run by teachers, high performing students, and community members of Sultan Qaboos University, all of whom are interviewed and vetted by the extracurricular activities Coordinator. Clubs can be focused on a language skill, or they can be centered on an area of interest for the students. Examples of the extracurricular activities that offer direct language skills practice include Presentation Skills, Speaking, Debate, Storytelling, Movie and Book clubs. There is a wide range of indirect language practice clubs, such as Art, Apps, Game, Business, Chess, Culture, Digital Literacy, Handicrafts, Omani Languages, Toastmasters and Science News clubs. Attendance primarily comes from students within the foundation program, but some clubs host credit students and even participants from the general public. With the dual goal of helping students to have opportunities for social gatherings as well as practice language, many of the clubs are not meant to offer direct assistance with their language development. Additionally, in order to foster natural language development, very few of the clubs are developed to coordinate with the Centre's foundation program curriculum.

This study examines the benefits of extracurricular activities to the students in the standard curriculum of the foundations program offered by the university, as described by the teachers who facilitate extracurricular activities. The goal of the research is to define the benefits of extracurricular activities for students across the foundations program which goal is to maximize the potential of young Omanis and enable them to fully benefit from higher education (Oman Academic Standards, 2010) in order to better utilize them in the future.

2. Method

This study was initiated in January 2019. The first stage of the study was completed in May 2019. The study was constructed within the framework of mixed methods which

naturally complements the traditional quantitative and qualitative research paradigms as described by Johnson and Onwuegbuzie (2004) and the constructivist paradigm to allow multiple types of data as described by Patton (2002). For the pilot study, the authors determined a core set of questions to approach the phenomenon in question from various angles; thus the study is centered on the following questions:

- What kind of extracurricular activities are currently offered to the foundation program students? In which academic, developmental and historical contexts are they introduced?
- What are the potential benefits of increasing the Omani foundation program students' involvement in extracurricular activities?
- How can extracurricular activities be used to supplement the foundation program curriculum?

The authors developed unstructured interviews and questionnaires in order to obtain as complete an understanding of these situations at the Centre for Preparatory Studies as possible.

The population of the pilot study consisted of eight English language teachers who have developed and facilitated extracurricular activities since these teachers are considered as the stakeholders in the process of defining and implementing the extracurricular activities at the Centre. In the next stage, more stakeholders, namely student facilitators and foundation program students frequently attending extracurricular activities workshops and presentations will be involved.

The pilot study began with unstructured interviews or open conversations with eight teachers who have developed and facilitated extra-curricular activities. Some participants were asked to complete follow-up interviews. After the initial interviews, the participants were sent more detailed, 15-point questionnaires that invited longer responses. All the interviews and discussions were recorded and transcribed. Then all the responses were summarized and arranged into one composite table. The relevant information was highlighted and grouped, after which eight core themes were extracted for the focused exploration of the topic. Specifically, a set of variables emerged from the interview results, which helped to determine the type of relationships between the variables and extracurricular activities.

These themes contrasted students' extracurricular activity involvement against areas of significant challenges or development: (1) students' involvement in extracurricular activities vs. development of students' language skills and academic performance; (2) students' involvement in extracurricular activities vs. development of their communicative and sociolinguistic competences; (3) students' involvement in extracurricular activities vs. students' needs and interests; (4) students' involvement in extracurricular activities vs. students' self-esteem and self-confidence; (5) students' involvement in extracurricular activities vs. motivation and positive attitude towards learning; (6) extracurricular activities vs. foundation program curriculum; (7) students' involvement in extracurricular activities vs. culture; (8) students' involvement in extracurricular activities vs. foundation program students' transitional challenges.

3. Results and Discussion

Overall, the interview results corroborate the findings discussed in field literature. Teachers noted increases in engagement, in motivation, and in confidence in students who were more involved in extracurricular activities clubs. The teachers described the

students and their motivations for attending events. They described the students as "not very weak but eager students" whose motivation declines sharply in spring semesters. Students are described as attending events for various reasons: portfolio requirements, social involvement, discovering campus life, and students' intrinsic motivations to improve in their language studies. One respondent pointed out that the degree of Omani student involvement in campus activities is markedly less than that typically found at western universities. The respondents explained as well their own motivations for volunteering to lead extracurricular activities clubs and workshops, which included personal interest, desire to supplement student language learning experiences, and desire to enrich students' time at the university.

As mentioned, the majority of teacher responses were able to be grouped into themes, which are synthesized below.

1) Students' involvement in extracurricular activities vs. development of students' language skills and academic performance

According to the teachers' interviews, there is a direct, positive relationship between students' involvement in extracurricular activities and development of students' language skills, since all extracurricular activities are conducted in English and the students are exposed to various activities outside the classroom with English being a tool and not the goal. The respondents held different perspectives as to the reason for this correlation. These reasons included that (a) students could focus on a task or activity with English as a secondary focus, which helped to increase their competency in English; (b) students could be engaged in their activities for the sake of learning subject matter in English without the distraction of formal assessment, thus removing their need to focus only on what aspects of language learning that they could expect to encounter on a test, which helped the students to broaden their abilities in the language; (c) the students could practice language in a relaxed, natural setting, which better prepared them for using the language in intensive classroom settings; (d) learning English within the scope of their own interests allowed students to be engaged by the incentives towards further development of language skills that some of the clubs naturally provided.

The respondents noted that students who were involved in extracurricular activities tended to exhibit more confidence and display more knowledgeable interactions in class than uninvolved peers. In regards to student academic performance, it was generally believed among the teachers that mostly high achievers showed interest in extracurricular activities involvement from the start. This finding is in line with the claims made by Holland & Andre (1987), Marsh (1992) and Zhang, (2001) that there is a direct relationship between students' engagement in extracurricular activities and their academic performance. As one of the interviewees mentioned, some students participate in extracurricular activities to improve their language skills. In particular, they get involved with fluent English speakers in such language-oriented clubs as the Speaking Club, Culture Club, and the Presentation Skills workshop. Normally, these students tend to perform better on the speaking exam and presentation compared to their peers who are not involved in extracurricular activities. Another respondent noted that sometimes students regularly attend a club because they are intrinsically motivated. To them, the club is the hub that brings together minds that think alike or share common interest. For instance, chess club brings together all chess lovers who do not have the opportunity to practice their hobby while in college. It is noteworthy that these students improve their language skills while doing their favorite activity with the club facilitator

who is a native speaker of English. In other words, students need to communicate in English as the facilitator does not speak Arabic. However, while the qualitative feedback supports the hypothesis that involvement in extracurricular activities improved students' language skills, more quantitative research is needed to determine whether extracurricular activities involvement actively increased student academic performance as well as the degree of improvement of their language skills.

2) Students' involvement in extracurricular activities vs. development of their communicative and sociolinguistic competencies

Responses concerning competency development were less definite, but teachers did recognize that extracurricular activities, such as Speaking Club, Debate Club, Storytelling Club, Culture Club, and Presentation Skills did provide otherwise unavailable opportunities for students to increase their competencies. With all of the clubs being presented in English, students have a natural, low-risk environment to practice formulating their ideas into English and to engage with fluent English speakers. It should be mentioned that some clubs are operating with the goal of developing competencies. For example, Spill the Tea is a club in which the main focus is development of sociolinguistic competency. What is more, the club is only for female students. As the club facilitator explained, female students tend to be really shy in class and as a result, they do not fully participate in class discussions. Each participant chooses a piece of recent news and shares it with members. Because this club is only for female students, participants overcome their shyness and communicate more freely and gain confidence over time. This is positively reflected in their class participation. Overall, teachers noted that extracurricular activities can help students to take their attention off of assignments and grades and place it on their own ability to function within a language.

3) Students' involvement in extracurricular activities vs. students' needs and interests

When asked whether extracurricular activities were meeting students' needs, the respondents provided mixed answers. They identified that a challenge in meeting student needs with extracurricular activities was that all extracurricular activities were offered according to available presenters' interests and perceptions of what the students need. One teacher noted that several of the clubs, namely Spelling Club, Book Club, Film Club, Presentation Skills, and Science News Club, seek to meet what many teachers and students would identify as the students' needs. For instance, because spelling is a common problem among foundation program students, one of the English teachers established the Spelling Club. The club gives participants an opportunity to practice spelling in a fun way.

With regard to interest, it should be noted that most of the clubs emerge from the facilitators' interest who run the club to share their skills and interests with participants as well as create an opportunity for people with common interests to come together. One vivid example is the workshop on virtual reality conducted by a student-facilitator. It was a big success and brought together around 30 participants who were either skillful gamers or beginners who wanted to learn more about virtual reality. However, despite the general belief that some clubs seek to meet what many teachers and students would identify as the students' needs, the consensus among the teachers was that a complete needs analysis should be conducted in order to identify what the students' needs are and how extracurricular activities could address them. Similarly, the students' interests are only able to be addressed through extracurricular activities insofar as they relate

with an available presenter's interests and expertise, thus the options are limited and students' stated interests are not always able to be met.

4) Students' involvement in extracurricular activities vs. students' self-esteem and self-confidence

Teachers unanimously agreed that the students gain a boost in self-esteem and confidence from their involvement in extracurricular activities. They identified the sources of this increase as (a) the chance to socialize and collaborate with a group of peers, (b) the opportunity to pursue their own interests in English, (c) the removal of formal assessment which allows the students to make errors and self-correct on their own, and (d) the chance to develop their skills at a more natural pace than the classroom requires.

Students who can obtain a more confident opinion of their own capabilities will perform better in the classroom environment, and the many benefits of building students' confidence in their own abilities is worth the attention and investment of any language program. This finding corroborates Marsh's (1992) claim that students' engagement in extracurricular activities leads to higher self-esteem. Clubs that were identified as most helpful in this regard included Speaking Club, Presentation Skills Club, and Storytelling Club. These clubs mainly focus development of students' speaking and public speaking skills. They follow the format of interactive workshops and allow students to speak in front of their peers. It was generally observed that those students who attended these workshops gained confidence over time and had higher self-esteem. As one of the informants noted the attendees of the mentioned clubs are some confident language speakers who gain a bit more confidence over time.

5) Students' involvement in extracurricular activities vs. motivation and positive attitude towards learning

Students' increase in motivation and positivity towards learning experiences was also noted unanimously among respondents. This claim is in line with Davalos et al. (1999) who argue that by participating in extracurricular activities, students develop a sense of belonging that positively contributes to their own identity. Two teachers connected the motivational boost provided by extracurricular activities to cross-cultural experiences that the students are likely to have as part of extracurricular activities; one respondent said that extracurricular activities involvement's enmeshed benefits with sociolinguistic competency leads to an increase in the student's intrinsic motivation. Students who are pursuing their interests in the language are more likely to be self-motivated to learn and less likely to depend on external motivators, such as grades, in order to learn the language. The positive attitude is the associated with higher work ethic and an increase in the benefits a student can receive from classroom interactions. One teacher added that the increase in motivation is not always associated with better classroom performance. He mentioned that the productivity boost that students receive "can be demonstrated in different ways, not necessarily in the classroom." To this end, input is needed from the students about their perception of how their involvement in extracurricular activities affect them. This type of data could help extracurricular activities administrators determine which activities would be most beneficial for encouraging students towards better classroom participation and which activities would be more associated with student self-actualization.

6) Extracurricular activities vs. foundation program curriculum

There was a shared belief among respondents that extracurricular activities function as an extension of learning outcomes of the Foundation Program, and that clubs are of

practical value to the program. Because all of the presentations are in English – and because all of the clubs naturally include skills practice whether they are the main focus of the club or not – involvement in extracurricular activities is an immensely valuable resource for the foundation program. However, because of the nature of allowing students to pursue interests through extracurricular activities, there is not currently an effort to offer activities that are based directly on learning outcomes of the foundation program.

Although making all extracurricular activities conform to the foundation program curriculum guidelines and learning outcomes would ultimately present an obstacle to the many benefits that the students enjoy from interest-based pursuits, more can be done to provide support to the curriculum. Currently, there are two extracurricular activities, namely Presentation Skills and Science News Club, whose stated reason for being established is to fill a gap left in the curriculum. These clubs engage students in a wide range of activities that target the reading, speaking and study skills learning outcomes specified by the curriculum document. It was generally observed that students who willingly attend these clubs improve their language skills noticeably, which is not true for those students who attend these clubs to fulfil the requirement of portfolio component of the course or because their teachers recommended attending the club. Undoubtedly, more involvement between extracurricular activities and foundation program learning outcomes can be beneficial for students.

7) Students' involvement in extracurricular activities vs. culture

Teachers noted that extracurricular activities provided students with opportunities for cross-cultural engagement that they could not otherwise obtain through their foundation program courses. Because faculty of the Centre for Preparatory studies is culturally diverse, teachers are encouraged to present their own backgrounds in Culture Club, which holds the distinction of the highest consistent attendance in extracurricular activities. This club provides students with a chance to hear about cultural differences and experience cultural practices and foods from all over the world from presenters who are primary resources themselves. This club is students' favorite and records high attendance. A number of the Centre's teachers delivered a series of fun and engaging presentations showcasing their cultures (American, Russian, Armenian, Belarus, Ukrainian and Romanian, etc.) and each of these sessions attracted 120-200 students. Also, an initiative of inviting renowned citizens and achievers as guest speakers to deliver motivational talks to students was undertaken. Well-known adventurers Nabil Busaidi and Captain Saleh Jabri visited the university for the first time and inspired foundation program students with their astonishing stories. As well as that, Omani Languages Club was developed to encourage students to engage cross-culturally within their own country through study of the minority languages in Oman. These experiences are otherwise not found in foundation program curriculum and are only made available through extracurricular activities; thus, the students' involvement in these clubs offers a unique way to become more culturally aware.

8) Students' involvement in extracurricular activities vs. foundation program students' transitional challenges

Respondents also highlighted extracurricular activities' role in helping students transition to university life. Teachers identified the opportunity to socialize through extracurricular activities was beneficial in helping them to connect with their larger community. One teacher described that “especially first year students need social opportunities to connect with their peers, and the connections that they create are

essential in helping them to navigate the challenges of transitioning into the university.” Many students in their foundation year need a lot of support and guidance to adapt to the new academic settings and student life away from their families. The most common challenge that students face when transitioning to university is coeducation and culture shock. High school education in Oman is gender-segregated and teachers are normally Omanis. This is the reason why students face a range of social and academic challenges when studying in heterogeneous classroom and having teachers from different nationalities. Providing a place for students to make new friends, to be involved in activities that they enjoy, and to receive informal practice in their language development are all points of positive contact that help a student to feel more relaxed, more a part of the university, and more optimistic about the academic experience, all of which leads to a more successful transition from the secondary to the tertiary school environment.

4. Conclusion

Clearly, extracurricular activities play a valuable role in helping first-year students at Sultan Qaboos University adjust to school and function more easily in English. But just as clearly, more involvement in extracurricular activities, especially in the spring semesters, could increase student performance in their courses, boost student motivation, increase student engagement in their own learning experiences and provide additional assistance to students in foundation program curricula. This leads the authors to believe that extracurricular activities constitute a largely untapped resource that presents wide ranging benefits and can prove exceedingly valuable to both teachers and students by inviting them to interact in natural environments outside of the reach of assessment. Therefore, foundation program providers should consider the ways extracurricular activities can supplement and enhance their own curricula.

Future research is needed to determine how to increase involvement of students across the curriculum as well as how to better support the curriculum through extracurricular activities, beginning with an examination of the wider community of stakeholders in extracurricular activities, specifically how the students perceive the impact of their own involvement on their studies.

The practical significance of the proposed research is envisioned in better understanding the impact of extracurricular activities on post-basic students’ adjustment to the academic life and their development, research perspectives on tertiary education in Oman and further establishing connections between the research communities in tertiary education settings. Extracurricular activities suggested by the research findings will provide insights that could inform help improve foundation programs in Oman. The research will also provide an information base on policies and practices related to extracurricular activities at the foundation program at higher education institutions to mitigate students’ adjustment to academic environment, and support their development.

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Application of mandarin language module for improving language speaking skills

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Abstract - Chinese Language that is very different language with Indonesian Language. The writing and pronunciation of this language is quite complicated because this language uses the script called *hànzì* and the pronunciation is called *pīnyīn*. *Pīnyīn* is a latin syllable which have tone in their syllable. Based on observations at the DD Vocational School in Denpasar, researchers still found many problems in Chinese learning activities. One of the problems lies in the teaching materials used. There is not any teaching materials in line with the curriculum. The next problem lies in students' speaking skills. Therefore, the researchers tried to use a Chinese module prepared by the researcher herself to improve students' speaking skills. Using Classroom Action Research (CAR) as the basis for research can be seen the influence of this Chinese module on the development of student learning achievement. Pre-Test Testing, Cycle 1 Test and Cycle 2 Test use the same test questions by testing 30 vocabulary words that are run orally by students. In the pre-test 21 students (95%) were ranked D and only 1 student (5%) was ranked C. The percentage of each indirect cycle increased until the final result of cycle 2 was 27% of students still ranked D, 50% of students rated C and 23% of students are rated B. This result is quite satisfying for researchers because Chinese language skills are quite difficult lessons for beginners especially those who have very little time of study but they must have a lot of pronunciations and vocabularies to master.

Keywords: *language material, chinese language, learning method, speaking skills*

1. Introduction

In the globalization era require students of Vocational School always to develop and have more capabilities in several aspects of life, as in the ability to communicate consistently still exist from time to time. Besides Chinese language has recently become the second international language that is widely used in various countries and began to be a basic lesson in the field of expertise in Vocational High Schools. In the hospitality accommodation department, Chinese language is one of the areas of tourism expertise that must be mastered by students. Entering Chinese lessons in several Vocational High Schools is a preparation step for students to face the global era to be better prepared to compete in all fields. Mandarin is a language that does not use the Latin alphabet in its language system. Therefore, without a Latin language system it would be difficult for students to learn Mandarin.

The Chinese system is known as pinyin, which is a Latin language system to make it easier for us to master Chinese, but this *pinyin* writing is also quite different from Latin because *pinyin* has an intonation or tone for each syllable. Studying this pronunciation of intonation or tone is quite difficult, so most students experience obstacles in pronunciation of Chinese and greatly affect their Chinese speaking skills. Shihabuddin (2009) argues that speaking as one aspect of productive language skills, skills change the form of thoughts or feelings into a meaningful form of language sounds. Shihabuddin also explained that someone's speaking skills were at least six things that must be considered. The six things are a) pronunciation, b) grammar, linguistic structure in accordance with the variety of languages used, c) vocabulary, choice of words that are appropriate to the meaning of the information conveyed, d) fluency, ease, and speed of speech, e) the contents of the conversation, the topic of discussion, the ideas conveyed, the ideas put forward, and the flow of the conversation, f) understanding, concerning the level of success of communication, and communicativeness.

We all know that humans are born in normal conditions and have the potential to speak. This potential will become a reality if learned, fostered, and developed through systematic, directed, and continuous training. Without practicing this potential will remain and not develop properly. Likewise with this Chinese speaking skill, if not trained properly and supported by good infrastructure, student training will not be able to take place properly.

Based on the observations at DD Vocational School, the learning activities carried out by teachers on Chinese subjects still have many shortcomings. One disadvantage lies in the teaching materials used. There is no handle on teaching materials that are in accordance with the curriculum that can be used by students. Students also felt confused to learn because they only relied on material written by the teacher. Their speaking skills are not trained because there is no media that can be used for training.

So from these problems, the problems faced in the process of improving the vocational language skills of these Vocational School students were studied. This study focuses on speaking skills, and emphasizes more Chinese pronunciation. Assessment is carried out on the ability to speak Chinese students before the Chinese language module is applied, and the students' ability to speak Mandarin after the Chinese language module has been applied, as well as the procedure for applying Chinese

modules to learn speaking skills to students. It can be said in general that this study aims to determine Chinese language skills of DD Vocational School students.

Taking references from several journals, and literature on research related to the problem of improving Chinese speaking skills of students, researchers took one example of the research conducted by Mardiana (2008) by analyzing student errors on pronunciation of phonemes / z /, / c /, / s /, / zh /, / ch /, / sh / and / r / in Chinese vocabulary. The final assignment from Dian is to formulate what the causes and errors of students are in reciting phonemes / z /, / c /, / s /, / zh /, / ch /, / sh / and / r / in Chinese vocabulary. Vowel and consonant pronunciation in Chinese are different from Indonesian. Indonesian only has 26 phonemes, whereas in Chinese language it has 61 phonemes. The pronunciation of vowels in Chinese language is almost the same as Indonesian, but for consonants it is very different. Students sometimes have difficulty reciting the phoneme / z /, / c /, / s /, / zh /, / ch /, / sh / and / r / because Indonesian does not have a portion of the phoneme.

The Chinese language studied in this study is *pǔtōnghuà* which is the national language and the main language of the People's Republic of China (RTT). Chinese (Traditional: 北方話, Simple: 北方话 *běifānghuà*, harafiah: "North conversation language" or atau 方言 *běifāng fāngyán*, literally: "North dialect") is a Chinese dialect spoken along the north and southwest of the People's Republic of China. The word "mandarin", in English (and possibly Indonesian), is used to translate several different Chinese terms and refers to categories of spoken Chinese.

In a narrow sense, Mandarin means *pǔtōnghuà* 普通话 and *guóyǔ* 國語 which are almost the same standard languages based on oral language *běifānghuà*. *Pǔtōnghuà* is the official language of the People's Republic of China and *guóyǔ* is the official language of Taiwan.

On the other hand, if Chinese is studied linguistically Chinese is the language of the Sino-Tibetan family. In Comparative Linguistics Typology (Gorys Keraf, 1990) The phonological configuration typology contains lexical languages which say Chinese language is a tonal language. Tonal language is a language that has two or more tones in each segment or syllable. According to some experts in the Morphological Typology, Chinese language is an isolative language. This is because the words in Chinese are only formed from one single morpheme and do not experience affixation like Indonesian. Chinese language does not use the Latin alphabet in the writing system. In 1958 the official Chinese government used pinyin phonetics made by the Language Renewal Institute (LPT) as its lateness writing system. Chinese uses a sound symbol called *pinyin* 拼音 which has a tone, whereas in Indonesian it uses a sound symbol called alphabet with Latin writing.

The modules made to improve speaking skills are modules that are in accordance with the 2013 curriculum and include learning knowledge and complete skills. Modules are also called media for independent learning because they have instructions for self-study. That is, readers can conduct learning activities without the presence of the teacher directly. Modules are learning tools or facilities that contain material, methods, boundaries, and ways of evaluating systematically and interestingly designed to achieve the expected competencies according to the level of complexity. Modules in the form of this book are supported by online module material that can be downloaded on the e-learning site of SMK DD. This module is needed by students.

2. Method

2.1 Research Design

The design of this study is to use Classroom Action Research (CAR). In his PTK Titles book Zainal Aqib, et al (2017) defines Classroom Action Research (CAR) is research conducted by teachers in the classroom / school where he teaches by emphasizing on improving or improving learning processes and practices. PTK can also explain the gap between educational theory and practice.

2.2 Participants

This research was conducted at the DD Vocational School. The object of this research is the class X students of Hospitality Accommodation with a total of 22 students with an average age of 15-16 years. The field studied was the influence of the Chinese language module on students' Mandarin speaking skills. Learning material about Basic Competence 3.5, which is about objects that are close to everyday life, added indirectly, students can learn on their own with the modules found in e-learning at SMK DD.

2.3 Data Collection

The type of data in this study are qualitative and quantitative data. The data sources in this study are the results of literature studies related to Mandarin speaking skills, speaking skills tests, lesson plans, and modules that are made according to the 2013 Curriculum Basic Competencies for students used for even semester X Chinese classes in class X Accommodation Department Hospitality of DD of students, as well as documentation of teaching and learning activities in the class.

The research instrument is a tool or facility used by researchers in collecting data. As for this study, there are two types of research instruments used, namely qualitative instruments and quantitative instruments. Qualitative instruments are in the form of tests of students' speaking skills, and student activity observation sheets. Quantitative instruments are in the form of assessment rubrics on speaking skills tests.

The procedure for implementing this class action research was taken from the design of the spiral model classroom action research from Kemmis & Taggart. The research procedure used by this model consists of 3 cycles or phases of activity, which include planning, implementation of action and observation, and reflection.

2.4 Data Analysis

In this study using two techniques in data collection, namely the first library study technique and the second is field studies. Field study techniques are observation, test and documentation. The steps in analyzing the data of this study are first by using contrastive linguistic analysis techniques, the second followed by quantitative data analysis techniques and described by qualitative descriptive analysis.

3. Results and Discussion

The study was conducted during even semester learning. Students in the odd semester already got basic Chinese lessons. In this basic lesson students get lessons on how to write Chinese *hanzi* and how to pronounce Chinese language. From this odd semester

learning activity, researchers discovered the problems faced by students when learning activities took place.

This assessment of speech skills tests includes three aspects, namely assessment of Chinese pronunciation, fluency in saying words and understanding of what the vocabulary meaning. The linguistic phonology of Chinese is a guideline for evaluating pronunciation. Broadly speaking the pronunciation phonology of Chinese which is most different from Indonesian is the pronunciation of aspiration consonants and non aspirations. For example: in consonant words [b] 'bibi' is read "bibi", and [d] 'dari' is read 'dari', while in Chinese [b] 爸爸 'bàba' is read 'papa' and [d] 弟弟 'dìdi' is read 'titi'. This example is an example of a non aspirational consonant. The aspiration consonants like [p] 朋友 'péngyou' are read by 'phêngyou', there are aspirations when the pronunciation of 'p' becomes 'ph'. In addition to pronunciation of consonants and influential vocals, pronunciation of the tone is also very important like the following example.

1. 妈 mā means mother, pliers here are read in a flat tone.
2. 麻 má the meaning of hemp plants, pliers, is read in a rising tone.
3. 马 mǎ means horse, the pliers here are read curved, from down then up.
4. 骂 mà where it means harsh words, pliers here are read down, or jerked.

The four examples above are in the same writing and pronunciation which distinguishes them from the tone so the meaning of pu is different. The researcher gave a pretest to measure students' speaking skills in Chinese with KD 3.5 daily life material. The test is presented with 30 questions, then the students recite one by one according to the pronunciation of the correct Chinese followed by pronouncing the word meaning of the word. Questions can be seen as follows.

INSTRUMEN KETERAMPILAN TES KETERAMPILAN BERBICARA

Satuan Pendidikan : SMA
Mata Pelajaran : Bahasa dan Sastra Mandarin
Kelas / Semester : X Akomodasi Perhotelan / Ganjil
Lafalkan kata-kata di bawah ini dengan tepat sesuai pelafalan final, initial dan nada bahasa Mandarin yang telah diajarkan!

- | | | |
|----------------|--------------------|------------------|
| 1. 学 xué | 11. 动物 dòngwu | 21. 楼 lóu |
| 2. 只 zhì | 12. 漂亮 piàoliáng | 22. 杂志 zǎzhì |
| 3. 去 qù | 13. 希望 xīwàng | 23. 词典 cídiǎn |
| 4. 坐 zuò | 14. 朋友 péngyou | 24. 旅行 lǚxing |
| 5. 都 dōu | 15. 强壮 qiǎngzhuáng | 25. 我们 wǒmen |
| 6. 大家 dàjiā | 16. 什么 shénme | 26. 留 学 生 |
| 7. 准备 zhǔnbei | 17. 椅子 yǐzi | lǐuxuésheng |
| 8. 老师 lǎoshī | 18. 地图 dìtú | 27. 一比 yǐ bǐ |
| 9. 明天 míngtiān | 19. 尺子 chǐzi | 28. 吃 chī |
| 10. 喜欢 xǐhuan | 20. 桌子 zhuōzi | 29. 了解 liǎojiě |
| | | 30. 中文 zhōng wén |

Assessment of students Chinese speaking skills includes assessment of pronunciation, fluency and understanding. Particular emphasis on pronunciation of

students is mainly seen from how students recite words with consonants, vowels and the right tone. Chinese is a tonal language which is an innocent tune that gives meaning to the word. The phonology of Chinese language is very instrumental in this pronunciation assessment.

In Chinese phonology is known as *pinyin* which is a latin research system for Chinese based on a national standard pronunciation system (De-An Wu Swihart, 2001). The Latin *pinyin* system makes it easier for foreign students to only master Latin letters. The form of pinyin writing consists of at least one syllable, and each syllable consists of vowels (*yùn mǔ*) and consonants (*shēng mǔ*) and has an intonation sign (*shēng diào*) placed above the vowels.

Pinyin has 40 vowels and 21 consonants. The way of vowel pronunciation is more or less the same as vowel pronunciation in Indonesian, but for consonants it is quite far from Indonesian. The way the pronunciation of consonants in Mandarin is very dependent on the position of the tongue, lips, teeth and how to pronounce it. If an error occurs in the pronunciation position and the pronunciation method, the resulting pronunciation will be less precise and distinguish meaning. Here is an example of proper consonant pronunciation. For example, the pronunciation of the lips is pronounced using the lower lip and upper lip. This pronunciation lies in the pronunciation of the consonant 'b' (read p) pronounced with pronunciation of lips and no air blowing. Then the consonant 'p' (pronounced ph) is pronounced with the pronunciation of the lips followed by blowing air. And also in the 'm' consonant (read m) which is by reciting the sound of amusement followed by saying there is no gust of air.

The results of the pretests, cycle 1 tests and cycle 2 tests obtained are presented in the following table.

Tabel 1 Total Test Results

No	Registration Number	Student Name	Pre-test	Cycle 1	Cycle 2
1	1801126	Ade Saraswati	49	64	81
2	1801127	Gede Andika Wardana	45	57	63
3	1801128	I Dw Gd Surya Widyatama	47	50	56
4	1801129	I Kadek Ade Darmawan	45	55	67
5	1801130	I Kadek Andy Jala Rasi	42	50	54
6	1801131	I Kdk. Wahyu Nanda A.	53	79	83
7	1801132	I Made Sariada	44	52	54
8	1801133	I Made Sutawan	49	52	61
9	1801134	I Nyoman Aris Santika Putra	49	56	75
10	1801135	I Wayan Agus Mardika	46	56	53
11	1801136	Kadek Aris Aprillia	56	77	88
12	1801137	Mahayuni Chikara Wijaya	63	93	115
13	1801138	Made Eva Trisnadewi	56	70	98
14	1801139	Ng. A. Armada Saktya N.	49	102	103
15	1801140	I Gst. A. Made Ratna Dewi	42	54	60
16	1801141	Ni Komang Ayu Damayanti	48	84	92
17	1801142	Ni Made Ernita Yui Arini	58	89	95

No	Registration Number	Student Name	Pre-test	Cycle 1	Cycle 2
18	1801143	Ni Putu Mita Juniantari	48	55	74
19	1801144	Pande Komang Dewi Utari	43	57	67
20	1801145	Si Made Rama Widiarta	44	50	57
21	1801146	Syarah Nur Febriyani	47	51	89
22	1801147	I Gede Bayu Sastra Wijaya	43	57	69

The pretest and cycle planning is clearly stated in the lesson plan by looking at the results of the student's pretest. Some students have not been able to achieve good speaking skills. In the RPP there is a planning of teaching and learning activities in such a way as to help improve the ability of students' skills. From the range of values made by students, it is expected that at least 50% of the grades in the C value range are between grades 61 to 90. This is because speaking skills with sufficient grades are very difficult for students to achieve, many detailed aspects are assessed.

At the stage of implementation and observation, researchers follow all stages at the planning stage. From the initial stage of distributing teaching materials, giving an explanation of how to write and recite vocabulary in this chapter, to divide students into several groups.

In this cycle 1 there are three meetings for the learning process, and the fourth meeting is for self-evaluation, students one by one are tested orally. Before the lesson begins, the researcher will attend and condition students to be comfortable following the learning process. Beginning with prayer, after the prayer the researcher conveys the learning objectives to be carried out by applying the think pair share technique assisted by the modules given to students. The modules given to students are book-shaped modules that are equipped with online material that can be downloaded at the e-learning site of SMK DD.

Researchers explain how to apply this think pair share technique to students. Students will be asked to pair up to recite the vocabulary learned in the chapter. Students correct each other and improve the pronunciation of their partners. This activity can also be said with the process of peer learning, pairing with friends can help the learning process of students, so students do not hesitate or are afraid to make mistakes. With this technique and repeated pronunciation exercises with friends in pairs it is believed that it really helps improve student learning achievement. When dividing this group the researcher also observes the students, looking at the obstacles experienced by the students. Student observation process feels easier because students are made pairing. With the application of think pair share techniques, researchers feel strongly that monitoring and guiding students feels easier, and the development of students also looks very good.

From the total value of each of these cycles, it can be seen that some students have experienced rapid progress in this learning process. To make it easier to analyze, the researcher recapitulates students with a range of values according to the following table.

Tabel 2 Percentage Test Results

No	Mark/Score	Rank	Percentage Pretest	Percentage Cycle 1	Percentage Cycle 2
1	121-150	(A) Very good	0	0	0
2	91-120	(B) Good	0	9%	23%
3	61-90	(C) Fair	5%	27%	50%
4	31-60	(D) Poor	95%	64%	27%
5	0-31	(E) Very poor	0	0	0
Total			100%	100%	100%

In the pretest, it is very obvious that students are unable to speak. 21 students or 95% of these students get rank (D) or rank poorly. The lowest value is 42, and the highest value gets a rating (C), only one person has a value of 63. The cycle 1 test illustrates that students have experienced an increase with 64% of students rated D, 27% of students ranked C and 9% rising to the B rank. Cycle 2 was also so slow that tinsel students ranked D decreased to 27%, then students ranked C increased 20% and ranked B 23%. Improvement looks not so significant, but the increase shows that the provision of this module is enough to help students.

4. Conclusion

Learning Chinese in Indonesia includes new learning. In Indonesia Mandarin can be studied again since about 1998. At that time people who mastered Chinese were very rare. In contrast to now, Mandarin is one of the favorite languages that is sought after to learn. But it is quite unfortunate that the development of Mandarin is not followed by the development of supporting learning facilities. In the 2013 revision curriculum 2016 has been arranged where the location of learning Mandarin. But the teaching materials are not in accordance with the curriculum.

Without the support of adequate learning facilities students' skills have a bad impact. The researcher tried to provide a module to improve students' speaking skills. Assessment of students' Mandarin speaking skills includes assessment of pronunciation, comprehension and understanding of students. Particular emphasis on pronunciation of students is mainly seen from how students pronounce words with consonants, vocals and the right tone. Mandarin is a tonal language which is an innocent tune that gives meaning to the word. The phonology of Mandarin is very instrumental in the assessment of this pronunciation.

Using Classroom Action Research (CAR) as the basis for research can be seen the influence of this Mandarin module on the development of student learning achievement. Pre-Test Testing, Cycle 1 Test and Cycle 2 Test use the same test questions by testing 30 vocabulary words that are run orally by students. In the pre-test 21 students (95%) were ranked D and only 1 student (5%) was ranked C. The percentage of each indirect cycle increased until the final result of cycle 2 was 27% of students still ranked D, 50% of students rated C and 23% of students are rated B. This result is quite satisfying for researchers because Mandarin language skills are quite difficult lessons for beginners especially those who have very little study time but are required to master a lot of pronunciation and vocabulary.

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Translation shifts of pronoun in the novel *Twilight*

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Abstract - Translation could be defined as converting one language (Source Language) to another language (Target Language) so that the target language could convey the intended message in the source language. In translation, a shift is something unavoidable. Catford (1965) said that shift is departures from formal correspondence in the process of going from the SL to the TL. Translation can be done in many kinds of text, including literary. So, the shift may also happen in many kinds of literary, in this paper is focused on novel. Considering the shift happened in various kinds of literary, this study attempts to (1) classify the types of translation shift of pronoun, (2) examine the translation techniques, and (3) investigate the factors lead the application of particular translating technique done by the translator in the translation of *Twilight* in English version to *Twilight* in Indonesian version. The data focus on the translation of pronouns found in the bilingual novel of *Twilight*. From the data found there is translation shift in different types which belongs to the theory proposed by Catford (1965). The method of collecting the data in this research is a direct observation method. The bilingual novel of *Twilight* was read. Then, the pronouns that represent the translation shift were chosen. After the data were collected, they were analysed to become the results of the research. There are two main theories used in analysing the data, those are the theory of translation shift is proposed by Catford (1965) and the theory of translation technique (Molina and Albir, 2002) and supporting theory (Nida, 2000) about factors lead the application of particular translating technique done by the translator.

At the end it is found that there are two types of shift which are unavoidable in translation. They are a shift in grammatical categories or transposition and shift of point of view or modulation. There are six out of eight-teen kinds of translation techniques used in this study. Also, the factors leading to the application of a particular technique of translation in this study are linguistic factors, cultural factors, and the translator's preference.

Keywords: translation shift, target language, source language, translation method

1. Introduction

Translation happened because there was a demand to fulfil human needs. The need for translation was developing from the small need into a big purpose. The need for translation is also happened in literary. The literary works from one country could be brought to another country by the translation of the languages. This corresponds with what Bell (1991) said in *Translation and Translating: Theory and Practice*, translation is the replacement of a representation of a text in one language by a representation of an equivalent text in a second language. Translation can be done in the smaller unit of text, including sentence, phrase, and morpheme. Also in translation, a shift is something unavoidable. Catford (1965) said that shift is departures from formal correspondence in the process of going from the SL to the TL. So that, shift may also happen in many kinds of literary, in this paper is focused on novel. The shift represented in this paper focused on the pronoun.

In the translation process, tools are needed to analyse the translation. The translation shift needs the technique of translation to analyse the data. Thus, the used of translating technique is caused by many factors. Differences in translations can be generally be accounted for by three basic factors in translating: (1) the nature of the message, (2) the purpose or purposes of the author and by proxy, of the translator, and (3) the type of audience (Nida in Venuti, 2000: 270).

Research Problems

Related to the background as explained above, the problems of this study are:

- (1) What are the types of translation shift of pronoun found in the translation of *Twilight*?
- (2) What are the translation techniques used by the translator to translate the novel *Twilight*?
- (3) What are the factors lead the application of particular translating technique done by the translator in the translation of *Twilight* in English version to *Twilight* in Indonesian version?

Theoretical Framework

There are three theories used in this study. The first is theory about Translation shift proposed by Catford (1965). The second theory proposed by Nida (2000), the theory of principals of correspondence. Molina and Albir (2002) stated about theory of translation technique in the last theory.

Nida (2000) argued that there are fundamentally two different types of equivalence: one which may be called formal and another which is primarily dynamic. Formal correspondence focuses attention on the message itself, in both form and content. There are some formal elements used in formal correspondence translation, such as:

- (1) grammatical units,
- (2) consistency in word usage,
- (3) meanings in terms of the source context.

Otherwise, dynamic equivalence translation is not so concerned with matching the receptor-language message with the source-language message, but with the dynamic relationship, that the relationship between receptor and message should be substantially the same as that which existed between the original receptors and the

message. This translation aims at complete naturalness of expression and tries to relate the receptor to modes of behavior relevant within the context of his own culture.

Molina and Albir (2002) stated about five basic characteristics of translation technique, those are:

- 1) They affect the result of the translation
- 2) They are classified by comparison with the original
- 3) They affect micro-units of text
- 4) They are by nature discursive and contextual
- 5) They are functional

There are kinds of translation technique according to Molina and Albir (2002):

- 1) Adaptation. To replace a ST cultural element with one from the target culture.
- 2) Amplification. To introduce details that are not formulated in the ST, information, explicative paraphrasing.
- 3) Borrowing. To take a word or expression straight from another language.
- 4) Calque. Literal translation of a foreign word or phrase, it can be lexical or structural.
- 5) Compensation. To introduce a ST element of information or stylistic effect in another place in the TT because it cannot be reflected in the same place as in ST.
- 6) Description. To replace a term of expression with a description of its form or/and function.
- 7) Discursive creation. To establish a temporary equivalence that is totally unpredictable out of context.
- 8) Established equivalent. To use a term or expression recognized (by dictionaries or language in use) as an equivalent in the TL.
- 9) Generalization. To use a more general or neutral term.
- 10) Linguistic amplification. To add linguistics element. This is often used in consecutive interpreting and dubbing.
- 11) Linguistic compression. To synthesize linguistic elements in the TT. This is often used in simultaneous interpreting and in sub-titling.
- 12) Literal translation. To translate a word or an expression word for word.
- 13) Modulation. To change point of view, focus or cognitive category relation to the ST, it can be lexical or structural.
- 14) Particularization. To use a more precise or concrete term.
- 15) Reduction. To suppress a ST information item in the TT.
- 16) Substitution (linguistic, paralinguistic). To change linguistic elements for paralinguistic elements (intonation, gesture) or vice versa.
- 17) Transposition. To change a grammatical category.

Variation. To change linguistic or paralinguistic elements (intonation gesture) that affect aspects of linguistic variation.

2. Method

The research method in this paper is divided into research approach, data source, method of collecting the data, and method of analyzing data.

This paper used qualitative approach which deals with explaining data descriptively. The data was taken from bilingual novel entitled *Twilight*. The novel is written by Stephenie Meyer in English and then it is translated into Indonesian by Lily

Devira Sari. The data in this study is collected through qualitative observation method. The data was read to check the translation of the pronoun and the pronoun found was chosen to be the data. Then, the data was analyzed using descriptive qualitative method. The types of shift in pronouns was identified, then the translation techniques used by the translator was analyzed, and the last the factors lead the used of translations techniques by the translator was examined.

3. Results and Discussion

Types of Translation Shift of Pronoun in *Twilight*

Types of shift found in this analysis divided into two parts, those are shift in grammatical categories or transposition and shift of point of view or modulation.

Transposition

Transposition in the data source is found in three types. They are structural shift, unit shift, and category shift. Therefore this subchapter divided into three parts:

Structural Shift

No	SL	TL
1	“Do you know the Cullen family ?” I asked hesitantly. “ Dr. Cullen’s family ? Sure. Dr. Cullen’s a great man.” (Meyer, 2005: 17)	“Apa kau mengenal keluarga Cullen ?” tanyaku ragu-ragu. “ Keluarga dr. Cullen ? Tentu. dr. Cullen orang hebat.” (Sari, 2008: 48)

Analysis:

In the SL the head *family* is preceded by the modifier *the Cullen*. However, in the TL the head *keluarga* is followed by the modifier *Cullen*. The structural shift done by the translator is obligatory due to the two different linguistic systems for the sake of intelligibility. This structural shift happened due to linguistics factor.

No	SL	TL
2	“How did your first day go, dear ?” the receptionist asked maternally (Meyer, 2005: 13).	“Bagaimana hari pertamamu, Nak ?” Tanya resepsionis lembut. (Sari, 2008: 40)

Analysis:

Each language has its own way in addressing someone in a communication situation. Theme is the starting point of the message, and rheme is the development of the theme. In the sentence above, in the SL the theme *How did your first day go* is followed by the theme *dear*. It is similar to the TL the theme *Bagaimana hari pertamamu* is followed by the theme *nak*. The theme-theme shift is optional due to the translator’s preference. This structural shift happened due to cultural factor. The word *dear* in western culture translated into *Nak* in Indonesian which has the same meaning, yet different culture.

Unit Shift

No	SL	TL
3	“Not exactly. I’m more annoyed at myself . My face is so easy to read – my mother always calls me her open book.” I frowned. (Meyer. 2005:24)	“Tidak juga. Aku lebih kesal pada diriku sendiri . Ekspresiku sangat mudah ditebak---ibuku selalu menyebutku buku yang terbuka.” (Sari, 2008:62)

Analysis:

The unit shift from low to high unit comes from the fact that the TL has more meaning components than the SL. The word *myself* was shifted to the phrase *diriku sendiri*.

No	SL	TL
4	" My mother got remarried," I said. (Meyer, 2005: 23)	" Ibuku menikah lagi," kataku. (Sari, 2008: 60)

Analysis:

In contrast, the shift from low to high unit comes from the fact that the TL has less meaning components than the SL. The phrase *My mother* was shifted to the word *Ibuku*.

Category Shift

No	SL	TL
5	" Ladies first, partner?" Edward asked. (Meyer, 2005: 21)	" Kau duluan, partner?" tanya Edward. (Sari, 2008: 56)

Analysis:

In this example, there was a change in the word class from **noun** *Ladies* into **pronoun** *kau*. It is obligatory.

No	SL	TL
6	Relax, breathe. I love you . (Meyer, 2005: 17)	Tenang, tarik napas. Aku sayang Mom . (Sari, 2008: 46)

Analysis:

There was a change in the word class from the **pronoun** *you* into the **noun** *Mom* to express close relationship. It is optional, depending on the translator's preference.

Modulation

Modulation in the data source is found in three types. They are lexical dense, lexical loose, and emphasis on the 2nd person. Therefore this subchapter divided into three parts:

Lexical Dense

No	SL	TL
7	She snickered, but she looked away. (Meyer, 2005: 20)	Jessica mendengus, tapi ia toh mengalihkan pandangan. (Sari, 2008: 54)

Analysis:

In the sentence above *she* as generic pronoun translated into a person name *Jessica* a specific female proper name. The change in point of view or in cognitive category is happened.

Lexical Loose

No	SL	TL
8	When he touched me, it stung my hand as if an electric current had passed through us. (Meyer, 2005: 21)	Ketika ia menyentuhku, jarinya menyengatku bagai aliran listrik. (Sari, 2008: 57)

Analysis:

Either *he* or *ia* is a life human being. However, the meaning component of male person in SL is lost when translated into *ia*. *Ia* lexically when stand by itself may mean male or female in TL.

Emphasis on the 2nd Person

No	SL	TL
9	“If that’s why he’s doing this.” (Meyer, 2005: 72)	“Kalau memang itulah alasannya mengajak mu .” (Sari, 2008: 167)

Analysis:

In this example, the deletion of the pronoun *he* and the addition of *mu* were meant to give more emphasis on the second pronoun as an actor.

From the five sentences, shift of variation in linguistics domain of target language occurred coherently. Adapting the cultural message of source language through the changing of target language indicated that the translator applying dynamic equivalence.

The Techniques Used to Translate Pronoun in *Twilight*

According to Molina and Albir (2002), there are eight-teen kinds of translation techniques. But, in this study, there are only six translation technique used. They are adaptation, amplification, borrowing, modulation, reduction, and transposition. Therefore this chapter divided into six parts, those are:

Adaptation

No	SL	TL
10	“ You don’t have to do this.” (Meyer, 2005: 3)	“ Bella tidak perlu melakukan ini.” (Sari, 2008: 16)

Analysis:

This example replaced the SL pronoun element *You* with TL pronoun element *Bella* which is used cultural background of the TL. In Indonesia when they address their relative (in this case, the daughter) with their proper name. It shows their family relationship. The translation of TL adapted the TL cultural background.

Amplification

No	SL	TL
11	“Trust me,” he pleaded, his soft voice overwhelming. (Meyer, 2005: 28)	“Percayalah padaku,” ia memohon, suaranya yang lembut menggoda ku . (Sari, 2008: 70)

Analysis:

In this example, the translation of TL introduce details that are not formulated in the SL. The sentence clause *his soft voice overwhelming* translated into *suaranya yang lembut menggoda**ku***. The translator added pronoun *ku* in TL translation due to her own preference.

Borrowing

No	SL	TL
13	“It’ll be great. I love you, Mom .” (Meyer, 2005: 3)	“Semua akan baik-baik saja. Aku sayang padamu, Mom .” (Sari, 2008: 16)

Analysis:

The translator use translation technique of borrowing in this example. It is because she took a pronoun expression *Mom* straight from the SL. It’s done due to the translator preference.

Modulation

No	SL	TL
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14	She snickered, but she looked away. (Meyer, 2005: 20)	Jessica mendengus, tapi ia toh mengalihkan pandangan. (Sari, 2008: 54)
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Analysis:

In this example the translation changed the point of view or cognitive category from generic pronoun *she* into a proper name *Jessica*. Therefore the translator used translation technique of modulation. It's done due to the TL cultural background.

Reduction

No	SL	TL
15	He bought it in 1984, I think." "Did he buy it new?" (Meyer, 2005: 4)	"Rasanya tahun 1984." "Apa waktu dibeli masih baru?" (Sari, 2008: 19)

Analysis:

In this example, the translation of TL suppressed the SL information item. The sentence clause *He bought it in 1984, I think* translated into *Rasanya tahun 1984*. The translator deleted pronoun *He* in TL translation due to her own preference.

Transposition

No	SL	TL
16	Relax, breathe. I love you . (Meyer, 2005: 17)	Tenang, tarik napas. Aku sayang Mom . (Sari, 2008: 46)

Analysis:

The translation technique in translating this sentence is transposition. It is because there is grammatical category change from pronoun of SL to TL. The pronoun *you* translated into noun *Mom*. It happened due to the linguistics factors.

Factors Leading to the Application of Particular Technique to the Translation of Pronoun in *Twilight*

There are three factors leading to the application of particular technique to the translation of pronoun in *Twilight*. They are linguistic factors, cultural factors, and the translator's preference. Linguistic factors including the linguistic differences between SL and TL. The number of pronoun variation in semantic field of TL is greater than that in SL. The differences of cultural background between SL and TL language led the use of particular technique of translation. The communicative translation method is intended to make the target reader easier to understand the target culture. Beside those two factors, the translator's preference can be another factor led the use of particular technique of translation. This factor occurred because of the domestication ideology.

4. Conclusion

Based on previous discussion and analysis, the following points can be presented as conclusions:

First, in this study there are two types of shift which is unavoidable in translation found. Shift in grammatical categories or transposition: It classified into structural shift, unit shift, and category shift. Cohesively, the pronoun variation shift indicated in formal correspondence.

Shift of point of view or modulation: lexical dense aims at translation effect for the reader, and lexical loose which is due to the naturalness of the target language. Coherently, the shift is indicated by dynamic equivalence.

Second, there are six out of eight-teen kinds of translation techniques used in this study. One of them is oriented to the source language that is borrowing. The rest are oriented to the target language, those are adaptation, amplification, modulation, reduction, and transposition.

The factors leading to the application of particular technique of translation in this study are linguistic factors, cultural factors, and the translator's preference. Finally, the translation shift of pronoun appears 80 times, 6 translation techniques were used to translate them with the orientation towards the TL is 86 %. Those can be seen in the following table.

Orientation	Translation Techniques	Number (N=80)	Percentage
Source Language (SL)	Borrowing	11	14 %
	Adaptation	19	
Target Language (TL)	Amplification	8	86 %
	Modulation	7	
	Reduction	14	
	Transposition	21	

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Interlanguage in writing of early semester students of IBIT Denpasar

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Abstract - The purpose of study is aiming at to discover the interlanguage system produce by students in writing an English composition. There were 25 descriptive text compositions as an instrument used to obtain the data. Qualitative research is administered in the study. Descriptive qualitative is used to evaluate and present data. The result of the study shows that most of students error in English writing are omission (-s) as plural form 25 %, then, 6,2 % error in using of article, there were 5,7 % error in use of verb have and preposition. Surface structure taxonomy proposed by Carl James is administered to analysing data. Type of error found in the student composition were error in omission, addition, misformation, misordering and blend.

Keywords: interlanguage, descriptive text, error analysis, learning processes

1. Introduction

In foreign language learning processes, all the learners of English will try to produce the language they have learned to approach the target language system. The linguistic system produced by learners of languages are not their first language or their target language called interlanguage (IL). According to Selinker (1977, 1997), when learning a second language, language learners build a distinctive language system that is different from their first language. Selinker put forward the theory of IL based on the theory that every human being has hidden psychological structure in the brain that will be active when humans learn a second language or a foreign language. Ellis (1992: 123) stated that interlanguage is systematic in that the IL system produced by language learners is internally consistent. In certain points at the stage of its development, IL is governed by the rules of internal language learning. These rules can be known by analyzing the language produced by language learners. Permeability is a linguistic system in IL in an unstable state so that the system changes easily over time.

Interlanguage is dynamic, that is, IL develops continuously in line with the increasing knowledge of second language or foreign languages from language learners. There are five processes that influence IL formation according to Selinker in Tarone (2006), namely, as they are presented as follows.

- (a) Language transfer.
- (b) Transfer of training
- (c) Strategies in learning a second language
- (d) Strategies in communication of the second language
- (e) Overgeneralization of linguistics to target language

Based on previous explanation, the objective of the research are 1) to discover the interlanguage system of students writing ability in International Bali Institute of Tourism Denpasar, 2) to find out the interlanguage factors occurs in students composition. Later on, based on the result of study researcher will prepare learning strategy and teaching material to improve students ability in mastering foreign language particularly English as foreign language.

In this study, writing skill is used as the object of research because from the results of the writing exercise of the students it was found that the English writing skills of STPBI students were still lacking. This can be seen from the results of student writing exercises that have not fulfill the writing criteria, this is seen from the use of grammar such as the use of verbs, prepositions, determiner, articles and so fort. In addition, the use of mechanical elements such as the use of dots, commas, the use of capital letters and spelling is still lacking. The skills referred to in this study are the skills of writing descriptive text in English. There are three previous study related in the study as references. The first study is conducted by Endang Fauziati and Muamaroh Maftuhin entitled “Interlanguage Verb Tense System of Indonesian EFL Learners”. They conducted the research in Muhammadiyah Senior High School Surakarta, Central Java. The purpose of the study is exporing interlanguage verb tense to indicate present, past and future events employed by the learners of English as foreign language. They found 444 errors formed utterances elicited trough free composition of the students. They found that the students have developed their own grammatical system to reveal present, past and future events.

The second study is conducted by Lestari Kelik M, entitled “Permealibility of Interlanguage System: A Case Study of Students Learning English As A Foreign

Language A SMP Muhammadiyah Surakarta”. The study aimings at 1) to describe a type of permeability, 2) to discover the source of influence in students IL system, and 3) to describe the influence frequency of students IL system. The result indicate that 1) the permeability is found at the level of morfology and syntax, 2) the source of language is first language and second language, and 3) the frequency of students interlanguage system are 48 % of first language and 52 % target language. The third study is conducted by Rosa Munoz Luna, entitled “Interlanguage in Undergraduates’ academic English: Preliminary Result from Written Script Analysis”. The research aims to analyze a group of undergraduates written script in second language (L2). Selinker theory of interlanguage is used to analyze data. The result show that the students produce errors in their composition e.g. lack of third person –s composition or absence of impersonal subject. There is a cognitive interference of first language into second language.

2. Method

Qualitative research is implemented in the study. According to Larsen, Freeman and Long (1991: 11) prototypical qualitative method is an ethnographic study in which researcher do not set out the hypotheses, but rather to observed what it present with their focus, and consequently the data, free to vary during the course of observation. The subject of the study were the students of early semester of hospitality management programme in Internasional Bali Institute of Tourism. The data is collected from the descriptive text composition, the object of the study was an interlanguage system produce by the students in their composition. The procedure which is applied in the study namely, 1) collecting data, the researcher collect the data in the form of free students composition, 2) identifying error, the reseacher identify the error and make a list of error, 3) describing errors, analyzing of errors that have been identified, by explaining the form of errors produced by students both verbally and in writing, 4) explaining errors, the description of error is explain linguistic and psycholinguistic charateristic with the intention to find out the source and cause of language errors, 5) clasifying errorneous, at this stage to classify the types of errors based on the similarity of forms and properties according to the limits to be taken by the researcher in analyzing student errors (Corder, 1981). The data is analyzed with surface structure taxonomy Carl James (1998). James devide the surface structure taxonomy into five, they are omission, addition, misformation, misordering and blend.

3. Results and Discussion

Twenty five students composition are collected by the researcher to elicit data. In this study, researcher focused on grammatical errors produce in the students composition. When the students produce language they learned into target language, they constructed language system that is different both in the first language and the target language. It is called interlanguage. To analyze interlanguage error in students composition, the researcher administer error analysis framework proposed by Corder (1981) and surface structure taxonomy proposed by James (1998). Next, the factors that influence interlanguage system in student composition is analyzed with interlanguage theory proposed by Selinger (1977, 1992).

The following are list of error that is found in students descriptive text composition.

No	Type of error	Number of error	Percentage
1	Omission (-s) of plural form	45	25,7
2	Addition (-s) of singular form	5	2,8
3	Omission of article a	30	17
4	Addition of article a	5	2,8
5	Omission of article the	11	6,2
6	Addition of article the	7	4
7	Misformation of verb have / has	21	12
8	Misformation of preposition	10	5,7
9	Phrases	4	2,2
10	Tense	10	5,7
11	Omission of BE	9	5
12	Misformation of there + BE	10	5,7
13	Omission of preposition	4	2,2
14	Omission of subject	4	2,2
	Total	175	

Based on the descriptive text composition, interlanguage system produced by students in their writing mostly error in use of singular and plural form, article, verb have and tense.

From the descriptive text composition, the following are the result of analysing data.

1. Omission of BE

The words *are*, *am* and *is* are the simple present form of BE. Verb BE can be used as a main verb in the sentence. In a sentence should have subject and verb as predicate. Omission of BE verb is known in the data as follow.

“my home in Singaraja”.

The sentence is not provide any verb as predicate, therefor, BE is used as a main verb in the sentence. Then, the correct sentence as follow.

*“my home **is** in Singaraja”.*

2. Omission of possessive adjective, plural form (-s) and there + BE

Grammatical error can be seen in the sentence as follow

“In home 4 room one for me, one for brother, one for sister, and one for my parents”.

The meaning of sentence above is not clear because the omission of several morfems to construct the meaningful sentence. First, the sentence need possessive adjective to describe possession. Second, the omission of there + Be to describe existentional things, there is is followed by singular noun and there are is followed by plural noun, and third, absence of plural form (-s) in the sentence. If noun is more than one add (-s) to make it plural (Sargeant, 2007). Therefor, the correct sentence as follow.

*“In **my** home **there are 4 rooms**, one for me, one for brother, one for sister, and one for my parents”.*

3. Omission of article

Articles give us information about noun, whether it is unknown or not both the speaker. There are two types of articles, they are definite article the and indefinite article a and an (Vago, 2007). Error in use of articles can be seen in the sentence as follow.

"I have living room, in living room has television, refrigerator, and fan".

There is an omission of indefinite and definite article in the sentence above. The correct sentence as follow.

*"I have **a** living room, in **the** living room has **a** television, **a** refrigerator, and **a** fan".*

Indefinite article use in the first sentence because it describe a general noun, the second one use definite article because it refer to the previous sentence.

4. Tense

Another grammatical error found in the sentence as follow

"I always comfortable in my house".

There is not verb as predicate identify in the sentence. In English grammar, there are two types of verb, those are action verb that is the subject do an action and stative verb that the subject do not do an action, in case stative verb refers to things in mind (Penston, 2005). The correct sentence as follow.

*"I always **feel** comfortable in my house".*

The sentence above uses a stative verb as main verb. Another stative verbs such as believe, forget, love, like and so fort.

5. Misformation of verb have and article

Grammatical error in the students composition can be found in the sentence as follow.

"My house have a one floor. In my house have a living room, family room, bed room, and bathroom".

The sentence above shows some interlanguage system particularly in use of verb have and indefinite article. The use of have is not suitable in the sentence because the subject of sentence is singular noun. The first sentence is categorize as Blend, according to James (1998) blend is apperance of two or more morphems as which has same function in a sentence. The second sentence the use of have is not suitable instead of there is or there are. Sargeant state that there is or there are used to describe the existential things. Therefor, the correct sentence as follow.

*"My house **has** one floor. In my house **there is** a living room, **a** family room, **a** bed room, and **a** bathroom".*

6. Misformation of preposition

Error of preposition in use shows in the students composition as well. This error can be seen in the sentence as follow.

"If you open the door you can see living room inside of left my house".

The sentence above is obscured because of phrase *inside of left*. In addition, the sentence is categorized as misordering. Misordering is incorrect placement of morphems or structure in a sentence. Therefor, the correct sentence as follow.

*"If you open the door of my house, you can see **a** living room **in the left side**".*

7. Phrase and omission of subject.

Error in use of preposition in noun phrases can be found in the sentence as follow.

"All is made by wood".

The previous sentence is a type of sentence fragment (act like a sentence but not have wherewithal to make it as a complete thought). The sentence need a subject to make it a complete sentence. According to Swan (1995) all (of) appear before noun or pronoun (e.g *All (of) my friends like riding*, *She's eaten all (of) the cake*), if *all* before noun without determiner, then all will not use *of* (*all children can be naughty sometime*). To describe material without change the substance use preposition *of*. The correct sentence as follow.

"All of my house is made of wood".

4. Conclusion

Based on the English descriptive text produced by students, it can be conclude that there are two factors influence the interlanguage system, they are:

Language transfer: Language transfer in a foreign language learning occurs because the strongly effect of first language of learners that unconsciously bring the first language into target language. According to Ellis (1992), the influence of native language would be frequently decrease when the development of foreign language knowledge of learners are increase. There are two types of language transfer namely positive transfer and negative transfer.

Vocabulary mastery: It would be beneficial to master vocabulary of target language, therefor, learners of foreign language will be able to express their ideas in writing. When the students tried to produce language into target language, they were lack of vocabulary so that they brought their first language into target language.

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The morphological process of slang words used by teenagers in Jakarta and its negative effects in their academic qualifications (a sociolinguistic study)

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Abstract – The use of slang words in teenagers' life is a common in every country in the world. But in every country, each language is different in its words' formation. The sources as well as the formations of such words are different from each country. The objectives of this study are 1) to find out the lists of slang words including abusive words used by Jakarta's teenagers; 2) to analyze the morphological features of such slang words, and 3) to find out the negative impacts of using such slang words based on parents as well as school teachers' opinions. The collected data in this research was analyzed and reported descriptively. The data are encrypted from the audio-recorders, questionnaires, and also taken from the interview session. The conclusion of this research is that there are ten word-formations of slang words used by Jakarta's teenagers in their speaking with others daily. The researcher found out 558 slang words which are usually used by Jakarta's teenagers in their daily speaking with their peers. The 558 words are grouped into 10 word formation; they are reduplication (0.4%), clipping (3.9 %), onomatopoeia (4.5%), borrowing (4.8 %), other formation - backward letters and backward syllables (5.9 %), inflection (8.1 %), acronym (11.8 %), mixes / multiple processes (12.2 %), coinage (17.4 %), and blending (31 %). Out of 150 respondents – 100 school-teachers and 50 lecturers – there are 129 respondents (86%) who stated that there are negative impacts of using slang words by the students in their academic qualification in the learning process in the class they are teaching. This research is expected to be useful for all people around the world especially for the knowledge of linguists, lecturers, teachers as well as parents in order to know and understand the meaning of slang words used by teenagers in their speaking with their peers in their communication with others daily.

Keywords: slang words, Jakarta's teenagers, word formation, sociolinguistic study

1. Introduction

The use of vocabulary items in speaking to other people in daily intercourse reflects the culture of the speakers of that language. The usage of slang words especially that contains abusive words tends to become a bad communication. Nowadays, the use of slang words by teenagers with their peers in the daily conversation grows fast in Jakarta. Using slang words especially in formal conversation is not polite; in addition the speakers who use the slang words which contains abusive or rude words can also reflect a bad image of the nation or the environment where the speakers live. The use or the style of good language in communicating with others will reflect a good culture and vice versa. If people are accustomed to saying slang words, they will reflect a bad culture within their group's community. To distinguish a good and a bad language style, Gorys Keraf (2006) explained that there are three elements in the style of good language: honesty, courtesy, and interestedness.

The rapid development of human society has a great influence on the most important tool of the communication – the language. The modern way of living goes faster and the new trends are also reflected in the development of language in a form of various new words and expressions. The vocabulary as well as new expressions in language grow so rapidly caused by the modern trends in human life now days. Slang seems to be one of the most important language formations having a great influence on the development of language. Slang words are characterized by various linguistic features which reflect the speakers' way of living and using the language with emphasis on belonging to a particular group of language users.

Mulyana (2008) says that slang is the number of words or terms that have special meaning, unique, distorted or even contrary to common sense when used by people of a particular subculture. Sarwono (2004) said that slang is a typical language of the younger generation. It can be understood by almost all of the younger generation in the country that were covered by the mass media, whereas term that develop, change and grow almost daily. Hubáček³ (1988) says that slang is an independent part of the national language characterised by specific denominations of non-literary strata realised in a common communication act (half-informal or informal) of people linked with identical occupational environment or interests; and used as a medium for specific communication usage, as a medium expressing a belonging to that environment or interests.” Chloupek (1974) notes a distinction between the slang and professional language⁴ in the use of words based on expressive character; language play on words, denomination based on similarity (metaphor), words shortening or reducing compound words are common features for slang and professional language.

Eble (1996) cites McKnight (1923) and says that word slang referred to the specialized vocabulary of underworld groups and was used fairly interchangeably with the terms cant, flash, and argot. Eble stresses novelty and ephemerality as principal characteristics of slang. Comparing to general vocabulary, slang words seem to exist for a shorter time because they are either replaced by another term or provide a synonym for a word already existing in slang ... Eble also points out that a slang word can be extended to a new area of meaning referring to man's interests inventing the slang. ... Green (2002), as well as Eble, tackled the same problem about the comings and goings of the slang. “Perhaps the most formidable problem is that slang changes rapidly, so it is virtually impossible to give an accurate account of current slang items.”

Kridalaksana in Chaer (2003) stated that language is an arbitrary sound symbol system used by social groups to cooperate, communicate and to identify them. While Brown and Yule (1983) which states that the language is not just a means of communication. The two linguists claim that language in use is part of the message in a communication, which, according to Brown and Yule, is called 'transactional' and 'interpersonal'. It means that there are customs and cultures in using language as a medium or communication tool. Nababan (2013) mentioned that there are 4 classes of language functions, they are: (1) cultural function, (2) communal function, (3) individual function, and (4) educational function. The function of language in culture is as a means of cultural development, the path of cultural success, and the inventory of cultural traits. Language is a part of culture and language that enables the development of the culture itself. We learn to live in society through and with the help of language.

Sugono (2009) explained that the criteria used to observe the correct use of language is by the rules/structure of the language itself. Meanwhile, the criterion of good language use is the accuracy of choosing the language styles that suit to the communication needs (Wajdi et al., 2018 and 2019). Suryadi (2009) states that a language is a product from the language user's culture. Sapir and Whorf in Chaer (2003) states "The way of thought and culture of a society is determined or influenced by its language structure". Chomsky in Chaer (2003) argues that language studies have a close relation to culture.

Pitiria Sorokin (1928) in his book titled "*Contemporary Sociological Theories*" describes the branches of sociology quoted from the American Sociological Society, including the study of behavior and culture (*Personality and Culture*) and collective behavior. C. Kluckhohn (1953) in his book entitled '*Universal Categories of Culture*' published in Soekanto's book (2013), states that there are 7 elements of culture that are considered as an universal culture, they are 1) The tools and equipments of human life; 2) The livelihood of life; 3) Community System; 4) Language (oral and written); 5) Art; 6) Knowledge System; and 7) Religion. In those seven elements of culture mentioned above, there is a point of '*spoken and written language*' which the author chose as a topic of discussion in this study. Oral language in this case is a verbal communication tool that is directly spoken through the mouth and sound.

Morphology as a part of linguistic study has a lot of definitions from some experts. According to Katamba, morphology is the study of the internal structure of words (1993). While Indonesian linguist, Ramlan, defines morphology as another level of studying or analyzing the expression system of language which is concerned with the identification of morphemes and the ways in which they are distributed or combined into longer utterances (1992). Another definition came from Nida (1962), she explained that morphology is the study of morphemes and their arrangements in forming words. Some definitions above have the same point that is morphology is a sub discipline study from linguistics that concerns in the process of word formation. The main point of studying morphology is on how to identify morphemes and their distributions and combinations in forming words.

O'Grady and Guzman (1997) explained, "Of all units of linguistic analysis, the word is the most familiar. The most reliable defining property of words is that they are smallest free forms found in language". Many linguists agree that word is a linguistic form which may, at the same time, also be a morpheme like bed; table, go, John, will,

to; but they also be linguistic form larger than one morpheme like boyish, walked, books, slowly. The ‘word’ can also be seen as a presentation of a lexeme that is associated with certain morpho-syntactic properties such as noun, adjective, verb, adverb, pronoun, proposition, conjunction and partly syntactic properties such as tense aspect, mood, gender, number, etc. (Katamba, 1993).

According to Marchand (1992) word formation is “*The branch of the science of language which studies the pattern on which a language forms new lexical units, i.e. words*”. In addition, O’Grady and Guzman (1997) stated “*Human language makes use of a variety of operations or processes that can modify the structure of a word, either by adding some element to it or by making an internal change in order to express a new meaning or to mark a grammatical contrast (such as past versus non-past, N versus V, and so on)*”

The study of word formation is a part of Morphology. O’Grady and Guzman (1996) mentioned that the term of *Morphology* is the study of word formation and its analysis which has system of class and rules involves in it. There are different types of word formation processes of Jakartan teenagers’ slang words. Yule (1985) stated that word formation processes are the processes of forming new words or terms from the use of the old words to the new uses through some processes. Some examples of these processes are *coinage*, *borrowing*, *compounding*, *blending*, *clipping*, *acronyms*, *derivation* (prefixes, suffixes, infixes), and *multiple processes*. In addition to word formation processes, Potter (1975) mentioned one of such word processes is *back formation*. *Onomatopoeia* is also stated by O’Grady and Guzman (1996) as one of such word processes. In addition, *reduplication* is a form of word process stated by Gerber (1968).

Those word formation processes stated by the experts above are included to the processes of word formations to complete the theories of this research.

1. Coinage. Yule (1985) stated that *coinage* is the invention of totally new terms and they tend to become everyday words in the language. For example: Kleenex (facial tissue), Teflon (frying pan), etc. (Yule, 2006:53)
2. Borrowing. Yule (1985) stated that *borrowing* is the taking over of words from other languages. Throughout history, the English language has adopted a vast number of loan-words from other languages. For example: tycoon (Japanese), dope (Dutch), etc. (Yule, 2006:54)
3. Compounding. Compounding is the process of joining two separate words to produce a single form (Yule, 2006:54). For example: a) Fast food → fast (Adjective) + food (Noun). b) Textbook → text (Noun)+ book (Noun). From the examples above, the elements making up a compound can all typically occur as independent words elsewhere in the language.
4. Blending. Blending is similar to compounding. This process combines two separate forms to produce a single new term (Yule, 2006:55). It takes only the beginning of one word and joins it to the end of the other word that is typically blending.
5. Clipping. Clipping is a process of reducing some elements in a word, which occurs when a word of more than one syllable is reduced to a shorter form (Yule, 2006:55). There are two types of shortening; they are *aphesis* and *apocope*. *Aphesis* is new words by deleting consonant or vowel at the first syllable. Moreover, *apocope* is new words by deleting consonant or vowel at the last syllable (Potter, 1975). Clipping is a process where a polysyllabic word is eliminated its one or more syllable so that it becomes shorter (O’Grady and Guzman, 1996: 157).

6. Back Formation. Potter (1975) states that back formation is a process of revising the order of the word. Back Formation is a process that reduces a word of one type becomes a word of another type for example: donate is from donation, worker is from work (Yule, 2006:56). To make a new word by deleting actual affix from other word in a language is called *backformation* (O’Grady and Guzman, 1996:158). Here are some examples of back formation: housekeep from housekeeper, biograph from biography.

7. Abbreviation (Acronym and Initialization). Initialization is another reduction process where each letter on the word is pronounced (Hatch and Brown, 1995:210). For example: FBI (The Federal Bureau of Investigation) and NTID (National Technical Institute of the Deaf). Meanwhile, *acronym* is a word made up abbreviation, too, but the result is pronounced as a word, not as list of letters. For example: UNICEF (The United Nations Children’s Fund) and NAFTA (The North American Free Trade Agreement).

8. Derivation. O’Grady and Guzman (1996) stated that *derivation* is a process which forms a word by adding an affix and has the distinct meaning and category from the base. There are four kinds of affixes found in the study, such as prefixes, suffixes, infixes, and the combination of prefixes and suffixes. Derivation is the accomplished process by means of a large number of affixes of English language which are not usually given separate listings in dictionaries (Yule, 2006:57). A few example are the elements *un-*, *mis-*, *-ful*, *-less* which appear in unhappy, misrepresent, joyful, careless.

9. Multiple Processes. Yule (2006) stated that *multiple processes* are forming some new words from old words through more than one word formation process. It is necessary for the language users to make their own innovative words by using two or more formation processes.

10. Onomatopoeia. O’Grady and Guzman (1996) stated that *onomatopoeia* is a word that has a sound that represents an aspect of the thing.

11. Reduplication. Gerber (1968) stated that *reduplication* is a duplication of sounds or words. Reduplication duplicates all or part of the base to which it applies to mark a grammatical or semantic contrast. Furthermore, there are two kinds of this kind word formation process, full reduplication and partial one. Full reduplication is the repetition of the entire word while partial reduplication copies only part of the word.

2. Method

Research Design

This research uses a descriptive approach. This is in line with the opinion of Arikunto (1990) that states that descriptive research is not intended to test a particular hypothesis, but only describes slightly about a variable, a symptom or a state. In this study, the data were collected in the form of words and not in the form of numbers. Therefore, this study uses a qualitative approach. The collected data in this research will be analyzed and reported descriptively. The data are encrypted from the audio-recorders, questionnaires, and also taken from the interview session.

Participants

The respondents are the teenagers who are living in *DKI Jakarta* province. The respondents, 200 teenagers, were selected randomly. To get more information for completing the data, the researcher also used questionnaires given to 100 respondents,

50 lecturers and school teachers and also 50 parents to get data about negative impacts of using slang words by teenagers.

Data Collection

This study focuses on the use of slang words in everyday communication of teenagers in Jakarta. The researcher visited several most-well known shopping centers, schools, entertainment venues, restaurants, coffee shops located in Jakarta. Researcher also conducted depth-interviews to all the respondents. The data were collected from the records of teenagers' speaking while they were speaking to their friends in their community.

Data Analysis

While listening to the records and from the interview session, the researcher took notes and wrote the the list of the rude-words spoken by the respondents. After writing all the list of slang words, the researcher will analyze the data by first grouping the list of the rude-words. The reseacher grouped the list of the rude-words according to the English word formation. For enriching the analysis of the data, the researcher tried to find the basic Indonesian formal words of the slang words by looking up from KBBI online (Kamus Besar Bahasa Indonesia) and also translate those Indonesian slang words into equivalent English slang words. In this stage, the reseacher used introspective study – giving solution to a problem which is translating the Indonesian slang words into English by himself. "Introspective study is a study which investigates one's own thought and feeling, look into one self, ask oneself in which part the researcher had difficulty and what the solutions are (Oxford Advanced Learner's Dictionary, 2000)."

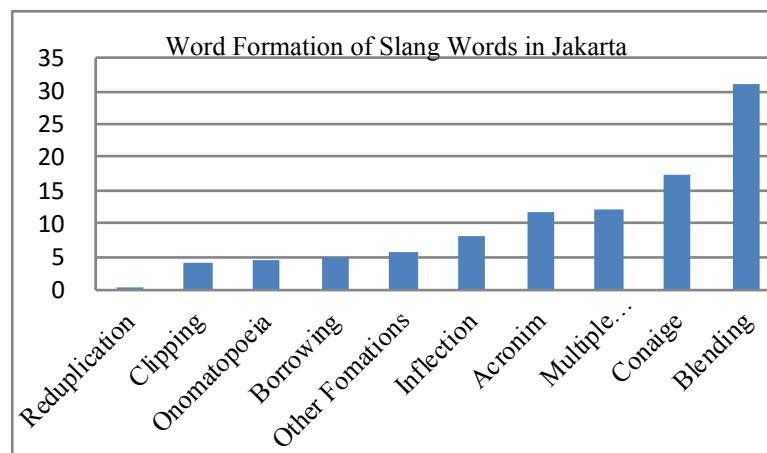
3. Results and Discussion

A. The List of Slang Words Used by Jakartans' Teenager

The researcher found out 558 slang words which are usually used by Jakartan's teenagers in their daily speaking with their peers. For all the words found in this research, please see appendixes (table 1-10) attached in this research. The researcher analyzes the 558 words' formation. See Table 1 and Graph 1 below.

Table 1 The percentage of slang words' formation used by Jakartan's teenagers

No.	Kinds of Word Formation	Word amount	%
1	Reduplication	2	0.4
2	Clipping	22	3.9
3	Onomatopoeia	25	4.5
4	Borrowing	27	4.8
5	Other Formations (Backward Letter & Backward Syllable)	33	5.9
6	Inflection	45	8.1
7	Acronym	66	11.8
8	Multiple Process/Mixed	68	12.2
9	Coinage	97	17.4
10	Blending	173	31.0
Total		885	100



Graph 1 The percentage of slang words' formation used by Jakartan's teenager

B. The Morphological Process (Word Formation) of Slang Words Used by Jakartans' Teenagers

The analysis for each word formation of slang words used by Jakartan's teenagers in their daily conversation are as follows:

1. Reduplication (2 words)

Analysis:

No	Slang Words	Indonesian Basic Words	Equivalent Slang words in English
1	<i>Beng Beng</i>	<i>Banget</i>	Very much
2	<i>Cem-ceman</i>	<i>Cem-ceman</i>	close friend

2. Clipping (22 words)

Analysis:

No	Slang Words	Indonesian Basic Words	Equivalent Slang words in English
1	<i>Agan</i>	<i>Juragan</i>	Boss (the seller/the buyer)
2	<i>Dah</i>	<i>sudah</i>	finished/done
3	<i>Leh</i>	<i>boleh</i>	You may/please
4	<i>Muna</i>	<i>Munafik</i>	hypocrite/liar
5	<i>Sob</i>	<i>Sobat/sahabat</i>	best friend

3. Onomatopoeia (25 words)

Analysis:

No	Slang Words	Indonesian Basic Words	*Note	Equivalent Slang words in English
1	<i>A6</i>	<i>Asik</i>	English sound of number '6' /slks/	Cool!
2	<i>Beibh</i>	<i>Sayang</i>	English sound of the word 'baby' /beIbI/	Baby/dearling

3	<i>Brader</i>	<i>Brother</i>	English sound of the word 'brother' /brAdr/	Brother/bro!
4	<i>Saiko</i>	<i>Gila/maniak</i>	English sound of the word 'psycho' /sAIko/	crazy, maniac
5	<i>Cekidot</i>	<i>Silahkan dilihat</i>	English sound of the phrase 'check it out'	Check It Out!

4. Borrowing (27 words)

Analysis:

No	Slang Words	Indonesian Basic Words	*Note	Equivalent Slang words in English
1	<i>Absurd</i>	<i>konyol; aneh</i>	English word	Silly/ridiculous
2	<i>Asu</i>	<i>Anjing</i>	Javaness word	Dog (*fuck/asshole/oh my...)
3	<i>Bagen</i>	<i>Biarkan saja/terserah</i>	Betawiness word	Whatever!
4	<i>Jomblo</i>	<i>Sendiri (tidak punya kekasih)</i>	Sundaness word	Single person
5	<i>Hepeng</i>	<i>Uang/duit</i>	Batakness word	money

5. Other Formation - Backward letters & Backward Syllables (33 words)

Analysis:

No	Slang Words	Indonesian Basic Words	*Note	Equivalent Slang words in English
1	<i>Abru</i>	<i>Baru</i>	<i>Ba-ru</i> → <i>ab-ru</i>	new
2	<i>Agit</i>	<i>Tiga</i>	<i>Ti-ga</i> → <i>a-git</i>	three
3	<i>Eteb</i>	<i>Bete</i>	<i>Bê-te</i> → <i>e-teb</i>	bored
4	<i>Tocab</i>	<i>Bacot</i>	<i>Ba-cot</i> → <i>to-cab</i>	big mouth
5	<i>Ucul</i>	<i>Lucu</i>	<i>Lu-cu</i> → <i>u-cul</i>	funny

6. Inflection (45 words)

Analysis:

No	Slang Words	Indonesian Basic Words	Equivalent Slang words in English
1	<i>Akoh/Akooh/akyu</i>	<i>Aku</i>	Me/I/myself
2	<i>Begicu</i>	<i>Begitu</i>	like that/sort of
3	<i>Buanyak</i>	<i>Banyak</i>	so many/so much
4	<i>Cuco/cucok</i>	<i>Cocok; Cakep</i>	Fit in (*handsome/beautiful)
5	<i>Dimans</i>	<i>Dimana?</i>	where?

7. Acronym - (66 words)

Analysis:

No	Slang Words	Indonesian Basic Words	Equivalent Slang words in English
1	<i>ABG</i>	<i>Anak Baru Gede</i>	Schoolboy/girl; unstabled-mind kid
2	<i>BT</i>	<i>Bete</i>	Bored
3	<i>EGP</i>	<i>Emang gua pikirin</i>	I don't give a shit; I don't give a fuck; I don't give a damn care
4	<i>TBC</i>	<i>Tekanan batin cinta</i>	love pressure
5	<i>PIL</i>	<i>Pria idaman lain</i>	another secret boyfriend

8. Multiple Processes/Mixed (68 words)

Analysis:

No	Slang Words	Indonesian Basic Words	*Note	Equivalent Slang words in English
1	<i>Aa Gym Gtl</i>	<i>Agak-agak Gimana Gitu Loh</i>	Blending + Derivation 'gim'	Weird
2	<i>Aida</i>	<i>I Udah</i>	Borrowing 'I' /ai/ + Clipping 'dah' dari kata dasar 'udah'	I'm done/I'm finished
3	<i>Kepo</i>	<i>Ingin Tau Segala Sesuatu</i>	Acronym + Borrowing	What a curious person! ; Knowing Every Particular Object
4	<i>Sa Ae</i>	<i>Bisa saja</i>	Clipping + derivation 'ae'	You're something else!
5	<i>amacca</i>	<i>Ah! Masa?</i>	Blending + Derivation 'cc'	really?

9. Coinage (97 words)

Analysis:

No	Slang Words	Indonesian Basic Words	Equivalent Slang words in English
1	<i>Afgan</i>	<i>Afgan</i> (Singer's name from Indonesia who sings a song titled 'sadis')	Sadists
2	<i>Ajib</i>	<i>Bagus/enak</i>	Excellent; cool; awesome
3	<i>Jekpot</i>	<i>Muntah</i>	throw up/vomit
4	<i>Letoy</i>	<i>Lemah atau lemas</i>	Weak
5	<i>Unyu</i>	<i>Lucu</i>	Funny

10. Blending (173 words)

Analysis:

No	Slang Words	Indonesian Basic Words	Equivalent Slang words in English
1	<i>Camen</i>	<i>Cacat Mental</i>	psycho person
2	<i>Jones</i>	<i>Jomblo Ngenes</i>	unhappy single person

3	<i>Lemot</i>	<i>Lemah Otak</i>	Stupid/retarded
4	<i>Mupeng</i>	<i>Muka pengen</i>	filthy face
5	<i>Omdo</i>	<i>Omong Doang</i>	what a liar!

C. The Negative Impacts of using slang words by the students in their academic qualification in the learning process at school and colleges.

Based on the questions given by the researcher to the lecturers and teachers as the respondents to a questioner about teachers as well as lecturers' opinions to the impact of students' usage of slang words, the researcher found out that:

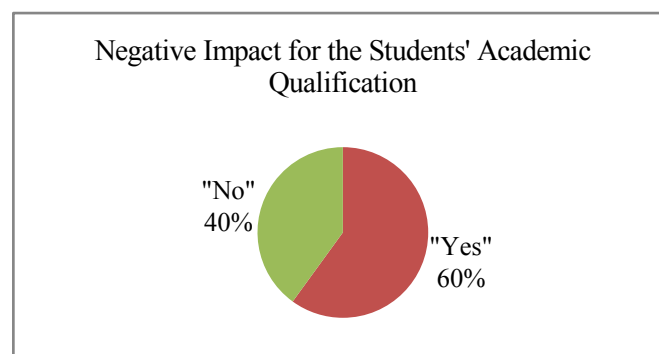
- a) Out of 150 respondents – 100 school teachers and 50 lecturers – there are 129 respondents (86%) who stated that there are negative impacts of using slang words by the students in their academic qualification in the learning process in the class they are teaching. See table below for further information;

Repondents		%
Yes	129	86
No	21	14
	150	100

2) The examples of the negative impacts of using slang words, used by the students in their academic qualification in the learning process, are as follows:

- a) The students use slang words in their speaking while they are presenting materials in front of the class.
- b) The students write their assignments/report papers by using informal language. This is related to slang words because slang words are informal language. Some of the students are accustomed to using ASAP instead of write down the whole words '*as soon as possible*'. Some of them use abbreviation such as '*thx*' instead of writing '*thank you*'. To write '*tempat*' most of the students use informal writings '*t4*' by using the number '4' instead of '*empat*' for the word '*tempat*'.

The percentage of respondents' opinions about negative impacts of using slang words, used by the students in their academic qualification in the learning process, can be seen in the following graph.



Graph 2 Negative impacts for the Students' Academic Qualifications

4. Conclusion

The conclusion of this research is that there are ten-word formations of slang words used by Jakartan's teenagers in their speaking with others daily. The researcher found out 558 slang words which are usually used by Jakartan's teenagers in their daily speaking with their peers. The 558 words are grouped into 10 word-formation; they are reduplication (0.4%), clipping (3.9 %), onomatopoeia (4.5%), borrowing (4.8 %), other formation - backward letters and backward syllables (5.9 %), inflection (8.1 %), acronym (11.8 %), mixes/multiple processes (12.2 %), coinage (17.4 %), and blending (31 %).

In this study of language and culture, the authors examined the use of slang words which have negative effects. Those words are often used by young people or teenagers of Indonesian people especially in Jakarta city.

This research is expected to be useful for all people around the world especially for the knowledge of linguists, lecturers, teachers as well as parents in order to know and understand the meaning of slang words used by teenagers in their speaking with their peers in their communication with others daily. This study is also expected to be useful for foreign people who come to Indonesian for their knowledge in understanding the language culture of Indonesian people especially when they come to visit Jakarta city, the capital city of Indonesia. The writer hopes that the results of this study can be used as an understanding for other countries' people and especially for Indonesia to suggest young people in using formal meaning-words in their formal speaking with others. At last, this research is highly recommended to the future researchers for continuing this study in other countries to get a deep understanding about other slang words, the characteristics, and the word formation of slang words in our society.

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The translation techniques of bilingual abstract ‘sentrinov’ program book

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Abstract - This research focuses on the translation techniques found in the text of abstract bilingual Indonesian-English that has been translated by the researchers in the Sentrinov Program Book 2018 in Bali. The data analyzed in this study are clauses and their constituents in both Indonesian and English sentences. There are a totally 358 of abstract texts, which divided into 13 non-translated ID abstract texts; and 345 in translated ID-EN abstract texts, and there are 287 in translated ID-EN abstract texts which have been as the source data and identified their translation techniques. The objectives of this study are (1) to describe the translation techniques that are applied by the researchers in translating the abstract texts from the source language to the target language and (2) to identify the most dominant and significant translation technique that is used by the researchers. The results identify that the frequency of applying the translation techniques is dominantly used by literal translation in the frequency of 278 (43.6%), then the second place is borrowing (pure/naturalized translation) in the frequency of 138 (21.6%), while the third technique is reduction in the frequency of 58 (9.1%), the fourth technique is creation discursive in the frequency of 54 (8.4%), the fifth technique is calque in the frequency of 28 (4.3%), the sixth technique is amplification in the frequency of 23 (3.6%), the seventh technique is established equivalent in the frequency of 22 (3.4%), the eighth technique is deletion in the frequency of 15 (2.3%), the ninth technique is transposition in the frequency of 12 (1.8%) , and the last technique is addition in the frequency of 9 (1.4%). The finding of this research particularly implies an innovative inlayed translation and explores the public study for the translation theory.

Keywords: translation techniques, abstract writing procedures, source and target language

1. Introduction

Over the years, technology has developed so fast and brings out our lives in the new era of the fourth Industrial Revolution which is known as Industrial Revolution 4.0. The world is evolved rapidly in motion, connected to one another globally without any boundary. Ready or not ready, agreed or disagreed, the new platform of human civilization follows technology development altogether. Aligned with technology modern into vast advanced digital, there is also affected to the information media networks, which is offline and online. It apparently improves so fast. Global transformation has made language over the world no barrier anymore. It is connected and demanded of highly interest to be converted and transferred into their nationality languages. As it happened to information media business, hand books, fiction and non-fiction, legal documents, medical documents, novel online, comic online and game online that did not exist in the past but today the business platform is in highly demanded and interested by digital user (cyber user). This current needed the availability of human power resource which is qualified, creative and able to translate two languages or more languages at the same time with correctly and equivalent meaning/message that is conveyed by source language into the target language. So that the readers and users understand the product of translation well, without feeling stiff and respond naturalness of translation after reading the translation. Due to trigger phenomenon, the writer feels excited to give contribution ideas in the study of translation matched to the field of study linguistics that she has been learned. The study of translation comprises as an applied research, some of the linguist researchers such as Vinay and Darkelner, Jacobson, Nida and Taber, Catford, House, Baker and Bell have contributed their ideas in techniques and strategies of translation processes. In fact, there are three significant terminologies in translation that should be more compressible, they are: 1) translation means both of process and the product of translation; 2) a translation means the product of translation result; 3) translating means the process of doing translation (Bell, 1991: 4).

Thus, this study focuses on the analysis of translation techniques as a product of translation which is a translated document text in bilingual, Indonesian and English. The document product used as the source of data is a bilingual abstract text translated by the researchers in the fourth SENTRINOV Program Book 2018. The writer believes that a translated product as a result of translating processes demand a qualified human power resource, meets to the standard of a highly-skilled and expert profession, that possesses certificate and produces a qualified product translation texts and relevant to business industrial needs. Due to this study has a limited data analyzing and aligned to the problems of the study, this study focuses on the clauses and its constituent, such as a single unit words and phrases. A clause is a single unit grammatical classified into a group words, at least a clause consists of a subject and predicate which is potentially compounded into a sentence. Types of clauses are active clause, independent clause, intransitive clause, passive clause, subordinate clause, dependent clause, transitive clause and main clause (Departemen Pendidikan Nasional, 2008: 208).

2. Method

The main components of technique of data analysis in this study are 1) reduction of data; 2) presentation of data; 3) extraction of conclusion or verification (Miles &

Huberman, 1994: 10-12). Besides the technique of data analysis, this study also implemented the qualitative method in the stages of analyzing the data which is adapted from Creswell (2009: 183). Based on his ideas, there are main five elements in analyzing data are (1) Preparing the data for analysis; (2) Conducting different analysis; (3) Moving deeper and deeper into understanding the data; (4) Representing the data; (5) Making interpretation of the larger meaning of the data.

The explanation further about the stages of analyzing data as shown in the diagram below.

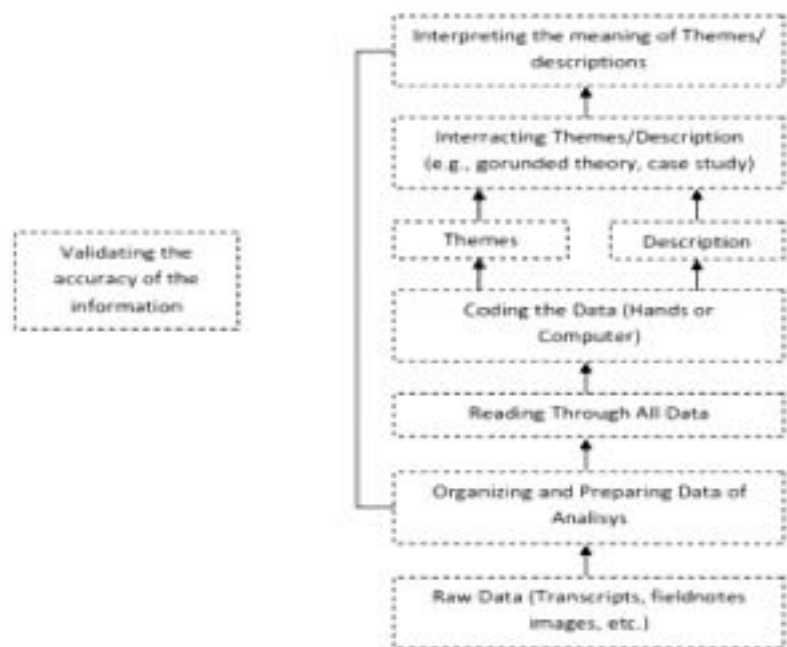


Figure 1 Data Analysis in Qualitative Research (Creswell, 2009: 185)

3. Results and Discussion

As mentioned previously, there are 358 abstract texts, divided into 13 un-translated ID abstract texts; 345 translated ID-EN bilingual abstract texts and 287 translated ID-EN bilingual abstract texts as the data used in the study. The source of data is bilingual Indonesian-English abstract text of the 4th SENTRINOV Program Book 2018 published in Bali.

1. A Single Translation Technique

This technique referred to the implementation of one single technique in translating data of the study, including words, phrases, clauses and sentences both in Indonesian and English. There are 3 single translation techniques used in the abstract SENTRINOV, namely literal, amplification and deletion, which is elaborated consecutively literal technique totally 40 data.

As mentioned previously, there are 358 abstract texts, divided into 13 un-translated ID abstract texts; 345 translated ID-EN bilingual abstract texts and 287

translated ID-EN bilingual abstract texts as the data used in the study. The source of data is bilingual Indonesian-English abstract text of the 4th SENTRINOV Program Book 2018 published in Bali.

1. A Single Translation Technique

This technique referred to the implementation of one single technique in translating data of the study, including words, phrases, clauses and sentences both in Indonesian and English. There are 3 single translation techniques used in the abstract SENTRINOV, namely literal, amplification and deletion, which is elaborated consecutively literal technique totally 40 data number, amplification technique 1 data number, and deletion technique 7 data number.

2. Couplet Translation Technique

This technique is a combination of two translation techniques that is applicable in order to determine the equivalence in translating source language. In this study, there are 9 couplet translation techniques which are classified into the combination of techniques: literal and calque, literal and borrowing, literal and reduction, literal and discursive creation, literal and transposition, amplification and literal, amplification and borrowing and literal and established equivalent. Sequentially, they can be described literal and calque are found 13 data, literal and borrowing are found 70 data, literal and reduction are found 20 data, literal and reduction are found 20 data, literal and creation discursive are 17 data, literal and transposition are 4 data, literal and amplification are 6 data, amplification and borrowing are 1 data, literal and established equivalent are 6 data, literal and deletion are only 1 data.

3. Triplet Translation Technique

This technique referred to the combination of three translation techniques which is implemented in translating the data phrases, clauses and sentences. In this study, they are 26 triplet techniques adapted. Particularly, they are explained in detailed triplet of deletion + borrowing + literal techniques are only 1 data, triplet of reduction + borrowing + literal techniques are 17 data, triplet of creation discursive + borrowing + literal techniques are 7 data, triplet of transposition + borrowing + literal are 2 data, triplet of creation discursive + deletion + literal techniques are 1 data, triplet of amplification + reduction + literal techniques are 3 data, triplet of literal + calque + borrowing techniques are 4 data, triplet of reduction + creation discursive + literal techniques are 3 data, triplet of addition + established equivalent + literal techniques are 1 data, triplet of literal + established equivalent + reduction are 2 data, triplet of literal + amplification + calque are 1 data, triplet of literal + creation discursive + calque are 1 data, triplet of addition + literal + borrowing are 1 data, triplet of transposition + deletion + literal are 1 data, triplet of deletion + amplification + borrowing techniques are 1 data, triplet of transposition + reduction + creation discursive techniques are 1 data, triplet of creation discursive + amplification + borrowing are 1 data, triplet of creation discursive + established equivalent + literal are 1 data, triplet of creation discursive + established equivalent + literal are 1 data, triplet of amplification + borrowing + literal are 1 data, triplet of deletion + creation discursive + literal are 1 data, triplet of transposition + creation discursive + literal are 1 data, triplet of amplification + borrowing + transposition are 1 data, triplet of established equivalent +

calque + literal are 2 data, triplet of reduction + calque + literal are 1 data, triplet of established equivalent + borrowing + literal techniques are 3 data.

4. Quartet Translation Technique

Quartet technique is the combination four translation techniques which applied in translating the data of source language (Indonesian) into target language (English). There are 12 variants of quartet translation techniques in the data, as described in detailed as follows, the variant quartet techniques of literal + borrowing + reduction + creation discursive are found 4 data number; the variant quartet techniques of addition + borrowing + reduction + literal are 1 data number, the variant quartet techniques of addition + established equivalent + calque + literal are 1 data number, the variant quartet techniques of literal + borrowing + creation discursive + amplification are 1 data number, the variant quartet techniques of deletion+ borrowing + amplification + literal are 2 data number, the variant quartet techniques of literal + creation discursive + calque + addition are 1 data number, the variant quartet techniques of literal + calque + established equivalent + creation discursive are 1 data number, the variant quartet techniques of literal + addition + borrowing + creation discursive are 1 data number, the variant quartet techniques of transposition + reduction + borrowing + literal are 1 data number, the variant quartet techniques of amplification + creation discursive + reduction + borrowing are 1 data number, the variant quartet techniques of established equivalent + borrowing + calque + literal are 1 data number, the variant quartet techniques of deletion + creation discursive + borrowing + literal are 1 data number.

5. Quintet Translation Technique

Quintet technique is the combination five translation techniques which is utilized in translating the data of source language into target language. There are 3 variants of quintet translation techniques applied in this study, as described as follows, the variant quintet techniques of addition + established equivalent + borrowing + reduction + literal are found in 1 data number; the variant quintet techniques of creation discursive + amplification + reduction + addition are found in 1 data number; the variant quintet techniques of amplification + creation discursive+ addition + established equivalent + calque are found 1 data number.

6. Sextet Translation Technique

Sextet technique is referred the adaptation of six translation techniques in translating the data phrases, clauses and sentences. In this study, there is only 1 variant of the sextet technique identified as follows, amplification + creation discursive + addition + borrowing + established equivalent + literal.

7. Translation Techniques Frequency

Diagram 2 presents that the translation techniques frequency as adapted in the 4th SENTRINOV Program Book 2018. It shows that a dominant technique applied in the data is literal translation in the frequency of 278 (43.6%), then the second place is borrowing (pure/naturalized translation) in the frequency of 138 (21.6%), while the third technique is reduction in the frequency of 58 (9.1%), the fourth technique is creation discursive in the frequency of 54 (8.4%), the fifth technique is calque in the frequency of 28 (4.3%), the sixth technique is amplification in the frequency of 23 (3.6%), the seventh technique is established equivalent in the frequency of 22 (3.4%),

the eighth technique is deletion in the frequency of 15 (2.3%), the ninth technique is transposition in the frequency of 12 (1.8%) , and the last technique is addition in the frequency of 9 (1.4%).

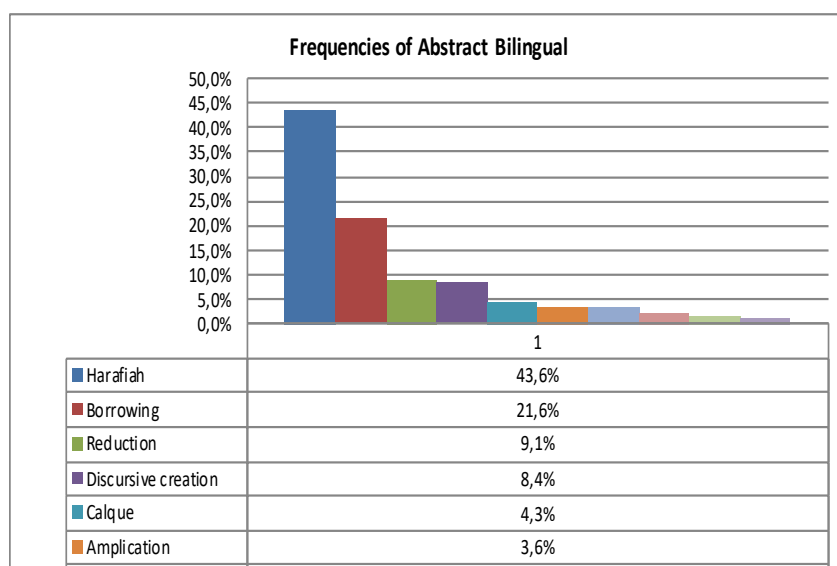


Figure 2 Translation Techniques

4. Conclusion

The implementation of translation techniques in the data is varied. From 287 translated ID-EN bilingual abstract texts, the results identified that the frequency of applying the translation techniques is dominantly used by literal (literal translation) in the frequency of 278 (43.6%), then the second place is borrowing (pure/naturalized translation) in the frequency of 138 (21.6%), while the third technique is reduction in the frequency of 58 (9.1%), the fourth technique is creation discursive in the frequency of 54 (8.4%), the fifth technique is calque in the frequency of 28 (4.3%), the sixth technique is amplification in the frequency of 23 (3.6%), the seventh technique is established equivalent in the frequency of 22 (3.4%), the eighth technique is deletion in the frequency of 15 (2.3%), the ninth technique is transposition in the frequency of 12 (1.8%) , and the last technique is addition in the frequency of 9 (1.4%).

There are 6 variants translation techniques, which classified into 48 data in single variant techniques; 138 data in couplet variant techniques; 60 data in triplet variant techniques; 16 data in quartet variant techniques; 3 data in quintet variant techniques and 1 data in sextet variant technique.

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External supportive moves in Yemeni Arabic as used by female speakers in the same gender and cross gender

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Abstract - This study investigates the types and frequency of supportive moves in Yemeni Arabic as used by female speakers in the same gender and cross gender. The respondents of the study were 336 undergraduate students from Sana'a University, aged 20-23. All of the participants are relatively homogeneous in terms of their cultural background. The data were collected by using Discourse Completion Test (DCT). The analysis of the data is based on Blum-Kulka et al's (1989) CCSARP (Cross Cultural Speech Act Realization Project) coding scheme. The results showed that Yemeni females showed greater use of external supportive moves when interacting with females more than to males. Regarding the use of external supportive moves according to direct head act of requests and indirect head of requests, in general, female respondents in F-F, F-M interactions have a great tendency to employ external supportive moves with direct and indirect head act of requests. In other words, it was observed that female respondents convey polite request by using external supportive moves regardless of directness or indirectness.

Keywords: same gender, cross gender, request, direct request, indirect request, supportive moves

1. Introduction

The emphasis on language as accomplishing certain communicative function led to concentrate on the notion of the speech acts, or the use of an utterance to achieve a specific goal. The application of the notion of speech acts is one of the important points that led researchers such as Austin (1962) to explain the notion of the speech acts. According to Austin (1962) speech is a unit of speaking, used to perform different functions in communication and certain actions can only be carried out using language.

According to Searle (1969: 21), “the speech act is the minimal unit of communication.” This refers that Searle is aware of the significance of context. Searle (1969) takes Austin’s felicity conditions a step further and systematizes the nature of the conditions as: the prepositional content condition, the preparatory condition, the sincerity condition, and the essential condition, which are necessary for a particular utterance to count as a given act; that is, for the successful performance of a particular speech act.

Furthermore, Searle (1976) argued that Austin’s classification did not introduce a clear classification for illocutionary acts. Therefore, Searle (1979: 12-20) classified illocutionary acts into five categories, which reflect the different types of conditions underlying speech acts:

- 1-Representatives, which tell, people how things are, (e.g. suggest, insist, or swear)
- 2-Directives which try to get people to do things (e.g. order, request or invite)
- 3-Comissives, which make us commit ourselves to do things (e.g. intend or favour)
- 4-Expressive which make us express our feelings and attitudes (e.g. thank, congratulate, or apologize)
- 5-Declarations, which make us bring about changes through our utterances (e.g. resign, appoint somebody, or fire somebody)

It can be observed that Searle’s classification of the illocutionary acts provide some useful insights for analyzing utterances. Searle’s categories or classifications are more widely used today. However, Vanderveken and Kubo (2002) note that Searle’s theory is not a theory of conversation and that the future of speech act theory should lie in the development of a theory of discourse. Reiter & Placencia (2005) point out that Searle’s theory is insensitive to cultural variation in the conceptualization and use of indirectness.

Many studies have been conducted to investigate the use of supportive moves as mitigators for request. Felix-Brasdefer (2005) conducted a study to examine the notions of indirectness and politeness in speech act of requests, including head acts and external modifications, among Mexican University students in role-play situation. The findings of the study show that NSs of Mexican Spanish prefer to use conventional indirectness strategies by means of ‘query preparatory’ when making request in situations, which display + Power or + Distance, whereas they prefer to use directness strategies when the relationship between the interlocutors was closer (-Distance). Furthermore, the study proves that there is no relation between indirectness and politeness as observed by Brown and Levinson (1987) and Leech (1983). The findings of the study show that direct requests are situation-dependent and seem to be the expected behaviour among Mexican subjects in a solidarity politeness system (-Power, – Distance). In addition, the findings indicate that NSs of Mexican Spanish use various supportive moves to soften and smooth conversational interaction. These supportive moves are considered as mitigators to soften the harshness of direct requests.

Economidou-Kogetsidis (2002) investigates the way Greek non-native speakers of English use lexical and phrasal down-graders and external supportive moves in order to soften the force of their English requests and the extent to which this mitigation deviates from that of British English native speakers. The findings indicate that the amount and type of modification

used by the Greek learners present some deviations from native speakers' use. These deviations can be seen as being due to native influence and therefore to pragma-linguistic and socio-pragmatic transfer, as well as to the different perception of politeness by the two language/cultural groups.

Therefore, the current study is an attempt in this direction to examine this important aspect of their communicative competence in Yemeni Arabic through request as an important type of speech acts. The current study differs from previous studies because it investigates the kind of supportive moves and their roles in making polite request in Yemeni Arabic in the same gender and cross gender.

2. Theoretical Framework

2.1 The Speech Act of Request in Arabic

According to Haron (2001) *atalab* (directive) falls under what is called *alinfa?* 'initiating', as opposed to *alḡabar* 'reporting'. *alinfa?* cannot be described as true or false, while *alḡabar* can be described as true or false depending on whether it agrees or disagrees with the reality of the world. *atalab* (directive) in Arabic has two types (1) *al-amr* that requires the addressee to do something. (2) *al-naḥiy* that requires the addressee not to do something. *atalab* in Arabic is used to issue a command by someone of higher status to someone of lower status. For example,

(1) *ʔuktub darsak.* (al-amr)

Write your lesson.

(2) *la tuḡa:lif wa:lidayka* (al-naḥiy)

Don't disobey your parents

In the example (1), it is clear that the speaker used *al-amr* (command) and it can be observed that *al-amr* (command) in Arabic used by someone of higher status to someone of lower status. In the example (2) it can be noted that the speaker use *al-naḥiy* to make a command by asking someone not to do something. To make *al-naḥiy* in Arabic, the speakers have to add the particle *la* (no) before the verb to change the verb to jussive.

However, meaning of directive in Arabic may change when the context change as will be seen in the following most common cases:

A. Praying: a speaker of lower status addressing a person of higher status implies such a meaning.

(3) *ja:rab sa:mihni*

Oh Allah, forgive me.

B. Requesting: the directive is used here between equals. A friend is asking his friend to wait for him.

(4) *la:taḡrudḡ min albait ḡata ʔaʕu:d*

Don't leave home until I come back.

C. Expressing a wish: here, the speaker expresses a wish for something hard to get, someone who has got tired of his life.

(5) *ja:mautu: ʔqdim ʔinna l-hayata ḡami:matun*

Oh death, come, life is unbearable.

D. Advising: here, the addressee is not under any obligation to follow the directive. A father is giving advice to his son.

(6) *sa: ḡib min ʔnnas ḡiya: ra: hum.*

Choose your friends from the best people.

It can be observed from the examples above that Arabic makes use of the context to derive the meaning of the directive. In other words, in Arabic the kind of the topic and the status of the relationship between the speaker and the addressee determine the meaning of the directive.

2.2 Gender

Gender and speech behaviour are seen as interrelated variables. As a result, sociolinguistic research has been conducted on gender differences in speech act and politeness. However, empirical findings seem to suggest that gender differences do exist in politeness; women are considered more polite, less critical, and prone to using more softening devices than men (Lakoff, 1975; Tannen, 1990; Boxer, 1993; Holmes, 1995). Scollon and Scollon (1995) state that women use indirect strategies to communication, and men use direct style to communication. This observation is confirmed by Holmes (1995:2) who says that women generally more polite than men. She points out that “Most women enjoy talk and regard talking as an important means of keeping in touch, especially with friends and intimates. They use language to establish, nurture and develop the personal relationships. Men tend to see language more as a tool for obtaining and conveying information.” Many researchers have reported that women are using politeness strategies in their speech more than men and women are more likely to apologize soften criticism or express thanks more than men (Holmes, 1998; Herbert, 1990; Pilkington, 1998; Tannen, 1994). According to the above discussion, it can be concluded that men and women use language differently and these differences can be observed in politeness.

3. Method

3.1 Respondents

The respondents of the study consisted of 336 undergraduate students (male and female respondents) from Sana’a University. All of the respondents were native speakers of Yemeni Arabic, aged 20-23. They were relatively homogeneous in terms of their cultural background.

3.2 Procedures

The respondents were asked to fill out a Discourse Completion Test (DCT). The DCT was written in Arabic language in order to obtain responses in Arabic. The DCT involves twelve written conversations that denote twelve different situations. In each situation, there is a brief description. The DCT was distributed to the respondents to complete each dialogue by writing a suitable request in Yemeni Arabic in Female-Female and Female-Male Interaction across twelve situations.

3.3 Data Analysis

The coding scheme applied in the current study was mainly based on the coding manual developed by Blum-Kulka et al., (1989) in the Cross Cultural Speech Act Realization Project (CCSARP). They were coded depending on the following types of supportive moves:

Table 1 External Supportive Moves according to Blum-Kulka et al. (1989)

-
- 1-Grounder
 - 2-Preparator
 - 3-Apology
 - 4-Gratitude

5-Disarmer
6-Getting a pre commitment
7-Imposition minimizer

4. Results and Discussion

4.1 External Request Modifications used with Direct and Indirect Head Act of Requests by Female - Female and Female - Male Interactions

This section presents the distribution of external supportive moves across the twelve situations in female-female and female-male- interactions. The results are presented according to direct and indirect head ac of the requests as shown in the Tables 2, 3 and 4.

As shown in Table 2, the findings indicate that the female respondents employed external supportive moves with direct and indirect strategies in order to mitigate their requests with different frequencies and percentages. Furthermore, the Chi-square test was conducted to investigate the differences or similarities in the use of external supportive moves in F-F and F-M interactions with regard to direct head act of requests and indirect head acts of requests. The results of the Chi-square test indicates that there is no significant difference in the use of external supportive moves in F-F and F-M interactions in situations 1, 2, 3 and 4. The p value in situations 1, 2, 3 and 4 in F-F interactions is 0.932, 0.953, 0.999 and 0.990, $p < 0.05$, respectively. Furthermore, the p value in situation 1, 2, 3 and 4 in F-M interactions is 0.988, 0.838, 0.997 and 0.992, $p < 0.05$, respectively.

Referring to the use of external supportive moves, it can be observed that the female respondents have a great preference to employ various external supportive moves in F-F and F-M interactions. The female respondents consider the external supportive moves important parts in making requests and polite markers that help to mitigate and soften their requests.

Regarding direct head act of requests and indirect head of requests, the female respondents in F-F and F-M interactions have a great tendency to employ external supportive moves with direct and indirect head act of requests. It can be noted from Table 3 that the use of external supportive moves in Yemeni Arabic with direct and indirect head act of requests is obligatory to mitigate and soften the request and to make it polite and tactful request.

Table 2 shows that the female respondents seem to be aware of that the degree of politeness does not affected by directness or indirectness. They are aware that the degree of politeness is affected by the external supportive moves. They consider the head act of requests that proceeds or follows by external supportive moves as polite request. Therefore, they consider as obligatory element in making polite requests in Yemeni Arabic.

Table 2 External Supportive Moves Used in Direct and Indirect Head Act of Requests in F-F & F-M Interactions in Situations 1, 2, 3 & 4

Supportive moves	S1				S2				S3				S4			
	F-F		F-M		F-F		F-M		F-F		F-M		F-F		F-M	
	D	I	D	I	D	I	D	I	D	I	D	I	D	I	D	I
Preparatory (formulaic)	39 52.7%	35 47.3%	34 54.8%	28 45.2%	13 56.5%	10 43.5%	9 56.3%	7 43.8%	45 54.2%	38 45.8%	44 55.0%	36 45.0%	27 54.0%	23 46.0%	32 53.3%	28 46.7%
grounder (formulaic)	27 51.9%	25 48.1%	28 56.0%	22 44.0%	0	0	0	0	6 54.5%	5 45.5%	4 66.7%	2 33.3%	5 71.4%	2 28.6%	2 50.0%	2 50.0%

Getting a pre-commitment (semi-formulaic)	0	0	0	0	3 75.0%	1 25.0%	6 75.0%	2 25.0%	12 60.0%	8 40.0%	6 54.5%	5 45.5%	4 57.1%	3 42.9%	4 66.7%	2 33.3%
Apology (formulaic)	12 60.0%	8 40.0%	15 55.6%	12 44.4%	6 60.0%	4 40.0%	7 70.0%	3 30.0%	8 53.3%	7 46.7%	9 60.0%	6 40.0%	14 58.3%	10 41.7%	6 60.0%	4 40.0%
Disarmer (semi-formulaic)	4 66.7%	2 33.3%	6 60.0%	4 40.0%	36 55.4%	29 44.6%	18 54.5%	15 45.5%	7 53.8%	6 46.2%	11 52.4%	10 47.6%	23 57.5%	17 42.5%	26 56.5%	20 43.5%
Imposition minimizer (semi-formulaic)	0	0	0	0	32 53.3%	28 46.7%	52 56.5%	40 43.5%	11 57.9%	8 42.1%	7 58.3%	5 41.7%	18 54.5%	15 45.5%	20 58.8%	14 41.2%
Gratitude (formulaic)	9 56.2%	7 43.8%	11 57.9%	8 42.1%	4 66.7%	2 33.3%	6 66.7%	3 33.3%	4 57.1%	3 42.9%	8 53.3%	7 46.7%	4 57.1%	3 42.9%	5 62.5%	3 37.5%
Total	168		168		168		168		168		160		168		168	
Chi-square test	0.932		0.988		0.953		0.838		0.999		0.997		0.990		0.992	

D = Direct Head Act

I = Indirect Head A

Furthermore, the Chi-square test was conducted to examine whether F-F and F-M interactions differ in their use of external supportive moves according to directness and indirectness in situations 5, 6, 7 and 8. As shown in Table 3, the results indicate that there is no significant difference in the use of external supportive moves in F-F and F-M interactions according to the degree of directness or indirectness. The p value in situations 5, 6, 7 and 8 in F-F interactions is 0.785, 0.984, 0.974 and 0.979, $p < 0.05$, respectively. Furthermore, the p value in situation 5, 6, 7 and 8 in F-M interactions is 0.940, 0.991, 0.995 and 0.703, $p < 0.05$, respectively.

With regard to the use of external supportive moves, the findings show that the female respondents in Yemeni Arabic used various external supportive moves to mitigate and soften the harshness of requests and make it polite. The external supportive moves are employed by the female respondents to show their requests as polite request. It seems that the external supportive moves are very important in Yemeni Arabic and it is consider as the source of politeness in request in Yemeni culture. It seems that the use of supportive moves in Yemeni Arabic with direct and indirect head act of requests is compulsory.

Table 3 External Supportive Moves Used in Direct and Indirect Head Act of Requests in F-F & F-M Interactions in Situations 5, 6, 7 & 8

Supportive moves	S5				S6				S7				S8			
	F-F		F-M		F-F		F-M		F-F		F-M		F-F		F-M	
	D	I	D	I	D	I	D	I	D	I	D	I	D	I	D	I
Preparatory (formulaic)	34	26	30	25	38	32	34	26	29	25	30	24	13	11	19	17
grounder (formulaic)	11	10	15	9	12	9	16	10	34	26	31	28	48	42	38	37
Getting a pre-commitment (semi-formulaic)	52.4%	47.6%	62.5%	37.5%	57.1%	42.9%	61.5%	38.5%	56.7%	43.3%	52.5%	47.5%	53.3%	46.7%	50.7%	49.3%
	34	28	27	25	28	19	28	22	9	8	9	7	19	15	21	14
	54.8%	45.2%	51.9%	48.1%	59.6%	40.4%	56.0%	44.0%	52.9%	47.1%	56.3%	43.8%	55.9%	44.1%	60.0%	40.0%

Apology (formulaic)	13	10	16	14	11	10	9	6	13	10	12	8	5	4	8	6
Disarmer (semi-formulaic)	56.5%	43.5%	53.3%	46.7%	52.4%	47.6%	60.0%	40.0%	56.5%	43.5%	60.0%	40.0%	55.6%	44.4%	57.1%	42.9%
Imposition minimizer (semi-formulaic)	2	0	4	3	3	3	6	5	0	0	0	0	3	1	4	2
Gratitude (formulaic)	100%		57.1%	42.9%	50.0%	50.0%	54.5%	45.5%					75.0%	25.0%	66.7%	33.3%
Total	0	0	0	0	2	1	4	2	3	1	7	5	4	3	2	0
Chi-square test	0	0	0	0	66.7%	33.3%	66.7%	33.3%	75.0%	25.0%	58.3%	41.7%	57.1%	42.9%	100%	
	168		168		168		168		168		168		168		168	
	0.785		0.940		0.984		0.991		0.974		0.995		0.979		0.703	

D = Direct Head Act I = Indirect Head Act

The analysis was also carried for situations 9, 10, 11 and 12 to examine if the F-F and F-M interactions differ in the use of external supportive moves according to direct head act of requests or indirect head act of requests. As shown in Table 4, the findings of the Chi-square tests indicate that there is no significant difference in the use of external supportive moves in F-F and F-M interactions according to directness or indirectness. The p value in situations 9, 10, 11 and 12 in F-F interactions is 0.948, 1.000, 0.932 and 0.986, $p < 0.05$, respectively. Furthermore, the p value in situation 9, 10, 11 and 12 in F-M interactions is 0.981, 0.982, 0.826 and 0.926, $p < 0.05$, respectively.

From the Table 4 it should be noted that the female respondents in F-F and F-M interactions tend to use the external supportive moves to mitigate and soften their requests. It seems that the degree of politeness is reflected in the use of the external supportive moves instead of direct strategies or indirect strategies. It is interesting to observe that the male respondents in F-F and F-M interactions convey the polite request by using the external supportive moves regardless of directness or indirectness. It seems that the use of external supportive moves in Yemeni Arabic with direct and indirect head act of requests is very important to convey polite request.

Table 4 External Supportive Moves Used in Direct and Indirect Head Act of Requests in F-F & F-M Interactions in Situations 9, 10, 11 & 12

Supportive moves	S9		S10		S11		S12	
	F-F		F-M		F-F		F-M	
	D	I	D	I	D	I	D	I
Preparatory (formulaic)	43	38	37	30	23	17	24	15
	53.1%	46.9%	55.2%	44.8%	57.5%	42.5%	61.5%	38.5%
grounder (formulaic)	18	13	24	19	34	26	36	28
	58.1%	41.9%	55.8%	44.2%	56.7%	43.3%	56.3%	43.8%
Getting a pre-commitment (semi-formulaic)	12	8	9	8	22	18	15	14
	60.0%	40.0%	52.9%	47.1%	55.0%	45.0%	51.7%	48.3%
Apology (formulaic)	6	4	10	9	5	3	8	6
	60.0%	40.0%	52.6%	47.4%	62.5%	37.5%	57.1%	42.9%

Disarmer (semi- formulaic)	7 70.0%	3 30.0%	4 66.7%	2 33.3%	3 60.0%	2 40.0%	4 66.7%	2 33.3%	0	0	0	0	10 62.5%	6 37.5%	9 52.9%	8 47.1%
Imposition minimizer (semi- formulaic)	6 66.7%	3 33.3%	5 55.6%	4 44.4%	6 54.5%	5 45.5%	7 63.6%	4 36.4%	3 50.0%	3 50.0%	2 100%	0	4 57.1%	3 42.9%	6 75.0%	2 25.0%
Gratitude (formulaic)	4 57.1%	3 42.9%	5 71.4%	2 28.6%	2 50.0%	2 50.0%	3 60.0%	2 40.0%	3 75.0%	1 25.0%	4 66.7%	2 33.3%	3 75.0%	1 25.0%	4 57.1%	3 42.9%
Total Chi-square test	168 0.948		168 0.981		168 1.000		168 0.982		168 0.932		168 0.826		168 0.986		168 0.926	

D = Direct Head Act

I = Indirect Head Act

4.2 Types of External Supportive Moves Used in F-F and F-M Interactions

The external supportive moves were used in F-F and F-M interactions as mitigators for requests in Yemeni Arabic. The most frequent external supportive moves found in the data in F-F and F-M interactions are as follows: (refer to Table 5).

Preparator

Preparator is a kind of external supportive move that is used to introduce the request to prepare the hearer for an upcoming request and draw the hearer's attention. The data of the current study identifies different external supportive moves of preparators, which often occur at the beginning of request. An external supportive move of preparators is the first preferred utterance among the respondents in female-female interactions and female-male interactions. It occurs across the twelve situations with different frequencies. The overall use of external supportive moves of preparatory across twelve situations in F-F interactions is (33% [n= 668]), whereas, the overall use of them across twelve situations in F-M interactions is (31% [n= 624]). It can be observed that there is a slight preference in F-F interactions to use external supportive moves of preparators more than in the F-M interactions. External supportive moves of preparators can be observed in some of the examples below:

Request preparator

(11) * *Law samahti* ja:mədirah mʊmkin ʔrwiħ badri
If you allowed me hey manager can go early
Excuse me manager, can I leave work early?

ʔljaʊm maʕ-i mawʕid mʕa tabib alasan
today have-I appointment with dentist
today, I have an appointment with dentist.

(12) * *ʔiða takarramt* ja:ʔaħ-i ʕiran-i daftara-k
If you be generous enough brother-my lend-me notebook-your
Please my brother, lend me your notebook

ʔswir almuħaðarah

copy lecture
to copy the lecture.

- | | Preparator | | Request |
|------|----------------------------------|--------------|--------------|
| (13) | <i>ʔiða takarramti</i> | ja:ʔusta:ðah | təktibi-li |
| * | <i>If you be generous enough</i> | hey teacher | write-me |
| | <i>Please</i> | my teacher, | write for me |

risalat tawsjah
letter recommendation
a recommendation letter.

- | | Preparator | | Request | |
|------|------------------------------|-------------|--------------|----------|
| (14) | <i>ʔiða ma:fi: ʔizɬɬ</i> | ja:mədirah | baʔimmkaniki | taʕirini |
| * | <i>If no bother</i> | hey manager | can you | lend-me |
| | <i>If there is no bother</i> | my manager, | can you | lend me |

sja:ra:t-ik	ʔwasil	ʔax-i	min	almahtah
car-your	lift	brother-my	from	station
your car?	to lift	my brother	from	station?

- | | Religious plea (preparator) | | Request | |
|------|-----------------------------|-------------|--------------|-------------|
| (15) | <i>allah jəba:rik fi:k</i> | ja:mədir | ʔana məhtadɬ | sja:ra:t-ak |
| * | <i>Allah bless you</i> | hey manager | I need | car- your |
| | <i>Allah blesses you</i> | manager, | I need | your car |

ʔwasil	ʔax-i	min	ʔlmahtah
lift	brother-my	from	station
to lift	my brother	from	station?

- | | Religious plea (preparator) | | Request | |
|------|-----------------------------|-------------|--------------|------------------------|
| (16) | <i>allah jahfðak</i> | ja:ʔusta:ð | ʔəkəb-li | risalat tawsjah |
| * | <i>Allah preserve you</i> | hey teacher | write-me | letter recommendation |
| | <i>Allah preserves you</i> | my teacher, | write for me | recommendation letter. |

From the examples above, respondents use external supportive moves in order to prepare the hearer for the ensuing request. The speaker usually announces that he/she will make a request either by means of checking the hearer availability for carrying out the request or by asking the hearer permission to make the request. It also can be found that the head acts are modified by external supportive moves. For example, ‘*Law samahti*’ (excuse me) for male in (11), ‘*ʔiða takarramti*’ (please) for male in (12), ‘*ʔiða takaramti*’ (please) for female in (13) and ‘*ʔiða ma:fi: ʔizɬɬ*’ (If there is no bother) for male or female in (14). External supportive moves, which mentioned above are in excess of the politic behaviour that can be expected during the interaction, and can thus be open to a polite interpretation. The respondents also used religious plea as external supportive moves to mitigate and soften the upcoming requests such as ‘*aallah jəba:rik fi:k*’ (Allah blesses you) for male in (15) and ‘*allah jahfðak*’ (Allah preserves you) in (16).

Grounders

Grounder is another example of external supportive moves. It can be observed from Table 4.44 that external supportive move of grounder (reasons or justification) is the second preferred utterance among the respondents in F-F interactions and F-M interactions. The function of external supportive move is to mitigate the illocutionary force of request and to smooth the conversational interaction. The overall use of external supportive moves across eleven situations in F-F interactions is (23% [n= 471]), whereas, the overall use of external supportive moves across eleven situations in F-M interactions is (24% [n= 479]). It can be observed that there is no difference in the choice of external supportive moves. In F-F interactions and F-M interactions, it is preferred strategy by respondents to mitigate their requests. External supportive moves of grounders can be observed in some of the examples below:

Request					
(17)	Law samahti	ja:ʔʊxt-i	ʃiran-i	mahmul-ik	ʔtbʃ
*	If you allowed me	sister-my	lend-me	laptop-your	type
	Excuse me	my sister,	lend me	your laptop	to type
Grounder (reason/justification)					
	wadʒibi	mahmu:l-i	mʊʃtal		
	assignment -my	laptop-my	broken		
	my assignment	my laptop	is broken.		
Request					
(18)	min faðlik	ʔana	kʊnt	ʔaijb	ʔmss
*	out of your bounty	I	was	absent	yesterday
	Please,	I	was	absent	yesterday
	ʔstaʃi:r	daftari-k	ʔnqʊl	almuħaðarat	
	borrow	notebook-your	copy	lectures	
	to borrow	your notebook	to copy	the lectures.	
Request					
(19)	allah jahfðak	ja:ʃam salih	wasln-i	la-su:q	
*	Allah preserve you	Hey uncle Saleh	take-me	to-market	
	Allah preserves you,	my uncle Saleh	give me a ride	to the market	
Grounder (reason/justification)					
	ʔʃtari	fawakh	ʃndi	ðʊju:f	
	to buy	fruit	have-I	guests	
	to buy	fruit	I have	guests.	

From the examples above, it can be seen external supportive moves as a co-operative mitigator that mitigates the conversational interaction by giving reasons or justifications. External supportive moves make the hearer to be more understanding and willing to co-operate such as '**mahmu:l-i mʊʃtal**' (my laptop is broken), in (17), '**ʔana kʊnt ʔaijbʔmss**' (I was absent yesterday' in (18) and '**ʔʃtari fawakh ʃndi ðʊju:f**' (to buy fruit. I have guests) in (19). The external supportive moves, which used in examples 17, 18 and 19 form part of the expected politic behaviour in this type of interaction. However, these external supportive moves can be interpreted as polite justification that mitigates the request.

Getting a Pre-Commitments

Getting a pre-commitment is an external supportive move and is considered as one of the important external supportive moves. It is the third preferred utterance among the respondents in F-F interactions and F-M interactions. The overall use of external supportive moves across eleven situations in F-F interactions is (15% [n= 292]), whereas, the overall use of external supportive moves across eleven situations in F-M interactions is (13% [n= 265]). It can be observed that there is a great preference in F-F interactions to use getting pre-commitments more than in the F-M interactions. Getting pre-commitments can be observed in some of the examples below:

- | | | | |
|------|--|-------------|--------------------------|
| | Getting a pre-commitment | | Request |
| (20) | <i>məmkın ʔtləb mənnik xıdmah</i> | ja:ʔstaðah | ʔft-i |
| * | <i>possible I-request from you help</i> | hey teacher | want-I |
| | <i>Can I ask your help</i> | my teacher, | I want |
| | astaʃi:r kitab-ik | | |
| | borrow book-your | | |
| | to borrow your book. | | |
| | Getting a pre-commitment | | Request |
| (21) | <i>ʔiða ma:fi: ʔizɬɬ məmkın xıdmah</i> | ja:mədirah | ʔaʃti |
| * | <i>If no bother possible help</i> | hey manager | want |
| | <i>If there is no bother can you help me</i> | my manager, | I want |
| | sja:ra:t-ik ʔwasıl ʔax-i min almahtah | | |
| | car-your lift brother-my from station | | |
| | your car to lift my brother from station. | | |
| | Getting a pre-commitment | | Request |
| (22) | <i>baammkanak tsaʃdni</i> | ja: ʔhmad | ʔft-i tsalfini fəlu:s |
| * | <i>able-you help-me</i> | hey ahmed | want-I lend- me money |
| | <i>Can you able to help me?</i> | Ahmed, | I want to lend me money? |
| | nisi:t fəlu:si fi albeıt | | |
| | forgot money-my at home | | |
| | I forgot my money at home. | | |

As shown in the examples above, external supportive moves used by the respondents with head acts to prepare the hearer for request and prepare the addressee for what could be as a favour. They are devices used at the beginning of the head act to help the speaker feel that he/she has a safer ground for uttering his/her request. For example, all requests, which mentioned in the examples above, can be interpreted as face threatening acts (FTA). Therefore, the speakers use the external supportive moves in excess of the required politic behaviour of the interaction and are open to an interpretation as polite utterances that help to protect the speakers' faces and hearers' faces, such as '*məmkın ʔtləb manik xıdmah*' (can I ask your help) for female in (20), '*ʔiða ma:fi: ʔizɬɬ məmkın xıdmah*' (If there is no bother can you help me) for male or female in (21) '*baammkanak tsaʃdni*' (can you able to help me) in (22).

Apology

Apology is another type of external supportive moves. External supportive move of apology is the fourth preferred utterance among the respondents in F-F interactions and F-M interactions. It occurs across the twelve situations with different frequencies. The overall use of external supportive move of apology across twelve situations in F-F interactions is (9% [n= 195]), whereas, the overall use of external supportive move of apology across twelve situations in F-M interactions is (10% [n= 206]). The function of apology is to minimize and mitigate the impact of request and to attract the hearer's attention. It also helps the requester to save his face and the addressee's face. Apology can be observed in some of the examples below:

Apology		Request			
(23)	ʕafwan	ja:ʔʊstʔað	mʊmkin	tʕirin-i	kitab-ik
*	sorry	hey teacher	can	lend-me	book-your
	I am sorry	teacher,	can you	lend me	your book?
Apology		Request			
(24)	ʕafwan	ja:ʔʊxt-i	ʔdi-li	alfaturah	
*	sorry	sister-my	give- me	bill	
	I am sorry	my sister,	give me	the bill.	
Apology		Request			
(25)	ʕafwan	ja: ʕli	wasln-i	la-su:q	niftari
*	sorry	hey ali	take-me	to-market	to buy
	I am sorry	Ali,	take me	to the market	to buy
	fawakih	la-lbait			
	fruit	for-family			
	fruit	for my family.			
Apology		Request			
(26)	ʕafwan	ʔax-i	ʕiran-i	daftara-k	ʔfti
*	sorry	brother-my	lend-me	notebook-your	want
	I am sorry	my brother	lend me	your notebook	I want
	ʔswir	almuħaðarat	ʔli	kʊnt	ħaijbha
	copy	lectures	which	was	absent
	to copy	the lectures	which	I was	absent.

As shown in the examples above, external supportive moves of apology were used by the respondents to minimize and mitigate the negative effects of request with direct and indirect head act request strategies such as ‘**ʕafwan**’ (I am sorry) for male or female in 23, 24, 25 and 26. External supportive moves of apology used at the beginning of the head act as introduction for the request and to be guaranteed ground for requesting. Thus, ‘**ʕafwan**’ (I am sorry) is open to polite interpretation. It is considered as a part of politic behaviour in this type of verbal interaction and considers as a mitigator for request. It also helps the requester to save his face and the addressee's face.

Disarmers

Disarmer is considered as external supportive move. External supportive move of disarmer is the fifth preferred utterance among the respondents in F-F interactions and F-M interactions. It occurs across eleven situations with different frequencies. The overall use of external supportive move of disarmer across eleven situations in female-female interactions is (8% [n= 167]), whereas, the overall use of external supportive move of disarmer across eleven situations in female-male interactions is (8% [n= 163]). It can be observed that there is no difference in the choice of external supportive move of disarmer in F-F interactions and F-M interactions. This type of external supportive moves of disarmers can be seen in some of the examples below:

(27) *	Disarmer		Request	
	ʔiðə ma:fi: ʔizʔdʒ If no bother If there is no bother	ja:bint-i hey-daughter my daughter,	ʕiran-i lend-me lend me	maħmulak laptop-your your laptop
	lmɔdat sa:ʕah for an hour for an hour.			
(28) *	Disarmer		Request	
	ʔana dari ʔnish I know you I know you are	mafʕu:lah busy busy.	ja:ʔɔsta:ðah hey teacher my teacher,	ʔaft-i want-I I want you
	tɔktɔbi-li write-me to write for me			
(29) *	Disarmer		Request	
	ʔiðə ma:fi: ʔhradʒ If no embarrassed If there is no embarrassed	ja:sahab-i hey friend-my My friend,	ʔʕti I want I want you	tsalifni lend-me lend me
	fɔlu:s money money.			

As can be seen from the examples above, the respondents use external supportive moves devices, which disarm hearers from the possibility of refusal. In other words, the respondents try to remove any potential objections the hearer might raise upon being confronted with the request. External supportive moves of disarmers may include clauses that express speaker's awareness that the request deemed as an imposition on the hearer. They are considered as part of politic behaviour, which classify as polite and appropriate utterances that save the speakers' faces and hearers' faces. The respondents use these disarmers as mitigators and tactful strategy to remove potential objection of refusing the request, such as '**ʔiðə ma:fi: ʔizʔdʒ**' (If there is

no bother) for male or female in (27), '*ʔana dari ʔnish mafʔu:lah*' (I know you are very busy), for female in (28) and '*ʔiða ma:fi: ʔhradʒ*' (If there is no embarrassed) in (29).

Imposition minimizers

Imposition minimizer is an external supportive move. It is the sixth preferred utterance among the respondents in F-F interactions and F-M interactions. It occurs across nine situations with different frequencies. The overall use of external supportive move of imposition minimizer across nine situations in F-F interactions is (8% [n= 155]), whereas, the overall use of external supportive move of imposition minimizer across nine situations in F-M interactions is (9% [n= 175]). It can be observed that there is a great preference in F-M interactions to use external supportive move of imposition minimizer more than in the F-F interactions. They employed it to reduce imposition, mitigate their request, make request smooth and to protect the speaker's face and hearer's face. External supportive moves of imposition minimizer can be observed in some of the examples below:

		Request				
(30)	ja:saliħ	si:r	ʔila	albaqa:lah	w-ʃtari	ħðrawa:t
*	hey saleh	go	to	grocery	and-buy	vegetable
	Saleh,	go	to	grocery	and buys	vegetable.

Imposition minimizer

almakan *qarib*
place *near*
The place *is not far.*

			Request		
(31)	allah jaħfðik	ja:ħa:dʒah	ʔaʃtiki	tnaðifi	maktab-i
*	Allah bless you	hey hajji	want you	clean	office-my
	Allah blesses you	hajji,	I want you	to clean	my office.

Imposition minimizer

ħams *daqa'aq* *bass*
five *minutes* *only*
just *five* *minutes.*

From the examples above, the respondents use the external supportive moves as an attempt to reduce the negative effects of imposition. It also make request smooth and acceptable, and to convince the hearer to accept the requests by making it very smooth request such as '*almakan qarib*' (the place is not far) in (30), and '*ħams daqa'aq bass*' (just five minutes) in (31). Thus, '*almakan qarib*' (the place is not far) in (30), and '*ħams daqa'aq bass*' (just five minutes) in (31) are aimed to support the hearers' faces. They are considered as a part of politeness behaviour and they are a form of politeness payment for the negative impact of the request.

Gratitude

Gratitude is another type of external supportive moves. It is the least preferred utterances among the respondents in F-F interactions and F-M interactions. It occurs across eleven situations with low frequencies. The overall use of external supportive move of gratitude across eleven situations in F-F interactions is (4% [n= 68]), whereas, the overall use of external supportive move of gratitude across eleven situations in F-M interactions is (5% [n= 96]). It

can be observed that there is a great preference in F-M interactions to use external supportive moves of gratitude more than in the F-F interactions. The function of external supportive moves of gratitude is to minimize and mitigate the impact of request and show the appreciation to the hearers as closing. The external supportive moves of gratitude can be observed in some of the examples below:

- (32) Request
* ja:-mɔbaʃer ʔuri:d mennak tegi:b-li alfaturah
hey waiter want From you give- to me bill
Waiter, I want you To give me the bill.
- Gratitude
w-maʃku:rin ʃala ʃadamatakɔm
and-thank-you for service-your
And thank you for your service.
- (33) Request
* Law samaḥti ja:mɔdirah mumkin tidi-li sja:ra:t-ik
If you allowed me hey manager can give-me car-you
Excuse me my manager, can you give me your car
- Gratitude
ʔwasil ʔaχ-i min almaḥtah *maʃa htrami lakɔm*
lift brother-my from station *with respect-my for you*
to lift my brother from station. *with my respect.*

From the examples above, it can be observed that external supportive move of gratitude is used as a part of the required politic behaviour to mitigate and soften the request by weakens the negative effect of the requests head act. Gratitude were used with head acts such as ‘*w-maʃku:ri:n ʃala ʃadamatakɔm*’ (and thank you for your service) in (32) and ‘*maʃa htrami lakɔm*’ (with my respect) in (33). The use of external supportive moves of gratitude show solidarity between the interlocutors and decrease the negative effects of requests.

5. Conclusion

As illustrated in Table 5 that female respondents generally showed greater use of external supportive moves to mitigate their requests. Seven external supportive moves were identified in the data of the present study in F-F, F-M interactions. However, in the F-F interactions, the number of external supportive moves that identified in the data was 2016. However, in F-M interactions the number of external supportive moves was 2008. The findings showed that Yemeni females showed greater use of external supportive moves when interacting with females more than to males. Regarding the use of external supportive moves according to direct head act of requests and indirect head of requests, in general, female respondents in F-F, F-M interactions have a great tendency to employ external supportive moves with direct and indirect head act of requests. It seems that the use of external supportive moves in Yemeni Arabic with indirect head act of requests is obligatory to mitigate and soften requests and make it polite

request. In other words, it is interesting to observe that female respondents convey polite request by using external supportive moves regardless of directness or indirectness.

Table 5 Distribution External Supportive Moves Utterances in Yemeni Arabic in Female-Female Interaction and Female Male Interaction across twelve situations

Supportive move	S1		S2		S3		S4		S5		S6		S7		S8		S9		S10		S11		S12		Total	
	F-F	F-M	F-F	F-M	F-F	F-M	F-F	F-M	F-F	F-M	F-F	F-M	F-F	F-M	F-F	F-M	F-F	F-M	F-F	F-M	F-F	F-M	F-F	F-M	F-F	F-M
Grounder	52	50	0	0	11	6	8	4	21	24	21	26	60	59	90	75	31	43	60	64	78	83	39	45	471	479
																									23%	24%
Disarmer	6	10	65	33	13	21	40	46	2	7	6	11	0	0	4	6	10	6	5	6	0	0	16	17	167	163
Imposition minimizer	0	0	60	92	19	12	33	34	0	0	0	0	10	7	0	0	9	9	11	11	6	2	7	8	155	175
																									8%	8%
Preparator	74	62	23	16	83	80	50	60	60	55	70	60	54	54	24	36	81	67	40	39	45	41	64	54	668	624
Getting a Pre-commitment	0	0	4	8	20	11	7	6	62	52	47	50	17	16	34	35	20	17	40	29	25	25	16	16	292	265
																									15%	13%
Apology	20	27	10	10	15	15	24	10	23	30	21	15	23	20	9	14	10	19	8	14	10	11	22	21	195	206
																									9%	10%
Gratitude	16	19	6	9	7	15	6	8	0	0	3	6	4	12	7	2	7	7	4	5	4	6	4	7	68	96
Ch-square																									4%	5%
Total	.494		.001		.176		.185		.288		.433		.444		.154		.293		.713		.732		.899		2016	2008

D = Direct Head Act

I = Indirect Head Act

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