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Prose Reading: The Influence of Text-Reader Factors

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Abstract

This study highlights the importance of text-reader factors in prose reading. The study was carried out to identify the text-reader factors involved in enhancing reading comprehension. A qualitative research methodology was employed involving individual in-depth interview sessions with six average ability Form Two students from a secondary school. The interviews were conducted to gauge their views on the influence of text-reader factors in text comprehension. The interview questions centered on the literature textbook currently used in school and also the short story "Cheat" by Allan Baillie included in the book. Thematic analysis was carried out on the data collected. The findings show that text-reader factors affect text comprehension. The factors include pictures, font, the author, glossary, text organization, cover of the book and the length of the literary prose forms. The reader factors are related to the students' life background, interest, and motivation in reading. The study implies that these text-reader factors must be met to ensure improved reading comprehension ability among students.

Keywords: Reading, text-reader factors, text comprehension.

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1. INTRODUCTION

Reading is an interactive process (Smith, 1982). As such, text-reader factors must be examined to ensure successful text comprehension. Both the factors should be compatible; meaning that the text must be comprehensible to the reader thus reading becomes a pleasure. Many scholars have pointed out that a match between the text-reader factors is essential for the reader to make sense of the written language that eventually ends in a focused reading process. Janan (2011) found out that successful reading depends on factors such as reader characteristics, text features, and instructional strategies. Gaskins (1993) identified that comprehension entails three components, the reader, text, and the activity. Additionally, Woolley (2011) said that comprehension depends on a variety of reader-related, text-related, and situational factors. The proposed idea from these researchers is that apart from other factors, text-reader factors play a significant role in developing literacy skills.

The integration of the Literature Component in the English language syllabus is one of the intervention programs implemented in Malaysian secondary schools to improve, if not enhance, English language proficiency among the students especially in reading. Therefore the study examined the prose forms in the Literature Component prescribed for lower secondary students in Malaysia. This is to gauge whether the prose forms selected match the students' needs to ensure the effectiveness of the intervention programs conducted.

2. LITERATURE REVIEW

2.1 Young Adult Literature

The term Young Adult Literature (YAL) emerged in the late 1960s. It refers to realistic fiction that addresses problems, issues, and life circumstances which are of interest to young readers aged approximately between 12 to 18 (Bucher & Hinton, 2014). The books usually have a young protagonist and present young people dealing with issues such as the sense of belonging, falling in love, deciding what to do in the future, violence, drug dependency, alcoholism, loneliness, death of a loved one, pregnancy or divorce of parents. By giving teenagers such a frame of reference, it helps them to find role models, to make sense of the world they inhabit, to develop a personal philosophy of being, to determine what is right and wrong and to cultivate a personal sensibility (Cart, 2008). Moreover, they offer hope to the young reader that things can change, improve and they can achieve success. Besides, the issues discussed in the prose help students deal with the consequences of their own decisions.

According to Stover (2001), YAL influences students in three ways which are engagement, development, and diversity. The issues in YAL capture their interest as it deals with teen-related issues and this motivates them to be engaged in the reading process. In the long term, YAL helps develop students' literacy skills, especially in reading and writing. With a wide range of topics, YAL provides a rich platform through which students could live through many experiences, thus allowing them to experience diversity through their reading. Judging from the physical aspects of the texts, most of the YAL is of manageable length for students and contain simple

language that neither threatens nor bore them. The plot and characters are easy to understand (Nagayar et al., 2015).

In Malaysia, YAL is incorporated in the English language teaching and learning curriculum. Poems, short stories, novels, and drama are prescribed for secondary school students. Compared to other literary genres, YAL stands a more favorable position when choices of suitable reading material for adolescents have to be made (Kassim, 2011). This is due to the fictitious depiction of adolescent experiences that have a strong impact on teenage readers at this stage of their lives. Additionally, by identifying the characters in the novels that they can relate to, young people may acquire a sympathetic companion in times of uncertainty and confusion (Herz & Gallo, 1996; Kaplan, 2007). The best reason for using YAL is that they keep students reading.

2.2 Text Factors Affecting Reading

The layout of a text and how it attracts particular readers to determine the fate of the text. If it is well laid, presentable and suits a reader it will be read and explored. Otherwise, it may remain on the shelf gathering dust. Many features of a text need to be considered, for example, text organization, the font, and length of the text, content, and language difficulty of the text for an effective reading process to take place.

Understanding a text is the product of several interactive factors. Researches have been conducted to examine each variable and find out its effect on one's understanding of a text (Woolley, 2011). According to Kinder and Bursuck (1991), the physical features of the text that are well organized facilitates reading comprehension. Therefore, students can make better predictions, anticipate their learning and comprehend the content being studied (Kelley & Clausen-Grace, 2010, as cited in Woolley, 2011). Newsom and Gaite (1971) carried out a study on text length. They investigated the learning and retention of prose materials. In their study, subjects read either a 2300-word long passage or a 300-word short passage. The results indicated that participants who read the short passage significantly outperformed those who read the long passage. Similarly, Chujo and Utiyama (2005) believed that text length had a significant effect on text comprehension and is a factor which can contribute to the level of text difficulty; the longer the passage, the more difficult it will be to comprehend.

The findings concluded that the length of a passage affects its level of comprehensibility. Chastain (1988) claimed that teachers usually favor short reading passages because in long reading passages students need to interpret a complex and sometimes unfamiliar linguistic code for which they were required to know all grammar and vocabulary. This resulted in students focussing too much attention on the language as opposed to meaning, and they read much too slowly. Another text variable involving text comprehension is a linguistic difficulty. Linguistic difficulties are judged based on the number of words and sentence length used in a text. This determines the readability level of the text, the grade and the appropriate reading age for students. Students would find a text simple if words and sentences in a text are within their reading ability. Otherwise, they may face difficulties in understanding a text and be demotivated to read.

Students who are classified as advanced might yet not be able to cope with the language of the prose text because it departs from the usual norms of language use. It includes rhetorical devices and metaphors (Lazar, 1993). Hence, Young (2002)

pointed out that language accessibility is important for students to understand a text. Simple phrases or sentence patterns and a limited amount of text on each page provide a reader-friendly experience for English learners. Goodman (1996) added that the more familiar the language of the text is, such as the actions of the characters, the description of the setting and the sequence of events, the closer the readers' predictions will match the author's expression and the easier that text will be for the reader to comprehend.

Paivio (1991) believed that pictures help explain the textual material and allow learners to build bridges between the verbal (text) and non-verbal (illustrations) information. Illustrations positively influence reading comprehension by enabling the reader to construct meaning from the text. Additionally, legibility of a text impact prose reading. Students should be comfortable with the font size of the words while reading. Studies have shown that words with font size 12, would enable a reader to read faster than other sizes. Font sizes smaller than 12 are not appropriate (Pardo, 2001). Larger size fonts are not suitable because the reader's vision would perceive fewer words and consequently the speed of reading decreases (Tinker, 1963). A text which is well-presented in all aspects would attract a reader and evoke his or her interest in reading (Herlina, 2016).

2.3 Reader Factors Affecting Reading

When a text interests the reader, an emotional response is produced (Dipardo & Schnack, 2004, as cited in Woolley, 2011). This response develops students' motivation and contributes to improved attitudes, engagement, and enjoyment with reading. Texts that match students' language ability level, interest, age, gender, and prior knowledge give a positive impact on text comprehension (Kucer, 2001).

However, it must be noted that students who read the same text could end up with a different understanding of the text (Narvaez, 2001). This is because students are different individuals thus they transact the text differently. Researches revealed that the causes of individual differences in text comprehension are reader skill and reader knowledge (prior knowledge). Reader skill concerns basic reading and language abilities such as word recognition, vocabulary, and memory as well as higher-level skills such as reading strategies and forming inferences. Readers with more of these skills are better at comprehending texts (Cunningham & Stanovich, 1998). This reveals readers' strengths in reading comprehension. Reader knowledge that refers to prior knowledge of a reader is activated during a reading activity and if a reader lacks this knowledge, he or she might misinterpret the text (Narvaez, 2001). This is because the reader's knowledge of language and concepts of the world do not match the text (Goodman, 1996). For a smooth reading process to take place, the combination of the two factors; text and reader should aid students' text comprehension.

3. METHODOLOGY

3.1 Research Design

The study employed the qualitative research method in collecting and analyzing data. The research question addressed in the study is: *What* are *the text-reader factors which affect students' reading comprehension?* Interview sessions were conducted to

obtain students' viewpoints on the text-reader factors which promote or hinder reading the prose texts catered for the participants. Thematic analysis was carried out on the interview verbatim transcriptions. Validity and reliability issues were relevantly addressed.

3.2 Participants

Six Form Two students were purposively selected to participate in this study. They scored grade 'B' in the English language subject during their mid-year examination. Participants comprise both genders from different social backgrounds. The students are labeled as Student 1 (S1) to Student 6 (S6) for ease of reference.

3.3 Interview Protocol

An interview protocol was developed to cater to the research questions addressed. The questions were adapted from Janan (2011) focusing on text-reader aspects which influence prose reading. Also included are (i) students' views on prose forms read (ii) background knowledge of the texts read (iii) interest in reading (iv) elements and features of prose texts that help students in reading (v) the purpose of reading, and (vi) preferred literary texts. Probing questions were asked to generate spontaneous and rich descriptions on the type of literary texts which students prefer and issues related to it. The interview questions generally referred to the literary texts prescribed for schools particularly the short story "Cheat" by Allan Baillie.

3.4 Data Collection and Data Analysis Procedures

Individual in-depth interviews were carried out to elicit the thoughts, attitudes, beliefs, and experiences (Fraenkel & Wallen, 2006) of Form 2 students. Each interview was carried out for about 30 to 40 minutes. Verbal consent from the participants and a written agreement were gauged before the interview sessions conducted. The interviews began with small talk to make the participants feel at ease and to establish rapport between the researchers and participants. This was followed by questions to elicit complete knowledge and experience from the participants. The researchers maintained a stance of neutrality where careful considerations were taken to avoid any preconceived ideas and opinions while interviewing to avoid biases.

The researchers acknowledged responses from the participants both verbally and non-verbally so that participants did not lose interest in the conversation. The researchers maintained control of the interview where effective questioning techniques were carried out to collect rich data. The researchers kept track of the questions asked, noting to just one question at a time, verifying unclear responses, asking open-ended questions and using a friendly tone during the session. Wait time was provided. Also, the researchers' body language was appropriate as not to influence the participants in providing the data needed.

Ethical issues, such as participants' identities were protected and care was taken to ensure that none of the information collected embarrassed them. Confidentiality was maintained and the participants were treated with respect. Participants who participated in the study were physically or psychologically unharmed. All personal identification in the recorded scripts was edited out of the verbatim transcriptions.

The interview data were analyzed using thematic analysis procedures. Thematic analysis is a method used for "identifying, analyzing, and reporting patterns (themes) within the data" (Braun & Clarke, 2006, p. 79). Relevant data were identified to address the research question developed. The main and sub-themes were then categorized and coded. This process was followed by sorting verbatim units concerning the themes and sub-themes identified. A reliability check with two-panel members followed.

4. FINDINGS AND DISCUSSION

Results show that text-reader factors play an important role in prose reading. Generally, these factors affect comprehension of the prose read to ensure an engaging and a meaningful reading process.

4.1 Text Factors

As shown in Figure 1, seven themes emerged from the data examined in text factors that affect reading comprehension. In effect, these factors help participants in the reading process. They are: (i) pictures, (ii) font, (iii) author, (iv) glossary, (v) text organization, (vi) cover, and (vii) length.

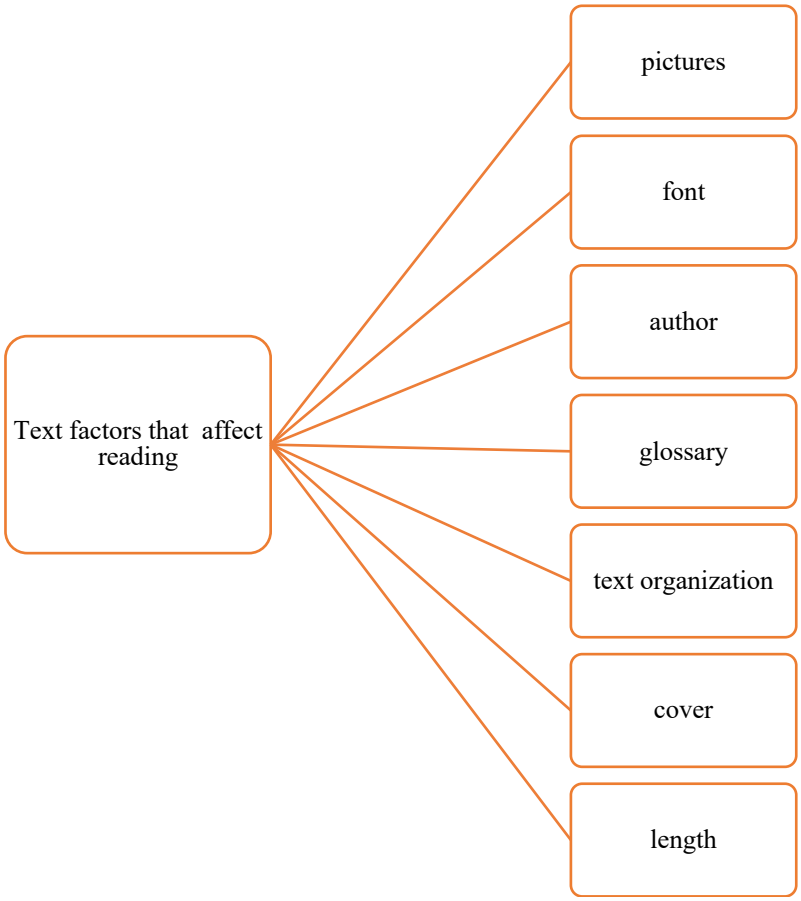

Figure 1. Text factors.

4.1.1 Pictures

Results show that all participants preferred reading prose texts which contain pictures, especially real and colored ones. Pictures must be included for a comprehensive understanding of the plot. According to S4, "e*very page must have a picture to understand the story*". S6 agreed "… *every page must have pictures to understand the plot better, I like color pictures*". This view is shared by S1 who said, "*put in more colorful pictures. I like real pictures*". S2 asserted that "*the pictures must be colorful..."* followed by S5 "*pictures must be beautiful and interesting*". S3 reiterated "*color pictures more interesting".*

4.1.2 Font

The font size of prints also affects the ease of reading. Generally, the participants were positive about the font size in the prose text which is Times New Roman size 14. They could read as the font is legible. S1 stated*, "I'm fine with it*". S2 agreed, "*okay, lah. Can. Clear.* " S3 affirmed, "*okay, I can read*" followed by S4 "*yes, teacher, words okay*." S5 ensured, "*yes, I'm okay, teacher. I can read, no problem*". S6 shared the same view, "*the words I can read, teacher*".

4.1.3 Author

The choice of authors is also important to maintain interest in reading the prose texts and ease comprehension. Most of the participants preferred both foreign and local writers because they would be aware of the issues highlighted in the prose locally and abroad. "*It does not matter but I must understand the story and it must be interesting"* (S1). S2 on the other hand, preferred foreign writers, "*because I like to read their ideas because he writes something that happens in his country* so…*ehm ahm we know what is happening in his country*".

S3 and S4 preferred both and explained, "*because I will know how the local writers write. The author will only write the issues in this country but we already know the way of life here…if foreign authors their stories will be based on their culture and traditions so we will know their way of living…how they solve each problem that they come across like for example when it involves family problems*" (S3). S4 maintained that "*I like two also, teacher. I can widen my knowledge by knowing the happenings from in and out of the country"*. S5 agreed, "*because if local authors he will only write on Malaysia*, *Then, if authors from other countries through their stories I will know what and how life in their country. So much can be learned by knowing the issues in and outside of the country*".

4.1.4 Glossary

All the participants insisted that the glossary section should be included in the prose to ease comprehension. They stressed that it should be below each page of the story for quick reference of difficult words. S1 said, "*then if got difficult words and got meaning below the page, it is better*". S2 affirmed, "*yes, yes, it is important, teacher*" and explained, "*by this, we will know the meaning of the words ahmm easy to find. I think teacher better below each page it will be easier …we don't have to turn*

the pages to the back always. I feel it is a waste of time". S3 insisted, "*yes, teacher, should have in every book the glossary. Prefer to be below each page so it will be easy to refer… not at the back*". According to S3, "*if not we have to always turn the pages to the back which is irritating and uncomfortable*". S4 added *"… ah… yes, teacher, the glossary must be below each page for easier references. I can refer to it to find the meaning of words".*

4.1.5 Text Organization

Text organization is another factor to be considered to ensure reading comprehension among students. All the six participants were satisfied with the text organization, which is written in narrative form. S1 said, "*okay it is nice*". S2 agreed, "*em… emm… yes. It is written in the form of a story"* and elaborated, "*I like stories then got pictures to explain the story I will understand better.*" S3 affirmed, "*this story is easy to read*". S4 stated, "*Okay. It is written, as usual, a narrative like often we read*". S5 and S6 preferred the narrative form, "*Okay, teacher, very okay*" (S5), "*… like a normal story*" (S6).

4.1.6 Cover

The cover of the prose text should also be taken into consideration so that it leaves an impression to potential readers. It should be eye-catching as this would encourage them to pursue reading the contents of the text. The pictures and illustrations made and the color combinations used as shown on the book cover appear to have an impact on readers. S6 pointed out, "*this book teacher, the cover not interesting too bright*". S2 stressed that the cover of the book "*must change*". S2 further elaborated, "*…this color is not attractive. Must put attractive colors like blue, yellow*". S5 shared the same view, "*I think the cover must be changed not attractive. The color very bright*", and suggested that "*pictures must be beautiful and interesting. Ahm….emmm… I like orange, red, yellow and green*". S4 added, "*cover is very bright, too pinkish teacher… the drawing not attractive*".

4.1.7 Length

It is interesting to note that the length of the prose text would either encourage or hamper reading. Nonetheless, it appears that the current prose text used in schools is favored by the participants. The short stories in the text are about five to six pages long. The short story "Cheat" by Allan Baillie, for example, is five pages long. All the participants agreed that the story is not a long read but manageable. S1 said that "*Okay... the length is all right for me. It is not too long. Nice*". S2 and S3 shared the same view. *"Okay, not long"* (S2) and S3 stated, "*Okay, teacher, can finish*".

4.2 Reader Factors

Analysis of data revealed that reader factors do affect the reading process. Three major themes emerged from the data examined on reader factors that affect reading. They are: (i) students' life background, (ii) language proficiency level of students, and (iii) examination.

4.2.1 Students' life background

The students' background before reading prose affects the reading. This is especially so when the themes of the prose read are similar to what they encounter in their daily life. When students have similar experiences as in the story, they can relate these life experiences to the familiar themes and thus understand and remember the story better. S1 affirmed, "*I can…Em…ah, I can remember the story*". S2 maintained that "*this will stick in my brain and em…I remember the story*". S3 believed that "*em…ahmm…I could understand the characters and the story".*

According to the participants the kind of prose selected would determine their interest and motivation to read. At their age, themes centering on teenager issues, family, science fiction, horror, and mystery appear to attract their attention more than others. S1 liked, "*stories that tells teenage problems".* S2 stated, "*I like the story…about students in school*". S5 added, "*I like to read teenagers' issues, family and mystery*". S2 said, "*I like horror, war and science fiction*" followed by S3, "*horror…I like family stories, teenagers and sometimes fairy tales*". S4 asserted, "*I like an adventure like action, and family stories, I like horror stories*". S6 favored, "*mystery, science fiction, and horror stories*".

4.2.2 Language proficiency level of students

The proficiency level of the students would also impact the reading process. While much consideration is made on the selection of the literary texts for schools to meet the proficiency level of the students concerned, there are bound to be students who do not reach the level required before reading. Nonetheless, it is pleasing to note that students are aware of the importance of learning, if not mastering the English language. Therefore, many were positive about it and claimed that they read prose texts to improve the language. S3 stated, "*I read because my English can be better. Widen my knowledge in the English language*". S4 said, "*I want to read English story books because I can to…ahh…em…em. I can improve my English language".* S5 affirmed, "*emm…ahmm er I read because I want to improve my English. Now English is important…teacher".* S6 ascertained that "*if I read English books I can…be better and…I can know more English words, I can speak in English. Then in my composition* English, *I could construct correct sentences*". S4 further explained that "*I know more English words and English sentences and I can write correctly*".

4.2.3 Examination

It is interesting to note that the interest to read prose text is also much examination driven. Participants read prose texts because the text will be tested in the English language examination paper. S2 said, "*because this is in the examination*" and explained, "*even I don't like to read I must read*, teacher". This was agreed by S3 who felt the same. The participant repeated that "*because the story is in the examination*". S3 confirmed that if not for the examination, "*no…teacher*, *I will not read*". Perhaps this drive to read is explained by S4 who asserted, *"I can answer questions well when I know the story".* S1 added, "*this will help me in my exam. I remember*". S2 affirmed, "*yes, teacher. I could answer the examination questions well because I can remember*".

5. IMPLICATION

Comprehension of texts differs according to individuals. One may not understand a text as what is expected by the author because meaning does not reside on the printed page. Synergy occurs in reading, which combines the words on the printed page with the reader's background knowledge and experiences (Anderson, 1999). Hence, teachers should make the most of reading activities that could activate students' existing background knowledge to comprehend and interpret prose text better. Consequently, the choice of texts must best fit students' reading interest to support their comprehension development. This is because students' reading progress is shaped by their interest to read and their ability to understand what is read. If prose texts do not interest students, they will not be able to understand what they read and are not likely to acquire the skills necessary to participate in classroom teaching and learning activities. These students would lag and a gap among the students would be obvious; the good and poor readers.

6. CONCLUSION

The present study has provided insights into the current literature textbook used for Form Two students in Malaysian schools and the need for careful consideration in future text selection practices. This is especially crucial to maintain students' interest in reading literary materials in English. It is important to note that when text factors affect participants' prose reading, it influences participants' interest, their motivation to read and to understand a particular text. Text-reader factors are inter-related as an imbalance between the factors would hinder the reading process (Janan, 2011). In effect, precautionary measures should be taken to achieve the right balance between the text and the reader for successful and meaningful reading comprehension to take place. When the right balance is found, students not only learn the English language, but they would derive pleasure, wisdom, and delight from their acquaintance with reading prose in literature.

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Engaging Students in Writing Recount Text through *Google Maps*

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Abstract

Writing is undoubtedly an essential productive skill for every student in the modern era. Thus, this study investigates how students utilize the popular application of Google Maps in writing recount text and finds out their responses toward the learning activity. This research used descriptive qualitative research since it was conducted during the learning process of English subject at one high school in Karawang, Indonesia. Data sources were obtained through data triangulation consisting of observation, interviews, and documentation. This research included three phases related to checking knowledge, introducing and utilizing Google Maps in writing experiences, and finally giving assignments to students regarding their trip experience in a particular location. Based on the results of the observation, the process of teaching and learning using online Google Maps application in ELT context can enhance students' writing as well as promote their engagement. Data from interviews shows positive responses from students in learning English through the implementation of the Google Maps application to develop their writing skills. As for the documentation, learning outcome of writing recount text stated in the lesson plan was successfully achieved through the carefully planned activities using Google Maps, and this could be seen from the students' works. Research also reveals students are more motivated in an interactive

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and more fun learning process due to realistic and appealing object visualization, and not to mention its mobile practicality feature.

Keywords: Engagement, students, recount text writing, Google Maps.

1. INTRODUCTION

Writing goes without saying is one of the important language skills which is very essential for education since it enables students to express their ideas and opinions (Oshima & Hogue, 2006; Zamel, 1982). In Indonesia, there is Standard English competence to guide teachers in teaching writing. As stated in Indonesia's 2013 curriculum (K-13), students at Senior High school must be able to write several types of texts to achieve learning objectives formulated by the government, and one of them is recount text.

Exploration of students' competence in learning writing has been carried out in various ways, but those methods somehow prove less effective (Allam & Elyas, 2016; Eslami, 2014). At school, a teacher is expected to create an academic atmosphere that is meaningful, fun, thought-provoking, dynamic, and dialogical. However, more often than not is that teachers feel reluctant to use learning media during the learning process. In fact, from our observation in one high school in Karawang, learners were struggling to produce even a simple text. One of the possible root causes is more likely because educators still use conventional in-class instruction for almost the whole session as a teaching approach (Inayah & Nanda, 2016). As a result, the lack of media usage in supporting and creating a creatively innovative learning process has resulted in teacher-centered learning. Besides, learners cannot develop their skills to produce good writings.

Generally speaking, Rivers (2018) argues that many students feel bored and uninterested in the complexity of English writing activity because their teachers in the classroom often repeat the same routine using old-fashioned stuff like black/whiteboards, books, and other normative things for learning. Given this learning condition, the need for teacher's action such as developing a better curriculum, selecting the right teaching materials, or the application of more interactive teaching methods is expected to be carried out. Educators today should be able to provide a thriving class strategy while applying new and fresh learning media.

With the rapid advance of information and technology, mapping technology has at last emerged for some time, which is much more sophisticated and updated than the traditional printed map, and it has increasingly facilitated human in everyday activities. One of the greatest inventions of online/offline mapping technology is the web mapping service developed by Google Company known as *Google Maps*. Munir (2017) states that this application has certainly helped us find addresses and important places. Besides its default purpose of directing locations, there are many possible various activities that teachers can do to implement *Google Maps* in their classroom, such as digital storytelling or practicing grammar on 3D street view. In this application, users can create content, discover new places, and write comments on their expression and experience as well as providing judgments and testimonials.

The fact is that rarely do teachers implement *Google Maps* application as a medium in teaching writing in the class, especially to write a composition of recount

text in English language teaching (henceforth, ELT). Recount text is a type of text that retells past events whose purpose is to inform or entertain readers (Knapp & Watkins, 2013). Therefore, through *Google Maps* application in writing recount text, students are expected to excitedly share their stories in written form, such as giving comments and reviews on *Google Maps* for the places they have visited. With the blended and integrated learning style which is appropriate for millennial (generations in the early 21st century) practicing writing with something that they use in the everyday situation might build their willingness to get used to writing activity without considering it as a burdensome activity (Fructuoso, 2013).

To date in current scholarly literature, some previous research has been conducted in ELT writing context; there are, in fact, several studies that use technology integration in writing recount text such as research conducted by Khusnita (2013) using *Facebook* application and Kurniati (2015) using *Tumblr*. The study by Khusnita (2013) study aims to investigate how *Facebook* improves students' abilities and increases their motivation in writing recount text, while Kurniati (2015) had a study on writing lesson using *Tumblr*. The research was based on students' difficulties in understanding recount text and how to produce one. Last but not least, Listiani (2016) researched students' writing using *Instagram*, compared to the teacher-centered method, in reshowing recount text. After carefully reviewing these previous studies, none has implemented *Google Maps* in teaching writing of recount text, so this research primarily aims to fill the research gap in this area.

In response to the above background, it is indispensable for teachers to promote interactive and fun lesson to help students become more interested and engaged in writing activity, therefore this study focuses on how *Google Maps* application to become a tool for students in writing recount text. A qualitative analysis has been employed in this study to gain more insights and comprehension on how the application could attract students' interest and affect their writing.

English is a mandatory subject in the Indonesian high school curriculum, so there is an official English language curriculum. In this respect, appointed English teachers usually follow English curriculum documents, such as syllabi, lesson plan, and textbooks/workbooks. In practice, many teachers heavily rely upon and use available published textbooks or workbooks in carrying out an English lesson without further improvement in terms of lesson study resulting on the monotonous and tedious English learning at schools. Also, even though teachers can engage students through online approach (Barkley, 2009), little is known about how high schoolers interact with technology such as *Google Maps* to learn English or how they utilize the application in producing texts such as recount text. Thus, this research was conducted to find out how students perceive their learning activities and how they conceptualize the process of learning English which is writing recount text through *Google Maps*. Many of current published studies are experimental in design and emphasize specific aspects of learning. Since very little research has been undertaken to investigate the potential benefits of *Google Maps* to English learning, the aim of this research is to fill these gaps, and the following questions guide this study:

- In what ways does *Google Maps* engage students in the creation of recount text?
- What are students' responses to *Google Maps* as they engaged in the learning activity?

These research questions aim to capture the experiences of students with the use of *Google Maps* spanning one month. This documentation can contribute to a better

understanding of how *Google Maps* as instructional mediation assists students to learn English, especially in writing recount text.

2. LITERATURE REVIEW

Google Maps is a world map that we can use to see an area and also to show the way around the world. In other words, *Google Maps* is a map that can be viewed using a browser (Svennerberg, 2010). The technology used through online mapping service provided by Google, this service can be accessed through the site *http://maps.google.com*. In the implementation, *Google Maps* can also be adapted to the needs of the application that will be made in the classroom (Anupriya, 2013).

The use of *Google Maps* as learning media is part of Information and Communication Technology (ICT) implementation during the learning process. The application provides access to world resources and visual information to help and also to collaborate with sophisticated mapping tools. According to Sirenden and Dachi (2012), *Google Maps* is an application on the gadget in the form of a digital map used to show directions, locations, and places that users want to visit. Due to this very reason, for its great potential as an educational tool, *Google Maps* cannot be ignored by teachers as learning media. Everywhere smartphones could make access to *Google Maps* or other Internet-based applications easier than ever. Surely teachers can take advantage of this convenience to facilitate mobile-assisted language learning by organizing students to rate and write reviews for places they have visited.

Learning media (Hamalik, 1985) is an integral part of the learning system. Therefore, efforts and strategies must improve the learning process and achieve better education outcomes. Besides, the need for teaching aids or learning media which is appropriate, attractive, effective and efficient remains the same for ages. During the learning process, especially in writing activity, learners often face difficulties in preparing a text. Based on the given circumstances, researchers attempted to take advantage of *Google Maps* for students so that they are expected to be more interested in engaging in the learning process as a whole.

Google Maps offers graphical virtual services that can be dragged, and satellite images for the whole world as well as the application of travel guides that provide information about a place (Mufti, 2015). On *Google Maps*, any reviews of a place will be written in sentence form. Thus, people can provide or write reviews for places they visited, and sometimes it can inform others about where to go or where to visit. Their reviews will be seen by others and are open to the public, so anyone can see what is written. In this study, students are expected to compose a piece of recount text (Fachrurrazy, 2010) through *Google Maps*. According to Hyland (2004a), the recount is a kind of genre that has a social function to retell events to provide information or entertaining. As for the steps, *Google Maps* can be used to provide students' experience through the following procedures:

First, students open the *Google Maps* application on their gadget. When prompted, choose an account or enter the email address and password before proceeding and also they could prepare a -yesterday, -month, or –a year ago trip experience. Second, students find the place in *Google Maps* by clicking the browse section of the place on the map; at the bottom of the page, there is a tab name or place address and then at the top of the page is review feature. Sometimes there are already

existing reviews and students can see the star rating (1-poor to 5-excellent) and the number of reviews that have been written. Next, they choose the button or link to write a review. Rating is also necessary. After finish writing a review and giving a star rating, students produce a recount text that is based on their own experience. The more detail they provide, the better the review is. Since recount text is a non-fiction essay, so the whole story is a pure experience of the author of the text.

3. METHODS

This one-month fieldwork was carried out in a high school in Karawang, West Java, Indonesia because of two reasons: (1) this school offered English subject supported with ICT program and (2) the author got entry access to the school. The nature of the study was qualitative method because *Google Maps* is a fresh learning tool for empowering both teachers and students to become creators of their stories.

To obtain maximum information and deep understanding of the subject matter (Ary et al., 2018) the research subjects in this research were six students from 10th grade when the research commenced and one teacher in a high school in Karawang. The researchers only chose six students as participants for a specific purpose. According to Sugiyono (2008, p. 85), purposive sampling is "a technique with a certain purpose." The researchers have a particular purpose which is to have a more objective view from students with different academic backgrounds (2 slow, 2 moderate, and 2 fast learners). Purposive sampling techniques are primarily used in qualitative studies and can be defined as a selection unit, (e.g. individuals, groups of individuals, or institutions) (Teddlie & Yu, 2007). Furthermore, participants were selected because they were in the tenth grade where there is a study of recount text as stated in the competency standard of the high school curriculum.

To gather the information and data about the subject of study as well as answer the research questions, the data collection techniques of observation, interview, and documentation were implemented. Observations were carried out during the learning process in the classroom, while the interview was conducted after the end of the study. Documentation analysis was done in written and non-written. The written document were syllabi, lesson plan, and some authentic *Google Maps* reviews while the non-written document was in-class pictures.

4. RESULTS AND DISCUSSION

4.1 The Use of *Google Maps* in Writing Recount Text

The use of *Google Maps* in writing recount text was carried out in three activities. There are pre-activity, main activity, and post-activity in learning to write recount text using *Google Maps* application. The learning process took about 120 minutes. The researchers describe it as follows:

4.1.1 Pre-activity

When the class began, the teacher greeted students in English, then the teacher replied. The teacher asked the students to pray together before starting the lesson. Students prayed together in class. After that, the teacher checked students' attendance on that day and provided some motivational words to students. Students were asked to be active in the classroom, especially in learning English. The teacher said that her presence was only as a facilitator, and she told the students about the ability to achieve the minimum score of 75. After that, the teacher delivered the materials. She presented the lesson, which was recount text, and delivered an explanation of the upcoming activities following the syllabus and lesson plan.

4.1.2 Main activity

The use of *Google Maps* in writing recount texts was carried out in three activities. There was pre-viewing, viewing, and post-viewing. The researchers describe the following:

1. Pre-viewing
   In the previewing activity, the teacher introduced the topic and media on *Google Maps* to students. The topic is about recount text, but first, the students are asked to be able to identify the generic structure based on Fadlun (2011).
2. Viewing
   In viewing activity, the teacher asked students to read in advance a recount text material in the book. Students were asked to make 8 or 9 groups with 4-5 members each. Each group was asked to identify the generic structure (Orientation, Series of event, Reorientation) of the text. In groups, students analyzed the recount text. Students were then asked to discuss the results of their analysis in groups. After it was considered adequate by the teacher, in identifying the generic structure, students were asked to recall the place they had visited and was an unforgettable experience. The teacher used *Google Maps* to show the location; an example was the teacher asking one of the students about his personal experience visiting a place, then the student wrote it in front of the class on the writing board about his personal experience, namely to Borobudur temple. After that, the teacher asked students to open *Google Maps* on their smartphone. The teacher instructed the students to look for the place, and they might ask the teacher when having difficulty in opening an account or the application.
3. Post Viewing
   In the post-viewing, the teacher requested the students to observe the results of their friend's writing experience. Students had to be able to understand the generic structure contained in recount text about the personal recount. There were no pressures and problems faced by students. After the teacher had asked one student to go forward and write down his experience in front of the class, his classmates began to provide positive responses. Students felt happy because they could remember more strongly about their experiences related to the description of the places he visited using *Google Maps*.

4.1.3 Post activities

In the post-activity, the teacher re-explained the generic structures related to personal recount text. Teachers told the students concerning the generic structure related to their recount text, that is so that the sentences they made related to the experience were sequentially written. In the final phase, the teacher closed the class by giving students a suggestion to review the material at home, parted, and then left the class.

Figure 1. A student was explaining his story through *Google Maps* (picture taken by authors).

4.2 Students' Engagement in Writing Recount Text through *Google Maps*

Teaching students in writing recount texts mediated by *Google Maps* is still not extensively used. Thus, as mentioned earlier the impact of *Google Maps* as a medium in teaching the productive language skill is little known. However, this study provides actual information and authentic evidence on how the students were actively engaged in the integration of *Google* technology with English learning activity. In brief, students are involved in the creation of recount text based on personal experience. Students' experience in visiting certain places or locations in the heart that move or stimulate them to act or take part in the activity. Even though learning outcomes are equally important to the process itself, being able to draw students' participation is somehow appealing considering their reluctance in writing (Kellner, 2009).

There are three phases of the learning process in writing recount texts mediated with *Google Maps*, namely pre-activity, main activity, and post-activity. These steps can support the teaching and learning process embodied in class. The entire process is carried out based on the lesson plan carefully made by the teacher before the teaching-learning activity. Learning outcomes from the lesson plan were set as guidance for the teacher as one of the primary teaching objectives. Additionally, students' works (*Google Maps* reviews) are regarded as a written document and reference in this research.

During the activity, the students were guided to equip their mobile phone to write a review of a place in *Google Maps* in the form of recount text. Following this preparation, the teacher assisted the students to write a story in the English language

about a place or location they have visited. This activity was implemented as in Figure 2 below.

The media used by teachers in teaching writing is using the online or visual-based medium. In pre-activity, the teacher greets and checks students' attendance. In the main activity, the teacher introduces the topic and *Google Maps* to students. Then, they start productive activities of writing relevant stories about their trip experiences on places/locations found on *Google Maps*. This writing activity must also comply with the rules of recount text, namely generic structure. Students made reviews and post their writings to the public. In posting activities, the teacher discusses the results of the writing together. After that, the teacher closes the meeting. *Google Maps* as media in the learning process helps students in imagining during the writing process so that memory and vocabulary were better obtained. Students did not only enjoy the activity, but they also learned something.

Figure 2. The teacher was explaining the learning procedures using *Google Maps* when students carefully followed the instructions (picture taken by authors).

According to Monaghan (2007), the learning process in which they can read and write comments, suggestions, criticisms, related to the pervasive media has resulted in communication relations that are not limited, and this gives a good experience for students. Students feel a new atmosphere and experience when learning English by using *Google Maps*. This makes students more enthusiastic about learning English. The learning process of students can be seen clearly by the teacher when the teacher delivered the material to students about writing using *Google Maps* application. During the learning process, students are enthusiastic in carrying out their tasks because they use media (*Google Maps*) they are familiar with. When students feel comfortable in learning, the teacher can easily teach the materials. Thus, besides the students are interested and engaged in studying recount texts and honing their writing skills through *Google Maps*, they can see it from other perspective and gain the benefit by making use of this navigation application for learning English.

4.3 The Students' Responses in Learning English with *Google Maps*

Interviews were conducted to identify differences in individual work and collaborative students when using *Google Maps*. Interviews that were carried out at the end of study aim to obtain more information about students' experience with the online learning media, so participants were able to elaborate more on their experiences and clarify their perspectives on the influence of strategies on learning using *Google Maps*. They were asked several questions related to research questions so that their responses to this learning could be generated. Some students remarked the following:

> "I think writing recount text with *Google Maps* makes me understand the material easily". (P1, formal interview, 21 August 2018, Author's translation)

> "The application is very supportive, and I really like using *Google Maps* for learning recount text". (P2, formal interview, 21 August 2018, Author's translation)

> "I have learned much better than before". (P3, formal interview, 21 August 2018, Author's translation)

> "Learning to write recount text using *Google Maps* is an exciting experience for me and my friends". (P4, formal interview, 21 August 2018, Author's translation)

> "I am quite excited because we can also see other people's comments, and I want to visit the place again". (P5, formal interview, 21 August 2018, Author's translation)

> "In my opinion, learning recount text using *Google Maps* help me understand the material easily different from the other (media)". (P6, formal interview, 21 August 2018, Author's translation)

These students distinctively viewed *Google Maps* as an easy media for learning, a tool for memory recalling, and an online platform for interactive learning. P1 and P6 considered using *Google Maps* in learning English was easy since one can just simply type and search the place/location and then create a review in form of a story based on one's experience. The steps of writing a review on *Google Maps* had helped and supported P2 in sharing his/her experience to others from the visual information. The freedom to express feelings towards a certain place and the particular moment had made a better experience in learning for P3. Similarly, P4 and P5 felt excited when learning English using *Google Maps* because not only could they share their experience and thoughts, but they were also able to eagerly read and comment on other people's opinions regarding places they have visited.

Generally, the students provide a positive response. Most of them are enthusiastic and motivated in learning English with the mapping technology. Students also seemed excited and unusually enjoyed learning English. Not to mention, the teacher also found no significant difficulty in introducing the new media to students. The existence of *Google Maps* is beneficial for media implementation in writing. It has been proven that using *Google Maps* could help them develop their creativity in writing. That's because they could remember several pictures related to the location for the writing text.

According to Harmer (2004), images can help students in developing students' creativity in writing. They can do more activities to learn because they don't just listen to the teacher's description. The use of *Google Maps* is in line with Hyland (2004b)

who highlights that new technology in ICT can influence the process of writing, quality, and many other writing components.

On the other hand, the media can also attract students to learn to write, especially by using *Google Maps.* English lessons become more effective because students do not need paper to submit their work. They only need to touch their smartphone and then the teacher will have their work checked and marked. In short, using *Google Maps* can make lessons more effective and efficient in terms of time, energy, and equipment. As a result, students were more engaged in the learning process, and consequently, their writing skills can be enhanced.

5. CONCLUSION

Based on the results of the research that has been conducted, this study was carried out in Grade X (ten) in a high school in Karawang, West Java, the researchers concluded overall results, interpretation, and discussion in the previous chapters, the researchers put forward the following conclusion: writing recount text using *Google Maps* for young learners is an exciting and easy process. This activity engages students in creating and bringing together visual information with written works. The creation of *Google Maps* review in the form of recount text requires the students to familiarize themselves with gadgets, *Google Maps*, and narrative literacy. This activity provides a new arena for students to share and talk over places they have visited with others. Also, the students are granted to create their recount text.

Throughout the whole process of using *Google Maps* in writing recount texts, the students were actively engaged as participators and reviewers as they carefully thought and remembered about the image and wrote a personal story. This user-friendly activity enables the thoughts and opinions of young learners to be heard. In terms of pedagogy, this study illustrates that technology can be structured and implemented in Indonesian high schools especially in English learning. In spite of these research merits, it still leaves some gaps to fill for further research like how *Google Maps* can be utilized to produce different genre of text such as descriptive, or how the teacher uses the application for different subject and topic.

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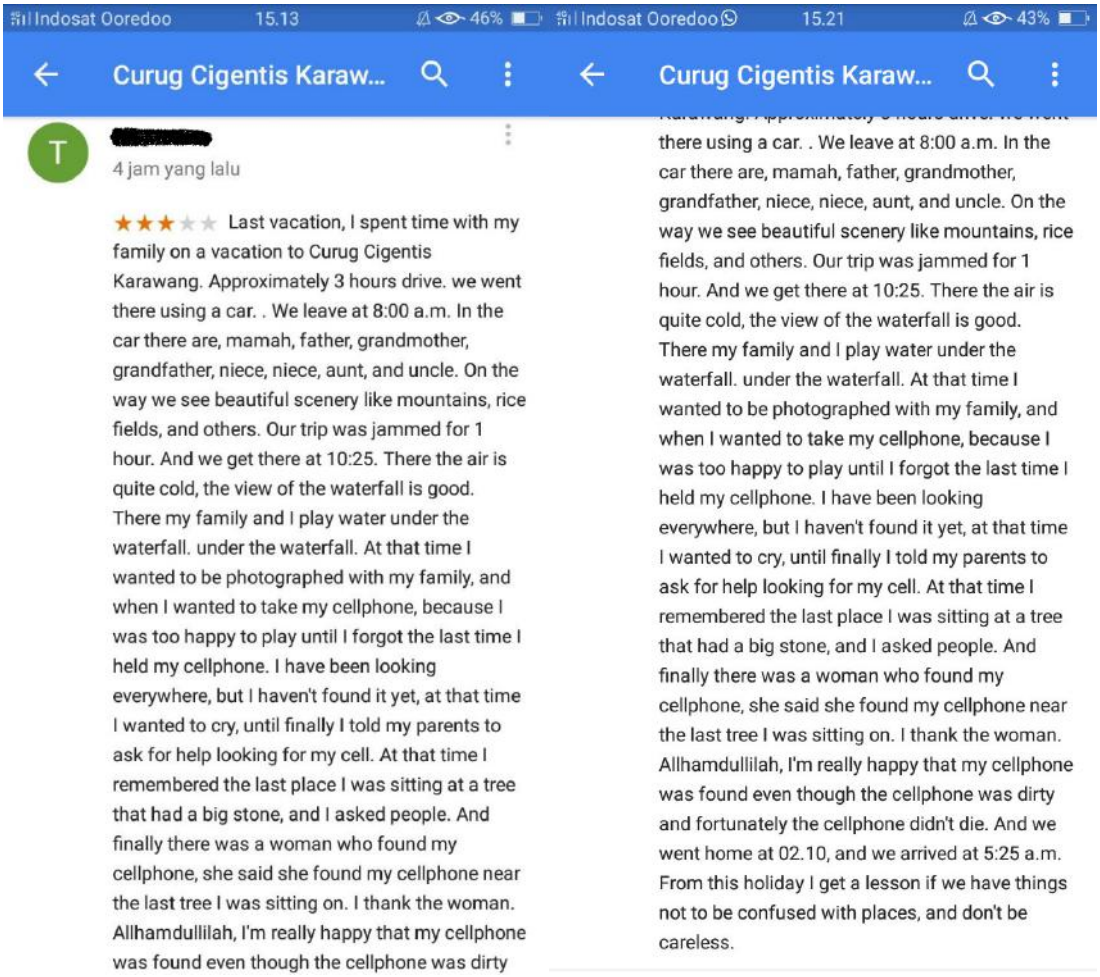
APPENDIX 1

Samples of students' writing of recount text on *Google Maps.*

My family and I arrived at borobudur temple at 02:00 am there,I see a lot of tourists. Borobudur temple visited busiest holiday. I can learn and practice speaking english with one of the tourists. This is the first time I speak english with foreign tourists.one year ago, I spent my vacation in Jogjakarta. I went to Borobudur temple. My family and I went there late at night. We went to Borobudur temple by bus. I have prepared everything before going to Jogja. When we traveled, we could see some beautiful views of mountains, forests and waterfalls. My family and I arrived at Borobudur temple at 2:00 a.m. there, I saw many tourists.The temple in this temple visits the busiest holiday. I can study and practice speaking English with one of the tourists This was the first.



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Rhetorical Pattern of Political Advertisement in Aceh

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Abstract

The Indonesian government has adapted the genre-based approach designing curriculum, thus both English teachers and students need to master the genre aspects: the objective or social function of a text, text structure, and language features. This study aimed at describing the rhetorical pattern of Irwandi Yusuf – Nova Iriansyah's posters during the gubernatorial election in 2017. The object of this study was the strategies used to convince the argument or namely rhetorical pattern. The design of this study was descriptive qualitative research. To obtain the data the researchers used document as an instrument in this study. The result of this study revealed that the posters applied ten strategies: form-based strategy, emotion-based strategy, attention management strategy: use of dramatic statement, using repetition in the form of image and slogan, sketch model participation, detailed benefit change, self-efficacy realized via image, offer further information or services strategy: indirect offers, use slogan, refers to a broader picture, refer to the legal status of the campaign. These strategies that were implemented in the candidates' poster was to convince the message relied on the poster to the target readers. Further, the strategies implied have followed some strategy offered by Barron (2012). Therefore, different advertisement, as well as a poster from the different

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region, have a different pattern in organizing the ideas and in convincing the target readers. In conclusion, by exploring the rhetoric of the local advertisement, it can expand the material of teaching text structure, language feature and social function of the advertisement text from a different region or country due to the genre is socially constructed.

Keywords: Genre-based approach, candidates' poster, rhetorical pattern.

1. INTRODUCTION

Political candidates commonly use advertisement in the form of the billboard to persuade and receive trust from their constituents. Advertisement plays essential roles in term of attracting people (Luo & Huang, 2015). However, advertisement is not only used to promote or to sell something but also it is used as teaching material in language learning, particularly in Indonesia. It is attached to the Indonesian National Curriculum 13 on the basic competence 3.12 and 4.12 of third-grade students of junior high school. Therefore, Indonesian Government also requires both English teachers and students to be able to compose a text by considering the three aspects of the genre: the objective or social function of a text, text structure and language feature used in a particular text. Those aspects have to be taught by teachers and have to be mastered by students (Kemendikbud, 2016, p. 7). The term genre is a 'spook' for teachers, especially English teachers who have been accustomed to traditional methods.

In reality, many English teachers, especially those who teach English at senior high schools, lack knowledge in analyzing the genre of text, especially advertisement text (based on the interviews of three (3) English teachers from different secondary schools, namely MUQ (Madrasah Ulumul Quran Langsa), vocational school (SMK) Darul Ihsan Banda Aceh, and vocational school (SMK) 2 Lhokseumawe). They were asked about how they taught advertisement text. The researchers found that the interviewed lacked genre knowledge and their ability in explaining the genre of an advertisement text for students was very limited. They taught their students about the general function of advertisement and avoided detailed explanations about the rhetorical pattern of advertisement. However, the rhetorical pattern is considered as an important aspect of building students' literacy composition skill, such as creating a well-organized sentence, particularly in organizing an advertisement text both in spoken and written. The pattern is reflected in the cultural background of the speaker. Therefore, by explaining the rhetoric of text in detail can develop students' understanding of how culture impacts the style of writing.

Many researchers believe that teaching the rhetoric of text is important in learning the language. Such as Agbesi and Kwesi (2018) state that writing is a socio-cultural activity, therefore, it is important to distinguish the similarities and differences between the rhetoric of texts produced by English native speakers (NS) and a text produced by non-native speaker (NNS) to acquire the English rhetorical norm. Then, Connor and Traversa (2014) argue that by identifying the rhetorical pattern of text and interaction across culture as well as languages is important and this knowledge is essential to be mastered by language teachers and students, particularly ESP teachers and advanced students. Furthermore, the rhetorical pattern is considered as one of the effective writing strategies.

According to Mu (2005) in Larenas et al. (2017), the rhetorical pattern is a strategy in which the writers organize their idea to be acceptable. Carroll (2002) in her book taught her college students the rhetorical strategy in writing. She gave the assignment to analyze the rhetorical outline in the students' writing. As a result, she found that her students' ability in convincing the target readers through their writing is increased without decreasing their writing style ability. Thus, it can be said that rhetorical pattern is a language strategy that helps students to clearly understand how to convince the target readers either in the form of academic writing products or other professional genres, particularly advertisement.

Through the significant aids of advertisement, many researchers have done genre studies in advertisements. Those studies have been increased over recent decades. The first study is from Yongqing (2013) who analyzed the generic structure of a Malaysian hotel advertisement. His study focused on the business advertisement. The next study is the work of Luo and Huang (2015) who explored the RP of the American tourism brochure. He also focused on the promotional genre. Other researchers such as Halle (2017) have identified political advertisement on the Presidential election in the USA and Gunawan (2012) has found components on the political advertisement of Mayor Election in Kendari, Indonesia. Lastly, Samad and Adnan (2018) found the university students' rhetorical pattern of thesis defense examination in Indonesia including Aceh. Students in Samad and Adnan's work refer to candidates in this study whose aim is to persuade people, while the term examiner in their work refers to voters in this study. Samad and Adnan's work focused on the spoken academic genre. Although this study is not very related to the promotional genre, the activity of this study is related to persuading people.

Therefore, the researchers are interested in analyzing political advertisements used by Irwandi Yusuf – Nova Iriansyah in the 2017 election as a case of this study through genre analysis. Since political ads are more persuasive and more culturally complex than others, for example, the use of ethnic costumes and dialect which meet the needs of this study that is to find out the rhetorical patterns of the winning candidates.

Furthermore, the results of this study are expected to give a valuable contribution to English language teaching both in theoretical and practical. Theoretically, as the result of this study present how to do genre analysis in the advertisement text, the researchers expect that it can give valuable information for language students and teachers in enhancing genre knowledge, particularly how to analyze the generic structure of the advertisement. Therefore, they can use their knowledge in designing goo advertisement with the cultural aspect as consideration.

Practically, the result of the study can be implemented not only in the secondary educations but also in tertiary education particular in teaching English for Specific Purpose classroom, English for Academic Purpose and Teaching English for the foreign language classroom. Due to this study was oriented to the local advertisement, the English teacher can use this study to teach contrastive genre study as well as how culture has affected the language. Therefore, the teacher can expand students' awareness of differing convention in their mother tongue (L1), particularly the Indonesian language and in the English (L2).

2. LITERATURE REVIEW

2.1 An Overview of Genre

Understanding the communicative goal of particular discourse is the language demand in the current teaching and learning process. Thus, the term genre is recognized among scholars and educators. In general, the genre is viewed as a tool to classify something in an appropriate category. Bawarshi and Reiff (2010, p. 4) states that genre is as a classificatory tool. In other words, genre helps to put a thing in "the same boat" or for whom genre it belongs to. Furthermore, Swales (1990, pp. 8-10) defines the genre as a form in particular discourse to achieve the communicative purpose through "socio-rhetorical" activities of writing. The next definition is from Luzon (2005, p. 285) who defines the genre as "a class of communicative events". Therefore, it can be concluded that genre is a text type which shares similar and different social functions under the Rhetorical Pattern (RP) of the specific genre. Every kind of text has its structure based on the text field it belongs to. For example, a text such as a report text, a descriptive text, a narrative text and various kinds of texts, particularly advertisement from law might be different from science in terms of the generic structure of a text and lexical items. However, between the two texts, advertisement texts from law and science have a similar communicative purpose, that is, to promote something.

Furthermore, the genre also reflects the 'communication habit' of the members in a particular discourse. It shows how members communicate through texts or modes. The way they communicate indicates in what professional or academic field they belong with. Paltridge (2011, p. 84) explains genre as the method of carrying out 'things' by the use of spoken or written discourse. He also adds that "*genre is a kind of text*" in which it often shares numerous features of genre examples. Moreover, genre provides us as a member of discourse with the capability of associating, recognizing and accomplishing our thought both in written or spoken form by considering the social context. Getting done in the situation in which adjusting our perspective with others in the communicative situation needs a proper understanding of genre knowledge, that is, purposefulness and flexibility of form. As Bawarshi and Reiff (2010, p. xi) states "genre shapes regularized communicative practice that binds together organization, institution and activity systems". Besides, the genre also focused on our cognitive attention to enhancing our ways of thinking through identifying social context, particularly in identifying the social context of political advertisement.

2.2 The Characteristic of Advertisement

The characteristics are very important to discuss because it can help the researchers in translating or understanding the message or comprehending the concept (Vandal-Sirois & Bastin, 2012). Furthermore, they also added that the several objectives of the advertisement should be fulfilled: broadening awareness of a cause, a company, or a product and eventually varying the opinion or behavior of detailed demography. To accomplish this aims, the advertisement should be not only attractive to capture the intended readers, but also should be changed the paradigm of readers and shape the credibility of the advertising message to the individual viewers.

Furthermore, doing advertising is identically persuading the individual or collections' need and make available to everybody. Auletta (2007) asserted that "...advertising as the characteristic rhetoric of democracy". He also adds democracy here is not only consider as the political system, but also "…a set of institutions" that enables people to freely express their interest. Then, he classifies the characteristic of American advertisement.

The first is repetition. One of the examples of repetition is the advertiser repeat the slogan or headline of their advertisement on the same page. For instance, the candidate uses the slogan "anti-corruption" twice or three times in their political advertisement. This repetition is aimed at conveying the target voters about their political system when they are nominated. The second is an advertising style. The old advertising in American is conventional. It means that it contains more words rather than images or any visual elements. But nowadays, since the development of knowledge and technology, many advertisers utilize it in the best way. They create some creative and purposively advertisement by combining text and semiotics resources. This effort is more successful in attracting readers rather than the conventional one. Finally, the third is ubiquity advertising. For many years, American advertising very tricky and make into consumptive consumers. But today, the consumers are very smart and selective in believing the advertisements service or products. Therefore, many advertisers increasing their persuasion skill by providing some facts about the products and sometimes, adding the negations statement to defense their opponent.

2.3 Previous Works on Promotional Genre

Promotional genre including advertisement is commonly discussed among genre researchers. It is because advertisement has a wide variety of resources that can be used in teaching English. Thus, many researchers have been conducted a genre study of advertisement over decades such as Barron (2012) in her study analyzed the move structure of public informational message between Germany and Ireland advertisement. 244 corpus data belonged to a total of 34 campaigns. It can be seen in Table 1.

Table 1. The result of moves and sub-moves in public informational message.

Moves	Sub-moves
Capture attention (obligatory)	-
Give audience details of recent/upcoming changes (optional; obligatory in public service information messages)	-
Detail strategies for participation (optional)	-
Justify change (obligatory)	Claim change is good Detail problematic situation Detail benefits of change
Incite audience participation (Irish: obligatory; German: optional)	Underline self-efficacy Underline responsibility to participate Address social behavioral norms Threaten negative consequences
Solicit further action (obligatory)	Solicit topic-related action Offer further information/service
Establish credibility (obligatory)	-

Source: Barron (2012, p. 166)

From Table 1, it can be concluded that six (6) obligatory moves in Irish advertisements and five (5) obligatory moves in Germany advertisements; one optional move in Irish advertisement and two optional moves in Germany advertisements. Further, Barron (2012) pointed out that all of the corpora were representative to give audience details of recent/upcoming change move. It means that this move was obligatory move in the campaigns.

Furthermore, Yongqing (2013) worked on the genre-based analysis of hotel advertisements in Malaysia. He analyzed 20 advertisements of Malaysia Hotel and found that five moves were obligatory move included identifying service (brand name and highlighting), establishing credentials, introducing services and facilities, and providing contact. Besides, the optional moves were expressing general greeting and invitation, background description, and internal philosophy and guidelines.

The term of each move used by Yongqing (2013) is quite different from Barron; however, the purpose of each move is similar. For example, the identifying serving move in Yongqing's study had a similar purpose in capturing attention in Barron framework. However, the moves by Yongqing (2013) moves were not applied in this study due to the moves proposed did not represent the structure of the political advertisement. Because slogans are an important aspect of the advertisements, the researchers mentioned two previous studies of slogans. The first is from Michalik and Michalska-Suchanek (2016). The study focused on the persuasive function of rhetoric in cars advertising slogan. They found that alliteration, hyperbole, rhyme, repetition, personification, rhetorical question, idiom, oxymoron, imperative mood, pronouns, verbs, nouns, adjectives, were used in designing the slogan. Lastly, the work from Amalancei et al. (2017) who analyze the image within the slogan from political parties which were paraded during the Romanian Parliament Election in 2016. The focus of their study was to find out how political slogan interpreted and remembered among students from the communication study program. They found that such characteristics of slogans; simple, memorable, and adapted to the target audience, were the most effective slogan and the most memorable among students. Hence, slogans are an important element of advertisements, particularly political advertisement.

In conclusion, those previous studies were used by the researchers to find the differences and similarities of the result of this study. Furthermore, those previous works also used to guide the researchers in elaborating the data in the discussion section.

2.4 Rhetoric as Language Teaching Strategy

Rhetoric is a strategy in which the writer or people use to convey ideas through oral and written. It is also used to organize the idea to be accepted by certain members of the community. Furthermore, it can become an analytical tool across disciplines for uncovering certain aspects of discourse (Indarti, 2018). According to Wink (2016), rhetoric is a strategy to convince the argument and also to identify what makes an argument effective or ineffective. The original term of this approach is proposed by American applied linguist Robert Kaplan as contrastive rhetoric. The research conducted by Grabe and Kaplan (1996) is focused on the culture and linguistics different in the Non-Native English Speakers (NNS). According to Connor et al. (2008), the contrastive rhetoric approach has a good impact on NNS particularly on ESL and English for Academic Purpose. However, since this approach is criticizing

by many researchers, and also the expansion of the genre is becoming widespread, the term is changed and became intercultural rhetoric. The term is used to generalize the research field of cross-cultural study and broadening trends of writing across language and cultures.

Furthermore, the term of intercultural rhetoric can be defined as an approach in examine language as well as text analysis or genre analysis that allow for the dynamic definition of culture and the inclusion of smaller culture such as disciplinary and classroom. Abasi (2012) argued that this approach supports students in understanding how text have dynamic interaction and social context between readers and writers. Due to the rhetoric of text is important to understand, it has been not only implemented as an approach in analyzing text but also as an educational foundation, particularly in language teaching. In the early discussion, it has been discussed that Indonesian government adapts genre-based approach as an approach in designing curriculum, particularly in language teaching in which the goal of this approach is to understand how text is produced and how the text interacts with the readers through analyzing the rhetoric of the text.

In teaching the genre of texts, particularly advertisement, it is important to understand the rhetorical pattern of text. The rhetoric is used to identify the surface level of text. Paltridge (2018) believes that teachers need to help students to discover how genre differs rhetorically from one another as well as how the same genre vary in term of the use of language. He also adds that students are required to explore the rhetorical expectation of their writing. It is also in line with Dirgeyasa (2016) which states teaching the genre of text as well as the rhetorical pattern of text enables students to understand their product of writing and develops their writing skill. Thus it can be concluded that understand the rhetoric of text is one of the strategies for not only shaping the students' writing ability but also understanding how text is socially constructed and have dynamic interaction between readers and writers.

3. METHODS

3.1 Research Design

The qualitative research design was applied in this study. According to Paltridge and Phakiti (2015), qualitative research is aimed at investigating the basic problem in all aspect of social behavior of the current issue. Furthermore, Creswell insists that by applying descriptive qualitative research, the researchers can gain more detailed information on the phenomenon (Creswell, 2012). Through qualitative research, the researchers can analyze the data related to the problem subjectively. Then, Sukmadinata (2010) asserts that the descriptive qualitative method is a basic method to describe the phenomenon. This method studies activities, characteristics, changes, relations, similarities, and differences between other phenomena. Besides, descriptive study is important both in the academic field and in the curriculum instruction because this method clearly defines or describes the academic phenomena or the application of curriculum in every academic division and every educational unit. Therefore, in this study the researchers investigate the rhetorical pattern of the winning candidates' advertisement on the Governor election in 2017, Irwandi Yusuf – Nova Iriansyah, is selected to find out its RP. The data of this study were analyzed by using Barron's

framework (2012). Seven moves are used to analyze the RP of the elected candidates' advertisement. Below is the detail information.

3.2 The Technique of Data Collection

To collect the data, two technique of data collection were applied in this study. First, the researchers searched the political posters from the candidates in the public sites as a document. Then, the researchers downloaded the posters from the Acehnese governor candidates. To avoid the bias in this research, the researchers framed the criteria of the sample: the poster from the Acehnese governor candidates from all around Aceh province, the poster published during the election in 2017, the posters of the candidates which contain words and images. The poster later was analyzed by using Barron's Framework as follow.

Table 2. The framework of public informational message.

Moves		**Sub Moves/Strategies**
Move 1	Capture Attention	Form-based strategy
		Emotion-based strategy
		Cognitive irritation strategies
		Attention management strategies
		Strategies addressing the target audience
Move 2	Give the audience detailed of reasons/ upcoming change	Repetition
		Paraphrasing
Move 3	Detailed strategies for participation	-
Move 4	Justifying change	Claim change is good
		Detail problematic situation
		Detail benefit of the change
Move 5	Incite audience participation	Underline self-efficacy
		Underline responsibility to participate
		Address social behavior norm
		Threaten negative consequence
Move 6	Solicit further action	Solicit topic related-action: *Mood derivable, Presupposition, Suggestion*
		Offer further information or service: *the imperative, declarative sentence or verbal ellipsis*
Move 7	Establishing credibility	-

Source: Barron (2012)

Secondly, the researchers coded the data from the document. The coding technique was applied by the researchers to classify and sort the data which present the related problem of this research. Miles et al. (2014) define codes as the labels in assigning the symbolic meaning. While coding is a process of giving the meaning of the assigns data. According to Taylor et al. (2016), coding is a process of "developing and retaining interpretation of the data". Further, by using the coding technique, it facilitates the researcher sto tidy away the data and to retrieve them easily. However, the researchers used the term of labeling rather than coding in this study. The purpose of each term is the same. After the labeling process, all of the data needed was conquered by the researchers into the rhetorical pattern of Acehnese political advertisements.

3.3 The Technique of Data Analysis

Dealing with the data about Rhetorical Pattern (RP) of Acehnese political advertisements, the technique of data analysis used in this study followed the descriptive qualitative research method. More significantly, the data analysis of descriptive qualitative study should be systematic and organized, so that the researchers was able to track down the information from the set of data, hint the temporary result of the analysis and relate them into the context of the data. Hence, for data presentation, the researchers combined the technique of data analysis proposed by Elliot and Timulak (2005) and Malterud (2012). The details are elaborated below.

The first step is data preparation; at this stage of data analysis, the researchers prepared the data from the instruments of this research that was documented. During the data collection, the researchers obtained raw data, and then the researchers specified the data to the needs of this research. Further, the researchers read the whole data from both instruments and categorized them into the rhetorical pattern of Acehnese political advertisements.

The second step of data analysis was delineating and processing meaning units. At this stage, the researchers identified and organized the elements of the data that was the generic structure of the Acehnese political advertisements by using the labeling technique. This technique facilitates the researchers to tidy away the data and to retrieve them easily. To identify the move of advertisement the researchers wrote the code M.1., which means move 1. This label was used to identify the RP of the advertisements.

The third step of analysis is interpreting the label to the meaning. After the coding activity, the researchers reduced all of the empirical data and classified them in a specific category of each label group. The fourth step of data analysis was synthesizing the label and describing them to be a new concept or theory. The last step of this analysis was to conclude the data. In other words, the researchers gathered all of the data and grouped them into the Rhetorical Pattern of Acehnese political advertisements

4. RESULT & DISCUSSION

As aforementioned above, this research was aimed at analyzing the rhetorical pattern of the winning candidates' poster in Aceh that was Irwandi Yusuf – Nova Iriansyah. The method of this study was descriptive qualitative by utilizing the document as an instrument to gather the data. Based on data analysis, it was found that the rhetorical pattern of Irwandi – Nova's poster consisted of seven moves with some strategies of each move. The data is tabulated in Table 3.

The next subsections discuss the analysis of structural move in the data.

Table 3. The rhetorical pattern of Irwandi Yusuf–Nova Iriansyah advertisement

Moves	Strategies
Move 1: Capture Attention	Form-Based Strategy Emotion-Based Strategy Attention Management Strategy: Use of dramatic statement
Move 2: Give audience details of recent/Upcoming change	Using repetition in the form of image and slogan
Move 3: Detailed strategies for participation	Sketch Model participation
Move 4: Justifying Change	Detailed benefit change
Move 5: Incite Audience Participation	Self-efficacy realized via image Offer further information or services
Move 6: Solicit Further Action	Indirect offers
Move 7: Establishing credibility	Use slogan refers to a broader picture, refer to the legal status of the campaign, offers further information/service and vice versa.

4.1 Move 1: Capture Attention

Capturing attention is vital in attracting voters. In this move, the candidates use the three strategies: form-based strategy, emotion-based strategy and use of dramatic statement (see Table II). The first was the form-based strategy. In this strategy, Barron (2012) pointed out that the advertisers create the posters, banners or any kinds of advertisements by using the outstanding colors, unusual images, sounds, perspectives or techniques (e.g. blurring), unusual typography (e.g. different font sizes within words or sentences, upper/lower case, bold, framing), deviations from the usual layout and also the use of sound figures (e.g. end rhyme, alliteration, assonance). From figure 1 below, it can be seen that the candidates designed their poster by utilizing unusual colors and cartoon as well as a mascot which wears the Acehnese costumes. Further, the candidates used the upper case in the headline of billboard and the font size is more prominent than other sentences. Then, when looking at the pictures of the candidates as well as the cartoon, all of them showed the smile expression with pride. By means, the candidates proudly declared the statement on the headline. In short, this strategy was more focused on the visual in the attention-getting the target readers.

Figure 1. The poster of winning candidates.

The second strategy was the emotion-based strategy. Based on the poster, this strategy also utilized the visual, such as the photograph of the candidates and the cartoon of the Acehnese mascot. It is shown that both the photograph and the mascot showed bright smile expression. According to Jones, et. al. (as cited in Ganel & Goodale, 2018), the use of smiling face in the advertising have a positive impact on getting the voters' attention because it is shown that he is approachable.

The last strategy was an attention management strategy: use of the dramatic statement. Based on the poster, the dramatic statement can be seen in the headline of the poster, *'halal tanpa perusakan'* (halal without destruction). The statement was categorized as a dramatic statement due to it stating the fact that every election activity, particularly in Aceh there always been some incidents, such as cheating the total votes or destructive campaign. Furthermore, the headline can also be categorized as the ambiguity words, because the meaning was not clearly stated. Therefore, this strategy can also be stated as a combination of attention management strategy and cognitive irritation strategy

From move 1, it can be concluded that the strategy used to convince the target readers are by combining the visuals and texts. Those strategies can be taught for students about how visual and text works together to deliver messages. Each sign of visual plays their role, for example, the placement of the candidate. According to Kress and Leeuwen (2006), the position of visuals is to determine how salient the information is in making meaning. For example, the left position is the salient information, of course, it is different from one culture to another. Hence, how each sign convinces the meaning through text and vice versa should be clearly explained by the teacher, also how cultures are defined in the form of visuals.

4.2 Move 2: Give Audience Details of an Upcoming Change

In Figure 1, the candidates used the repetition of the word *'halal'* in the image and the headline. There were four times of 'halal' existing in the posters. The use of repetition in the advertisement, particularly in the political campaign is to enhance the credibility of the political claim Ernst et al. (2017, p. 3267). This move was considered an important move in the political poster. This move is obligatory in the campaign advertisements Barron (2012, p. 166). It was because the function of this move was to inform the target readers about their program and the objective of their political systems. Hence, the use of repetition is important to boost the credibility of the upcoming change offered by candidates.

4.3 Move 3: Detail Strategy for Participation

In move 3, the candidates use the strategy of sketch participation model. Under the subheading, it shows the statement of *'10 sikap #pilkada halal'* (ten criteria of halal election) indicated that there were ten criteria to develop better Aceh region. Those criteria can be searched in the public site by writing the hashtag mark and follow the keywords. In other words, by choosing these candidates, the voters have participated in realizing the candidates' goals.

4.4 Move 4: Justifying Change

From Figure 1, justifying change is the move in which the candidates gives the promise like presented in the headline of the poster. This move contains a supportive message toward the changes through endorsement and any effective strategies (Barron, 2012). In this poster (see figure 1) it was shown that the candidates offered the security of the citizen during the election which stated in the headline. By offering the security of citizen' life, they believe that they can attract the voters. Besides, in a political campaign, it is used to embrace all-encompassing claim related to the value of change.

4.5 Move 5: Incite the Audience

In political advertisements, this strategy is used to assert the capability of the candidates or political parties so that they can convince their voters about their vision and mission or their objectives offer is attainable. The strategies used in this move are self-efficacy realized via image and offer further information or services lied at the bottom of the poster. The use of underline self-efficacy is to provoke the audiences that the change, services, good, or thing are worth to consider (Barron, 2012). For further information strategy, the candidates provide the information about JKA (Aceh' health insurance), halal region election and Aceh region election 2017 by adding a hashtag (#). The function of this hashtag is to make the voters easier to find a specific message on the internet.

4.6 Move 6: Solicit Further Action

Solicit further action is the move in which the candidates applied by using indirect offers to ask the citizen to vote them in the Aceh governor election. It indicates the photograph of Irwandi Yusuf and Nova Iriansyah complete with their name below their image on the left side of the poster. Hence, these candidates use indirect offers to stimulate the audience with the purpose of not intimidating them to choose them.

4.7 Move 7: Establishing Credibility

The strategies applied in the ads are by using statement in the headline, which located in the upper of poster bold, using uppercase and bigger font size. The image of the mascot with the Acehnese hat and smiling face indicates warm-hearted Acehnese males. The position of the mascot, which is on the right of the poster also shows an essential message, which is only a humble Acehnese candidate can make all promises happened. Also, the characteristics of the face in the image look-alike Irwandi. Thus, Irwandi – Nova apply this strategy to establish their credibility. This technique used to emphasize the critical message according to the experts. This move is designed to build belief and guarantee the target readers of the credibility of the messages, products, and services (Barron, 2012). It is also to build trust between the advertisers and the readers. Besides, the strategy applied in this sub move is by mentioning their supporters such as state authority if the advertisements about community services, political parties if the advertisements about politicians' candidates and the company of the products, etc.

5. CONCLUSION

This study aimed to find out the rhetorical pattern of the winning candidates' poster, Irwandi Yusuf – Nova Iriansyah during the election in 2017. The researchers analyzed the poster from the candidates through Barron's framework. Based on the data analysis, the researchers found that the rhetorical pattern of the poster consisted of seven moves and each of them have some strategies. This the generic structures of the candidates' poster were similar to the Irish and Germanys' advertisement found by Barron (2012) in the form of the move structures but the strategies applied in the Irwandi – Nova were different. They applied ten strategies offered by Barron (2012), they are form-based strategy, emotion-based strategy, attention management strategy: use of dramatic statement, using repetition in the form of image and slogan, sketch model participation, detailed benefit change, self-efficacy realized via image, offer further information or services strategy: indirect offers, use slogan, refers to a broader picture, refer to the legal status of the campaign. Each strategy applied in the advertisement can be used to teach students the rhetorical pattern of advertisement.

Furthermore, genre researchers also argued that rhetorical pattern is an important aspect that to be taught for students, particularly in language teaching. Rhetorical pattern is how the writer organizes and convinces an argument. Therefore, the result of this study can be used to teach students how to analyze advertisement text as well as how the advertiser organizes the text and what kind of strategies were used. Furthermore, each strategy of every move can be taught for students in teaching the language feature of the text, for example, teaching grammar by identifying the slogan such as the kind of sentence used in the slogan, whether it uses a declarative or imperative sentence or analyzing the ambiguity words used in the slogan. Therefore, teachers may adapt the frameworks employed in this study to be applied in the classroom. The frameworks can be simplified in teaching junior and senior high school students such as selecting the most important moves. Additionally, it can also be used to compare the various kind of advertisement such as education advertisement contained in the magazines, the cosmetic advertisement also looks blurb.

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Channeling Assessments in English Language Learning via Interactive Online Platforms

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Abstract

Technology adoption in classrooms has impacted the way educational practitioners conduct assessments. Online quizzes are preferred compared to paper-pencil based tests. However, very few information that explains the contribution of online assessment towards holistic attainment of students in English. The present study aimed at examining the effects of online assessments on students' performance. This research employed a quasi-experimental study to evaluate the role of interactive online assessments toward students' performance in English. Eighty-six undergraduate students in TESL participated in this study; 53 were randomly assigned to the online group while 33 were assigned to the control group. The research computed t-tests to compare the performance of both groups on five different assessments. The results revealed that the online assessment group performed better on four assessments tested—listening and reading skills. The control group performed significantly higher on the assessment that involved presentation (evaluated speaking skill). These findings indicate that online assessments enhance students' mastery of listening, reading, and writing skill but rather not so much

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influence on verbal skills. This research implies that educational practitioners should not entirely rely on interactive online platforms. To incorporate the blended-learning approach, classroom activities must consist of a combination of online and offline strategies.

Keywords: eLearning, online assessment, formative assessment, summative assessment, language assessment, educational technology.

1. INTRODUCTION

The adoption of technology in classrooms has impacted the way assessments are conducted. Online quizzes are now more encouraged than conventional paper-pencil based tests. Online assessments are more preferred as compared to printed submissions of assignments (Johnston, 2004). In most higher education institutions, there is a requirement to utilize e-learning platform in the teaching and learning process. The utilization of the online platform is not only intended for summative assessments but also formative assessment. Research has well-documented on the role of technology in facilitating classroom instructions and engagement (e.g. Baleni, 2015; Ebrahimzadeh & Alavi, 2017; Johnston, 2004) but not as much focus has been put on the influence of technology in mediating test and assessment results. This study evaluated students' performance on both summative and formative assessments.

The preference for utilizing online learning is popular in higher education classes (Silviyanti, 2014). Online learning has the potential to deliver high-quality instruction at reduced costs. Besides, this method of learning also allows the instructors to diversify the teaching techniques (e.g., videotaped lectures, lecture notes, interactive assignments). The implementation of online learning in higher education is also supported by the availability of online materials which seem to be the common delivery format in today's world. Despite the apparent potential of online learning, there is still very little evidence on students' performance, especially on the learning outcomes assessed through assessments.

Embedding technology in teaching and learning activities are common practices among educators. Assessing students' performance via technological platforms may not be as frequently utilized in classrooms, especially language classrooms. This study, therefore, inquired on the effects of using an online platform to administer assessments on students' performance on that particular assessment as well as their overall attainment. Specifically, we questioned if the adoption of technology for assessments can enhance students' scores; and whether this adoption is beneficial for both summative and formative assessments.

2. LITERATURE REVIEW

Among the main concepts invested in this study are assessments and online platforms. Specifically, this study anchored on two types of assessments; formative and summative assessments. Research on summative assessments conducted online has documented various and rich findings, such as learners' preferences (Marriot, 2009), ease and aide instructional workload (Stevens, 2018), and enhance educator

effectiveness (Donelli-Sallee, 2018). A lesser focus has been emphasized on formative assessments. Formative assessments are essential to students' overall attainment as they both evaluate students' progress and inform educators on the area for improvement. Hence, the utilization of online platforms to facilitate these assessments is expected to gain improvement in performance. The literature review revolves around the role assessments and platform facilitation in students' performance.

Administering assessments via an online platform is not very popular among educators due to connectivity issues. For example, Baleni (2015) assessed the participants who used Blackboard to conduct assessments involving two lecturers and 220 first-year undergraduate students from the education and science background and found that the lecturers perceived e-assessment as a helpful tool for students to learn better and easier. This study also documented negative responses among student and lecturers indicating negative preferences for online assessments due to connectivity issues and technical computer problems which can happen unexpectedly.

Literature has also documented the role of online formative assessments on the final exam—summative assessment. According to Yeo et al. (2014) who investigated 80 second-year college students in an Australian higher education institution revealed a significant connection between formative online assessment and students' performance. Specifically, Yeo et al. (2014) found that the usage of online platform positively influenced the students' performance on formative assessment. Nevertheless, the study did not trace the benefit of the formative online assessment toward the final exam scores. Another study found a similar trend (Casidy & Gridly, 2005): online formative assessment indicated a minor benefit prior to graded course exams, but online test practices significantly contributed to final exam scores. The argument about the weak contribution of online formative assessment towards summative test scores needs to be readdressed considering the fact that formative assessment is intended to help students with their overall attainment in learning.

2.1 Formative Assessment

Assessment is central because it has a strong impact on learning. This type of assessment is usually formative. Formative assessments administered in classrooms are sources of continuous feedback with the goal to improve teaching and learning. Another purpose of formative assessment is to support learning as it happens during the course of instruction. The activities of formative assessments are embedded within instructions with the aim to monitor learning and assess learners' understanding of the topic. This assessment is intended to help modify instructions if deemed necessary. Besides, the results of formative assessments can also inform further learning through continuous and timely feedback until the desired level of knowledge is achieved.

According to Black and Wiliam (1998), formative assessment can be defined as the process that provides both instructors and students with continuous feedback on the teaching and learning with an aim to improve students' learning and attainment of the instructional objectives. Besides, formative assessment is renowned as an essential tool to enhance students' performance in the classroom (Bell & Cowie, 2001). Furthermore, Zakrzewski and Bull (1998) suggest three benefits of formative assessments embedded in an online learning environment. First, the flexibility of time allows students to take the assessment at any time convenient to them, as long as the students meet the deadline appointed in advanced. Second, students can have several

attempts to respond to the assessments until they achieve the desired minimum grade. Third, online formative assessment provides students with prompt feedback needed to assess their learning and remedy weaknesses in instruction and their learning. Additionally, online formative assessment can help reduce the level of anxiety among students before sitting for the summative assessment (Cassady & Gridley, 2005). Vonderwell et al. (2007) further noted that instructors can employ online formative assessment to enhance interactivity between students and other students and between students and instructors.

2.2 Summative Assessment

Summative assessments are cumulative assessments intending to capture students' knowledge or the learning quality to evaluate the performance against a benchmark (Atkin et al., 2001). The purpose of a summative assessment is normally to quantify how much learning has taken place (i.e., how much a student knows; (Gardner, 2010). Summative assessments are usually graded and taken place at the end of the learning, more often in the format of tests and final exams than others. In addition, summative assessments play a vital role in determining the students' level of success or proficiency at a particular point in time in learning (Dixson & Worrell, 2016). Despite the differences between formative and summative assessment, Dixson and Worrell (2016) suggest these assessments should complement each other for the similar purposes intended. Formative assessment should be administered during the teaching and learning with feedback given throughout the process. Meanwhile, the summative assessment can be used at the end of a unit, lesson, or semester.

Mohamadi (2018) has postulated the effect of online summative and formative assessments on 130 Iranian English as foreign language university students' writing skill. He conducted three assessment interventions in writing performances of participants in using the pretest/posttest time-series design. The results prove that employing technology and techniques along with suitable assessment strategies is an effective way to have great learning.

2.3 Online Platform

The term 'online' is variably used with other terms such as 'e-learning' and 'blended learning'. These terms are used to refer to the adoption of applications of digital technologies in education. E-learning is the most commonly used online learning platform in higher education. More recently, various applications exist that facilitate online learning, especially the ones that allow instructors to conduct assessments interactively.

Numerous educational applications embed gamification in their system. A game-based learning context helps to shape a higher level of motivation of an individual (Ebrahimzadeh & Alavi, 2017). The adoption and application of games in learning have been associated with increased student motivation and creating an interesting learning experience (Icard, 2014). Currently, there is a new trend to reducing assessment and test anxiety by utilizing game-based tools to conduct assessments test. One of the most used applications is Kahoot.

Kahoot is highly favored by instructors and teachers for assessments, quizzes, and tests. Kahoot is an Internet-based application in which quizzes can be developed

and presented in a game-show format. Points are awarded for correct answers and participants can immediately see the results of their responses. Iwamoto et al. (2017) suggested that Kahoot is an online gamification tool that supports the testing effect. The testing effect is a robust and reliable phenomenon demonstrating that taking an initial test improves performance on subsequent tests. Interestingly, Thomas (2014) claimed that with Kahoot, an otherwise sleepy, insipid class can turn into an active highly charged groups of students eager to absorb and excel.

Another application is called PollEverywhere. This technological tool transforms one-sided classroom teaching into two-way interactive conversations with the students. Hence, this web-based response system allows the teacher to create an interactive assessment to be administered in class. JHSPH (no date) suggests that Poll Everywhere is suitable for the following teaching and learning purposes: to collect data, to take classroom temperature, to instantaneously assess understanding of concepts, to challenge perceptions or misconceptions, and to conduct live classroom quizzes and tests.

Utilizing the above platform to administer assessments can function as an innovative pedagogical strategy through facilitating opportunities in formative and immediate feedback, engagement with critical learning processes, and promoting equitable education. The adoption of technology may be a common practice in general strand content areas, most studies reviewed do not specifically evaluate the language learning aspect.

3. METHODS

This study employs an experimental design. Undergraduate students enrolled in Teaching English as a Second Language (TESL) program were randomly assigned into two groups (i.e., the experimental group and the control group). The purpose of the experimental study is to evaluate the effect of using an online platform for assessments on the students' performance on the particular test/assessment as well as overall classroom performance.

3.1 Participants

Eighty-six (86) undergraduate students participated in this study. The participants of the study were students of Teaching English as a Second Language. The students were from two private higher education institutions in Malaysia. All students who participated were those enrolled in the TESL assessment course. The course uniformity was controlled to ensure a similar level of assessment difficulty between the groups of participants. The study first recruited the course instructors and then asking their respective students to participate in this study. Utilizing the experimental design, the study divided the students into one experimental group (53 participants) and one control group (36 participants). The students' proficiency and attainment level are comparable between the two groups (see descriptive results for the participants' profile). A majority of the participants were female students for the nature of TESL classes are dominated by female students.

To participate in this study, students were selected using purposive sampling. Purposive sampling is a non-probability sampling technique which involves

identifying and selecting the individuals or group of individuals that are experienced with the research interest (Palinkas et al., 2016). In this study specifically, we first identified the instructors who had used online platforms for assessments. All students enrolled in the selected classes were included in the study.

3.2 Materials

A total of four types of formative assessments were conducted on both the experimental and control groups. Two of the assessments emphasized on the lower thinking level of bloom's taxonomy (i.e., knowledge, comprehension, and application) while the other two assessments evaluated students' knowledge on analyzing and evaluating. Besides the assessments, both groups were also examined on the presentation skills. The presentation was the last assessment conducted in the research, making sure that all students have completed the four assessments. Both groups presented the assessments face-to-face, no online platform was used for the assessments. The presentation evaluation was intended to compare the verbal skills of the two studied groups.

3.3 Analysis

This experimental design study employed SPSS 22 to analyze the data. First, we analyzed the normality of the data to fulfill the assumptions needed for further inferential statistical tests. To check for the normality of the data, the study employed the graphical method (i.e., box plot). The box plot presents the minimum, distribution of the data within the three quartiles, and the maximum as well as display the outliers (Marmolejo-Ramos & Tian, 2010). In our data, no significant outliers were detected, and the data shaped was normal. Descriptive and correlation analyses were computed to evaluate the data and presumed preliminary relationship between the assessments. Finally, we computed comparative statistical tests (i.e., multiple regression and t-test) to compare the experimental group and the control group.

4. RESULTS

From the 86 participants of the study—all undergraduate students majoring Teaching of English as a Second Language who took language assessment classes, we performed a series of analyses, from descriptive statistics aimed to explain the nature of the students' scores on the assessments and t-test targeted to compare between the control group and the experimental group. All analyses were intended to explain the roles of interactive online assessments in the students' overall performance.

4.1 Descriptive Statistics

Table 1 below shows the overall students' performance on each of the assessments measured for the study.

Table 1. Descriptive statistics.

	N	Min	Max	Mean	Std. Deviation
Test 1	86	0	14	10.260	2.715
Test 2	86	0	15	9.630	2.808
Quiz 1	86	0	4	2.919	.664
Quiz 2	86	0	5	4.340	1.001
Presentation	86	3	10	7.020	1.645
Final Exam	86	8.4	35	24.179	6.879
Overall Score	86	31	85	66.302	10.914

On all assessments, students' average scores are located on the midpoint. The range and the standard deviations indicated that the data are quite varied. The variability in the data also indicates its normality. Once the normality is assumed, further analyses can be performed.

4.2 Correlations among the Assessments and Test

To evaluate the bivariate relationships between the tests and assessments, we computed Pearson correlation (*r)* to measure the strength of the association between two variables at a time. The results of preliminary analysis serve as a baseline to presume associations between the tests and assessments. Hence, the decision to proceed with further analyses is supported.

Table 2. The Pearson Correlation results.

	1	2	3	4	5	6
1. Test 1						
2. Test 2	.312**					
3. Quiz 1	.048	.156				
4. Quiz 2	.366**	.459**	.148			
5. Presentation	.175	-.123	-.006	-.305**		
6. Final	.363**	.511**	-.014	.493**	-.138	
7. Total	.644**	.704**	.119	.596**	.063	.888**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 2 above shows that most of the tests and assessments are significantly correlated ($p < .05$). The most important correlations to be analyzed are the relationships between the formative assessments (i.e., Test 1, Test 2, Quiz 1, Quiz 2, and Presentation) and the final scores (i.e., Final). Test 1, Test 2, and Quiz 2 were significantly correlated with the students' final score (the Person correlation coefficients were .363, .511, and .493, respectively). Quiz 3 and Presentation did not have a significant correlation with the final scores.

4.3 Predicting Final Exam Scores

Using the formative assessments, we predicted the summative assessment (i.e., the final exam) performance of the students. The multiple regression results showed that the formative assessments accounted for 38.1% variance in the final exam score. Specifically, the multiple regression coefficient tables below reports that only Test 2 and Quiz 2 were significantly linked with the final exam (see Table 3 for details). This result is a piece of evidence that the formative assessments evaluate or target to measure students' performance on various skills, not just one particular skill.

Table 3. Multiple Regression Coefficient table.

	Unstandardized Coefficients		**Standardized Coefficients**	***t***	**Sig.**
	B	**Std. Error**	**Beta**		
(Constant)	8.163	5.002		1.632	.107
Test 1	.423	.257	.167	1.643	.104
Test 2	.843	.248	.344	3.398	.001
Quiz 1	-1.208	.927	-.117	-1.303	.196
Quiz 2	1.912	.761	.278	2.511	.014
Present	-.171	.409	-.041	-.418	.677

4.4 Group Comparisons

The next step of the analysis was to compare the experimental group and the control group on each of the tests/assessments. The comparison was intended to reveal for the effect of tests conducted via the interactive online platform on the students' performance on the tests.

Table 4. Descriptive Statistics for the group.

	Mean		**Std. Deviation**		***t***	***p***
Group	**Control**	**Experimental**	**Control**	**Experimental**		
Test 1	9.42	10.77	2.948	2.447	2.297	.024
Test 2	8.55	10.30	3.163	2.350	2.752	.008
Quiz 1	2.909	2.925	.997	.331	.086	.932
Quiz 2	3.48	4.87	1.034	.482	7.209	.000
Final	19.891	26.849	6.281	5.842	5.218	.000
Total	59.848	70.321	11.250	8.597	4.872	.000
Present	7.85	6.51	1.326	1.625	3.979	.000

We evaluated the students' performance on Test 1, the *t-test* result indicated that there was a statistically significant difference between the experimental group and the control group ($t = 2.297$, $p = .024$). The experimental group scored significantly higher than the control group, refer to Table 4 for the mean and standard deviation values. In Test 2, the experimental group also scored significantly higher than the control group ($t = 2.752$, $p = .008$). A similar result was also seen on students' scores in Quiz 2 ($t = 7.209$, $p < .001$).

It is important to note, but to no surprise, that the experimental group scored statistically significantly higher than the control group on the final exam ($t = 5.218$, $p < .001$) as well as the overall assessment ($t = 4.872$, $p < .001$). The final exam was administered conventionally (i.e., paper-pencil based test) while the total score was accumulated from all the assessments for the course. The shocking result was revealed in the significant difference between the groups on their presentation performance. The control group performed significantly higher than the experimental group ($t = 3.979$, $p < .001$).

5. DISCUSSION AND CONCLUSION

All components of education are influenced by the rapid advancement of technology, and assessments are not immune. Educators are demanded to not only be able to utilize digital resources for assessment preparation, but students should be able to take assessments using the technology that makes them most comfortable with.

Changing the delivery format of tests is an intimidating proposition for many policymakers as well as administrators in the education sector, and the change comes with a substantial financial implication. With the additional significant reluctance in the voices of educators who are doubtful of the technology role in transforming classrooms, it is not difficult to see why there is so much hand-wringing when it comes to updating the way that assessments are delivered. Nevertheless, it is important to find a meet in utilizing technology for the purpose of learning improvement and educational attainment.

Integrating technology in assessments can have two positive results. The first is that they can reinforce the use of technology among students by asking them to implement it to take the actual tests. The second is that assessments are more interactive than the traditional paper-pencil based test which will make classroom learning more meaningful and interesting. Research has documented that students who take tests on computers or tablets are more comfortable with the material at hand and it will feel like they are participating in more of an integrated process. Therefore, in order to keep abreast with the fast pace of technology, educators need to insist that technology be part of not only the teaching process but also of assessment policy.

In this study, we found that students' scores on interactive online assessments were significantly higher as compared to their peer taking the assessment conventionally. This suggests the positive effect of technological platform adoption on students' performance. This finding is consistent with previous research documenting on the positive effect of the technological tool in teaching (Iwamoto et al., 2017; Ogange et al., 2018; Yeo et al., 2014). Interestingly, our result suggests that formative assessments such as classroom presentation are not significantly influenced by the interactive online technology adoption. The students' performance was not influenced by the absence of technology, in which our control group performed significantly better than the online group. This finding also indicates that verbal skills (as shown in the presentation assessment) do not necessarily improve through the mediation of technology.

The conclusion we draw from this study anchors on the important role and effects of the interactive online platform in the assessment. Supporting the body of the current literature, we support the use of technology in the classroom, particularly in assessment administrations. Besides, based on the result generated by our formative assessment, we also highlighted on the importance of building the students' verbal skills as the technology may not be able to enhance the students' pragmatic skills. Therefore, we suggest future research to focus only on formative assessments. We expect that the focus could reveal further surprising and positive results to help educators as well as students in the teaching and learning process.

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Meme as Political Criticism towards 2019 Indonesian General Election: A Critical Discourse Analysis

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Abstract

This study aims to investigate the memes created by Nurhadi-Aldo, a fictional presidential candidate. Data is collected from Nurhadi-Aldo's Instagram profile. The descriptive qualitative approach was used and the sampling procedure carried out was purposive sampling. To analyze the data and to uncover the hidden values, the three-dimension analysis proposed by Fairclough (2001) was used. The first dimension was textual analysis where the textual and visual sign of the presidential memes were examined. The second dimension was the analysis of the discursive practice surrounding the production of Nurhadi-Aldo memes. And the last was the sociocultural practice analysis that deals with how Indonesian internet users reacted to this viral phenomenon. The result points out that the memes represent the visualization of public social critics toward a political condition in Indonesia. With regards to the content creator, Nurhadi-Aldo's memes further indicate the scepticism value of Indonesian youth. These findings further confirm that the function of the meme is not limited to entertainment purpose only, but also to deliver political criticism. Hence, it is expected that the findings will give more insights into how certain values can be delivered through the use of everyday text, such as memes.

Keywords: CDA, Fairclough's framework, memes, fictional candidates, hidden values.

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1. INTRODUCTION

The Indonesian presidential election held in April 2019 can be considered as one of the most important events in Indonesian political history. According to Bland (2019, April 3), the current election is, in fact, the most complicated single-day ballot in global history. The predicate of the most complicated single-day ballot in global history was assigned due to the enormous number of people involved in the event as it is referred to as *pesta demokrasi* (a celebration of democracy). Besides, the election itself has initially provoked various responses from media and people in general long before the actual election was conducted. Unfortunately, this condition led to a number of horrendous political and social issues including the viral spread of hoax in social media, the call for regime alteration delivered by the protesters, and the increase in social media war as seen in the hashtags *#2019gantipresiden* '#2019changepresident' and *#tetapJokowi* '#JokowiAgain' on Twitter and other online media. Yet, amidst the feverish political situation and an intense social media war between supporters from both sides, a parody of the presidential campaign poster appeared to save the day. The parody came in the form of campaign poster memes with the fictional presidential candidate in it. The fictional candidates were known as Nurhadi and Aldo from *Partai untuk Kebutuhan Iman* 'Need for Faith Party'. It did not take a long time for this meme to become viral among Indonesian youth. The moment after the internet users got the idea of the Nurhadi-Aldo meme, they started sending and flooding the social media platform with this meme. The process became easier and a lot faster as the social media accounts of the fictional candidates were bombarded by follows, likes, and comments. It seemed that the appearance of the fictional presidential candidates' campaign was seen as the speck of light amidst darkness by internet users, especially during the political tension in Indonesia. Due to that reason, there was a tendency to take it as a positive thing rather than an insult towards the official presidential candidates because of the humorous content offered in them. As indicated by Shifman (2014) that humorous internet memes are used to represent political or social participation on numerous occasions.

Simply put, it can be said that memes are not limited to humorous discourse only. They can also be employed as a tool to present certain messages to the public. Discourse analysis make it possible to reveal the hidden ideologies (Risdaneva, 2018). Regarding this, previous research concerning the analysis of internet memes has been conducted by several scholars. First to mention is a study conducted by Raja (2018) who employed multimodal Critical Discourse Analysis by Machin and Mayr (2012) in analyzing Singaporean internet memes taken from SGAG. He found that Singaporean memes show the networks of inter-semiotic meaning, and have similar features of comic and sequential art in representing local educational problem related to general pedagogy and hegemonic discourses. In another study, Siregar et al. (2018) utilized multimodal Critical Discourse Analysis by van Leeuwen (2013) to investigate the stereotyped language about women found in Indonesian memes. The obtained result points out five types of stereotyped language namely women's personality traits, women's cooking and domestic behavior, women's physical appearances, women's role in the teaching profession, and women's behavior in riding motorcycles. Meanwhile, another study by Palupi (2018) carried out Fairclough's framework in investigating the meme *makasih yang lebih cantik* (thank you, you're prettier) found on Instagram and 1Cak. The results show that Indonesian women tend to be demure

when another woman praises their beauty. Their default response to 'you are so pretty' compliment is to give another compliment, which is 'thank you, you are prettier'. This type of response is given as they try to receive the compliment without sounding arrogant. Concerning this, it is known that it is the Indonesian society's culture to uphold politeness. Women are socialized to be modest and humble. This is the reason why Indonesian women respond to compliments with another compliment as an effort to show politeness.

In the previous studies, it can be seen that a study on political memes by employing the Critical Discourse Analysis (CDA) approach has not been explored yet. To fill the gap, this study aims to analyze Nurhadi-Aldo viral memes taken from their official Instagram and Facebook. This study also attempts to investigate the value that is manifested in the memes of fictional presidential candidates.

2. LITERATURE REVIEW

2.1 Critical Discourse Analysis

Critical Discourse Analysis, according to Martin and Wodak (2003), is the study that is fundamentally interested in investigating the hazy and transparent structural relationship between dominance, discrimination, power, and control expressed in language. Following Martin and Wodak (2003), Blommaert (2005) urges that inequality in texts as the result of the existence of power in discourse is the focus of Critical Discourse Analysis. In other words, Critical Discourse Analysis approach emphasizes on the fact that there is no such thing as neutral in a text. There is always the so-called concept of power, identity construction (van Dijk, 2002), and unequal issues manifested in every discourse.

Based on the definition that has been previously mentioned, it can be said that the main idea of Critical Discourse Analysis is a language which can be defined in terms of its usage in particular discourse which further represents social life in different ways. Regarding this, the cultural informative platforms such as media, according to Anderson and Collins (2001), will reproduce the ideas of a more powerful group due to its values and suppress the ideas of those who are less powerful. Therefore, the significance of Critical Discourse Analysis emerges as a form of uncovering these suppressed values. In doing so, three attributes are considered important in CDA, namely critique, ideology, and power. Critique is implemented by analyzing the text to find the underlying power relation that is present in society. Yet, analyzing text is not sufficient to uncover the whole idea. The discourse of the text should be connected to the ideology that can indicate certain patterns of inequality. Ideology further has the capacity of influencing people to produce texts in certain ways (Fairclough, 1992). Following analysis on ideology, the concept of power is immersed through the research to discover how language is interpreted and to fully uncover the problem related to inequality.

To analyze these elements, CDA provides six analytical tools with different theoretical underpinnings and focuses. One of them is proposed by Fairclough (2001). The model of CDA by Fairclough (2001) focuses on the relationship between textual analysis and sociocultural analysis. As the aim of the current analysis is to investigate

a viral phenomenon following Indonesia's presidential election in 2019, the CDA model by Fairclough (2001) is chosen in the current analysis.

2.1.1 Fairclough model for CDA

The CDA model by Fairclough (2001) differentiates the analysis into textual analysis and socio-cultural analysis. The textual analysis aims to give excellent insights about what is in the text, while the sociocultural analysis provides perspectives that are not expressed in the text. He further mentions that sociocultural analysis has various orientations such as economic, political, and cultural aspects that are possible to be simplified in discourse. To apply the CDA model by Fairclough (2001), three interrelated processes of analysis that are connected to three inter-related dimensions of discourse should be performed. The three dimensions can be seen in the following figure.

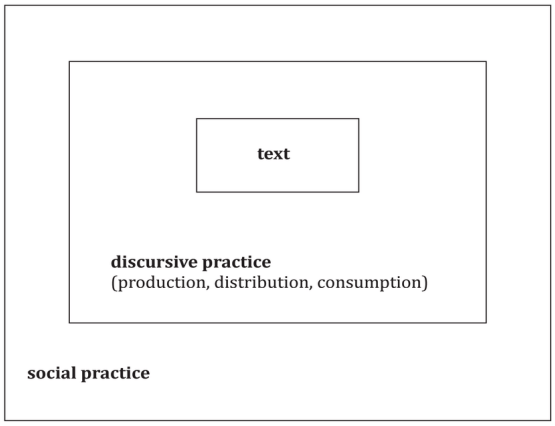

Figure 1. Three-dimensional models of Fairclough.

The first layer of the model by Fairclough (2001) includes the object of analysis including verbal and visual texts. The second layer covers the processes producing and receiving the object by the subjects. Finally, the last layer covers the socio-historical conditions which govern all these processes. To do the analysis, the first dimension requires text analysis or description. The text analysis includes the analysis of diction, structures, and textual structures. It should be noted that the meaning of a text cannot be interpreted directly from the verbal and visual textual sign (Janks, 1997) since different available discourses will lead to different interpretation. Thus, it is important to relate to the second layer, which is the interpretation of the process of text production. The last one is a social analysis which deals with the consumption and interpretation of the text. The CDA model by Fairclough (2001) is useful since it provides multiple points of analytic entry. Additionally, since the order of the analysis is not rigid, the analysis phase can be started from any layer, as long as in the end they are all included and are shown to be mutually explanatory. The results should emphasize the interconnections and disjunctions of the interesting patterns that need to be described, interpreted and explained. The object of the analysis is not limited to political text only, but all communicative events, including memes.

2.2 Meme

The traditional definition of meme refers to a unit of cultural transmission that spread among a large number of people and reflect the general mind-set (Shifman, 2014). On the contrary, the modern definition of meme related to internet culture tends to emphasize the online content through the image, video, or GIF image. Shifman (2014) further defines internet memes as a group of digital items with similar characteristics that are used and spread online by internet users. The components of internet memes can be classified into manifestation, behavior, and idea Davidson (2012). He further explains that the manifestation refers to observable characteristics of the meme, the behavior emphasizes to the action taken by internet users to create a meme, and the idea refers to the concept or the message that will be conveyed through the meme.

As stated previously, internet memes are digital items that are shared cyber-wide by internet users. Internet memes are used to influence people's mindset, behavior, and action toward a certain phenomenon. To be able to do this, the users tend to include humorous content in their memes. Humor becomes important since it is considered as the most pervasive element of public culture and the core of everyday life and social interaction (Pickering & Lockyer, 2005). Yet, according to Knobel and Lankshear (2006) the function of the humor content is not limited to entertainment purpose only, but also to social purpose especially to get public attention and raise awareness on social practice or event. Shortly, internet memes can be used not only to spread laughter but also to spread social powerful messages and to be used in political culture. Consequently, it is appropriate to say that internet memes are considered as a serious business.

3. METHODS

This study intended to answer the following questions: (1) What are the meanings of Nurhadi-Aldo memes? (2) What value(s) is delivered through these memes? To answer these questions, this study further employed a descriptive qualitative approach. According to Creswell (2014), a descriptive qualitative method aimed to describe the phenomenon found in an everyday situation, in this context, the phenomenon was the memes of Nurhadi-Aldo found in social media. The data of the study were Nurhadi-Aldo memes taken from their official Instagram and Facebook. Regarding the data collection procedure, the purposive sampling was used since there were several memes which are considered to be unsuitable. Hence, purposive sampling is used to get suitable meme for this study.

Meanwhile, the analysis process employed the framework by Fairclough (2001), which was conducted through several steps. The first step was observing the linguistic aspect of each meme, which are (1) *Sebagai Capres Pilihan Saya Tidak Bisa Berjanji, Kita Jalani Saja Dulu Siapa Tau Cocok* 'As the preferred candidate, I cannot promise you anything, we go through this together', (2) *Saya berjanji tidak akan korupsi, kalau saya korupsi nanti saya janji lagi* 'I promise I won't be corrupt. If I break my promise, I will make another one', (3) *Jadi petani makmur & anak petani ga perlu kekota. Petaninya jadi PNS* 'The farmers will be prosperous and their children do not have to go to the city anymore since the farmers will be recruited as civil servants'. For the

non-linguistic aspects, or the discourse practice, that renders the emergence and spread of the meme were also analyzed. This was to observe the sociocultural practice of the memes. The last step was interpreting the linguistics and non-linguistics features of the social media memes to find out the values hindered within the selected memes. The linguistics aspects were the quotes found in the memes while the non-linguistics aspects were the figure used in the meme. These are the indicators of the analysis.

4. RESULTS AND DISCUSSION

In this study, the analysis was divided into three dimensions. The first dimension was textual analysis where the textual and visual sign of the presidential memes were examined. The second dimension was the analysis of the discursive practice surrounding the production of Nurhadi-Aldo memes. The last was the sociocultural practice analysis that deals with the reactions of Indonesian internet users to this viral phenomenon.

4.1 Textual Analysis

The textual analysis includes the analysis of visual and verbal sign taken from the memes. The Nurhadi-Aldo fictional presidential posters feature the elements of a regular political poster in Indonesia. The visual text depicting a middle-aged man, dressed in a red *Koko* shirt (known in Indonesia as a traditional Moslem shirt worn by men for religious purpose) and a *peci* (a Moslem hat worn by men for religious purposes), indicates the figure of the politician is a Moslem. Other visual elements that can be found in the memes are the name of the candidates, the logo of the political party, and the coalition party. All of the elements indicated the legitimacy of this poster. On the other hand, the verbal sign that can be seen in Figure 2, 3 and 4 is the campaign showed the expression such as *Sebagai Capres Pilihan Saya Tidak Bisa Berjanji, Kita Jalani Saja Dulu Siapa Tau Cocok* 'As the preferred candidate, I cannot promise you anything, we go through this together', *Saya berjanji tidak akan korupsi, kalau saya korupsi nanti saya janji lagi* 'I promise I won't be corrupt. If I break my promise, I will make another one', *Jadi petani makmur & anak petani ga perlu kekota. Petaninya jadi PNS* 'The farmers will be prosperous and their children do not have to go to the city anymore since the farmers will be recruited as civil servants', and the hashtag #QuotesNurhadi.

Figure 2. Nurhadi-Aldo Meme (source: instagram.com/nurhadi_aldo)

In regards to the appearance of social actors, the content creator used inclusion strategy in the campaign message. Inclusion strategy, according to van Leeuwen (2008) is the strategy used by the text creator to include the appearance of a social actor in text. First, Nurhadi as the social actor is represented through the use of *saya* 'I' as in *saya tidak bisa berjanji* 'I cannot make any promises'. The use of *saya* 'I' indicates that the social actor is deemed as an active agent of *making* promises activity. Moreover, Nurhadi is represented specifically through the pronoun 'I'. It further indicates that the social actor is represented in terms of singularities and it emphasizes that the center of the message is about him, even though the activity can involve more than one person. On the other hand, Nurhadi was also assembled with the word *kita* 'we' as in *Kita Jalani Saja Dulu* 'We go through this process'. Yet, the difference can be seen through the use of generalization and assimilation as a part of a group, in this case, *kita* 'we'.

Moreover, the words that are used in the actual political poster are usually appealing messages to the voters. In most cases, the message includes various topic related to security values, state of living and healthcare, financial safety, morality, and education. The use of several elements mentioned above indicates the promise that should be fulfilled once the candidate is chosen as the president. However, there are no humanity values stated above that can be found in Nurhadi-Aldo meme campaign message. As previously mentioned, the message stated *Sebagai Capres Pilihan Saya Tidak Bisa Berjanji, Kita Jalani Saja Dulu Siapa Tau Cocok* 'As the preferred candidate, I cannot promise you anything, we go through this together'. The absence of human values in the campaign message indicated that Nurhadi, as the (fictional) presidential candidate, does not have to fulfill his campaign promises, since he did not mention anything. Meanwhile, the later message implied that the candidate does not have a purpose at all through the use of modality *siapa tau cocok* 'perhaps we can get along'. Furthermore, it also indicates the uncertainty of the candidate.

Figure 3. Nurhadi-Aldo Meme
(source: instagram.com/nurhadi_aldo)

In the second meme, the quote is *Saya berjanji tidak akan korupsi, kalau saya korupsi nanti saya janji lagi* 'I promise I won't be corrupt, if I break my promise, I will make another one'. First of all, the quote is written in capital or uppercase letters in the poster. The uppercase letters are used to indicate the importance of the message, in this case, the message that said he will not be corrupt. On the other hand, in terms of social actors, he used *saya* 'I' as in *saya berjanji* 'I promise', *saya korupsi* 'in this context it is translated to 'I broke the promise'', and *saya janji lagi* 'I will make another

promise'. From the use of social actor, the center of the attention is Nurhadi, so he has the power in this poster. Additionally, there is also the use of a conditional sentence that indicates the possibility of the occurrence in the future. Yet, the processes used in this meme are verbal processes. As it is shown in the quote, there will be no punishment if he broke his promise.

On the other hand, in the second meme, Nurhadi mentioned the idea of corruption which has been the main problem of Indonesia. He included the message that is always delivered by the politician to attract people's sympathy. Sometimes, politicians dare to say what kind of punishment they would give if they found other political members to be corrupted. However, in reality, the politicians did not keep their promises and acted as if they did nothing wrong. Concerning this, in the poster, Nurhadi's message has a bit of twist where he mentioned that if he breaks his promise and be corrupt, he will make another promise. This twist reflects the reality that has been mentioned earlier regarding the corruption issue in Indonesia.

Figure 4. Nurhadi-Aldo Meme
(source: facebook.com/DildoforIndonesia)

In terms of non-linguistic aspect, the last meme consists of Nurhadi and Aldo's picture as the presidential candidates, who are dressed in *Koko* and *peci* (traditional shirt and hat used by Moslem men for religious purposes). It is important because one of the requirements for being an Indonesian president is being a Moslem. Next, the picture of a farmer that indicates the importance of this job in Indonesia considering agriculture is one of the key sectors within the Indonesian economy. There is also the picture of the social media platform of the candidate that indicates where to find other information about these candidates. On the contrary, the linguistic aspects include hashtag *#kaloNurhadiPresidennya* '#ifNurhadibecomesthepresident', the written message *Jadi petani makmur & anak petani ga perlu kekota. Petaninya jadi PNS* 'The farmers will be prosperous and their children do not have to go to the city anymore since the farmers will be recruited as civil servants', and the mistaken date of the election. The hashtag *#kaloNurhadiPresidennya* '#ifNurhadibecomesthepresident' is the response given by the creator to the hashtag war that happened in the Twitter platform between the supporters of candidates 01 and 02 leading to massive harassments on social media. Meanwhile, concerning the message that the farmers will be recruited as civil servants, so their children do not have to go to the city anymore, it indicates that the employment in Indonesia is still unfair because there is still the need to go to the city to get a better job and higher income. The sentence "the farmers will be recruited as civil servants" indicates that civil servant is considered as a highly

attractive job in Indonesia especially for those living in villages. This condition further points out the lack of knowledge regarding other jobs offered by the government. On the other hand, the mistaken date of the election indicates this poster is not an official poster, but a parody.

4.2 Discursive Practice

The analysis of discourse practice focuses on the process of meme production. The creator of the meme is a group of Indonesian youth that met on a community that can be found on Facebook. Meanwhile, the fictional presidential candidate is a middle-aged man who lives in Kudus and works as a masseuse. On the other hand, Aldo, the fictional candidate for vice president turns out to be a fictional character that widely used by meme community. Hence, Aldo is not the name of the man that becomes Nurhadi's partner. It is said that the creator never personally met both Nurhadi and Aldo. The use of Nurhadi's and Aldo's face as the fictional presidential candidates is not for any reasons. They are chosen since both have gained public attention especially among the internet community: Nurhadi for his Facebook posting and Aldo for his appearance in many local memes. Meanwhile, the first campaign posting is launched on December 25th, 2018 through several social media platforms such as Twitter, Facebook, and Instagram.

Concerning the campaign, the creators of the memes do not make the poster and their official accounts randomly. The idea behind each campaign has been discussed for months. They began their work in midyear and started uploading the campaigns in December as mentioned earlier. Afterward, a lot of people started creating and uploading their version of Nurhadi-Aldo meme and the Twitter, Facebook; and the Instagram account of Nurhadi-Aldo became more productive. Moreover, many people started making other social accounts of Nurhadi-Aldo on the same platform. Regarding this, it can be said that the content creators of these memes try to raise the internet users' awareness about this phenomenon following the horrible situation of the presidential election which would be held on April 2019. Moreover, other online media, such as online newspaper, also has a great influence on the spread of Nurhadi-Aldo meme. The enormous response given to the Nurhadi-Aldo phenomenon leads to several news reports concerning this phenomenon. There is a tendency of the news outlets to not exaggerate when delivering the news about this phenomenon.

4.3 Sociocultural Practice

The analysis concerning social practice deals with situational, institutional, and social. Moreover, socio-cultural practices relate to how ideology is interpreted by society. First of all, the situational context of a meme is analyzed. Concerning the situational context, these memes were produced near the event of presidential campaigns, following the election in 2019. This meme cannot appear for a long period before the news regarding the presidential election was broadcasting since the content of the meme is about the political poster. Moreover, these memes were created in 2018 and the meme cannot be created earlier due to the exposure towards internet culture in Indonesia.

On the other hand, the influence of the institution toward the production and spread of this meme became the issue covering the second part of sociocultural practice

analysis. Even though there was a moment where the meme became controversial, the government did not take any legal action toward the creators of the meme. The reason is that Indonesia has a law governing freedom in expressing ideas, perspective, and opinion in social media as long as it does not involve discrimination elements towards race, religion, and gender. However, it did not mean the government could not take any action towards this issue. Despite the law concerning freedom in social media, the appearance of this meme in television is limited since broadcasting companies are under government supervision. Due to the inappropriate content and vulgar language, the appearance of this meme on television is limited. Yet, in the internet world, there was a moment where the social platforms suspended the activity of Nurhadi-Aldo accounts. However, it did not completely block and delete the account and the account can be accessed again after a while. Finally, the social aspect of the meme covers the fact that, nowadays, Indonesian start creating digital content to express their opinion regarding certain issues. Moreover, the spread of this meme further points out that many people are disappointed by the current government since they broke several promises that had been made during their pre-presidential campaign.

5. CONCLUSION

From the analysis results, it is concluded that the purpose of fictional campaign posters is to communicate people's perspective over the political condition in Indonesia. The posters of Nurhadi-Aldo as the fake presidential candidates included the critics towards the politicians or the candidates shown through the twisted message in the posters. At first, the twisted message can be seen as the humorous aspect only, considering this is the parody of the official poster. Yet, the twisted message reflects the reality that has been happening in Indonesia. For example, the message that said the candidate will make another promise if he caught to be corrupt. There are no consequences involved in his action. A similar condition can be found in a reality where the case of corruption or another issue cannot stop the politician or candidates for continuing his or her plan in the present or the future election.

On the other hand, the critics cover the disappointment comes from Indonesia citizen towards the promises made given during the campaign by the candidates, but they have not been implemented in reality. Moreover, the poster's message also indicates the concern over the way the government has governed Indonesia in the past few years and how Indonesian people should be. One of them is to change the Indonesian people's perspective towards employment. The number of unemployment will not decrease if the government does not encourage people to understand that there is not only one *career* path available to them. Therefore, it is better to start promoting and preparing people for other alternative jobs. It has been noted that the spread of this memes means that Indonesian, especially the younger generation, have started to be critical and care about the future of Indonesia, especially when it is concerned to the political issues.

Concerning the creator's value, the results reveal that Nurhadi-Aldo meme created by a group of young people depicts the value of skepticism held by Indonesian youth towards the upcoming presidential election. The skepticism is the result of the growing number of social media war between the supporters of the two presidential parties in certain social platforms. Besides, the social wars also made the numbers of

hatred comments and hoax news increase. Moreover, through the fictional presidential campaign memes, the elites were challenged to appear in the public space.

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Group Investigation Technique for Better Reading Comprehension Skill

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Abstract

This study was conducted to investigate the effect of using Group Investigation Technique (GIT) in teaching reading comprehension at the second grade class of a junior high school in Banda Aceh and to identify the most difficult reading comprehension aspect that students at that level faced. An experimental design was used and the data were collected through tests as so for the instruments. There were two tests, namely pre-test, and post-test, applied in the form of multiple-choice questions. The population of this study was all of the second-grade students. Then, two classes were randomly chosen as the samples: experimental class and controlled class. The findings indicated that there was an improvement in students' achievement in the experimental class. The study applied gain-score calculation in which the mean for the experimental class was 0.57, while the controlled class was 0.22. The researchers also used the t-test to prove the hypotheses. The result showed that t-score>t-table or 34.76>1.68, which means the H1 is accepted and H0 is rejected. To conclude, the students who were taught reading comprehension by using GIT achieved significant improvement. Besides, after the determination of the mean of the post-test and pre-test scores which were divided into four aspects of reading comprehension: main idea (MI), vocabulary (V), detailed information (DI), and reference (R), the result showed that MI=25.91, V=28.64, DI=25.00, and R=31.59. Therefore, it was found that the most difficult aspect of reading comprehension was detailed

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information (DI. Meanwhile, time management becomes a paramount concern in implementing the GIT due to its nature of complexity.

Keywords: Group Investigation Technique, reading comprehension, EFL learners.

1. INTRODUCTION

Reading is the most important skill that must be mastered by students in terms of getting meaning from a series of written symbols. Farrell (2009) reveals that reading can help readers in many aspects such as entertaining, educating, communicating, and informing readers about the past, the present, and the future as well. Reading opens minds and intelligence, and the goals of learners in catching the knowledge and ideas. Success in reading is measured by the ability to comprehend the text. Snow (2002) states that reading comprehension is a process of extracting and constructing meaning through dealings and complicity with written words or symbols. As every language has its writing system, i.e. orthography, language learners need to adjust their L1 writing system with the target language. Logically, the closer the distance of the writing system to the target language, the easier to learn; for example, English people use the Roman alphabet, and the Indonesian language learners of English also use the Roman alphabet. However, the struggle of reading with comprehension in the target language does not stop there; learners still need to decode and recode the English words by matching sounds and symbol combinations. These skills are called phonics (Lems et al., 2010). Learners of English should also access their L1 phonics and match it with the English phonics. The word recognition skills could create frustration for less skilful language learners of English.

Speaking of learning English as a foreign language, English is studied in most schools in Indonesia; likewise, in an Islamic junior high school named Madrasah Tsanawiyah Negeri (MTsN) Meuraxa, Banda Aceh, Indonesia, English is taught four sessions a week. According to the school provision, the minimum mastery criterion of English is 75, and all students are expected to pass this criterion. This school also applies the 2013 Curriculum. This curriculum requires students to be able to think spontaneously and quickly, and students are also required to have a nimble mind in responding to problems Nuriskandar (2015). Based on the above statements, it is undeniable that students should be active and participative in learning English, such as mastering all skills of English, including reading. This is because reading is an active interaction with the text in order to make sense of what is written (Bahri Ys et al., 2018). Hence, students should achieve the ideal score that is stated by the school.

However, the expectations of success in reading were contrary to the real situation. In the learning process, it was difficult for students to comprehend the meaning of the reading text. At first, they were confident when they started to read, but when they bumped into difficult words or a confusing sentence or paragraph, they would dismiss the reading activity and thought that it was too difficult for them to continue. In the end, reading was assumed as a painful and boring part of learning English (Farrell, 2009). As a result of poor learning habit, there was little comprehension involved after students had finished their reading. Students often misunderstood the meaning of a text, which then resulted in the inaccuracy in

answering related questions. Therefore, the teaching-learning activities did not work well in the class and the students' scores were not as expected.

Based on the problem above, it is important to realize the implementation of an appropriate method. Therefore, Cooperative Learning Method is applied, in which students with different ways of thinking and different levels of comprehension work together to achieve their learning goals. Group Investigation is one form of Cooperative Learning that is appropriate to be applied for this class. Group Investigation Technique (GIT) is a technique that enables students to take an active role in small groups. In this technique, after getting a main topic from the teacher, students are given full control and choice to plan what they want to learn and investigate (Huda, 2011). Hence, GIT, in a reading context, generally makes students experience the formation process of a text. Besides, there will be comprehension involved in the students' reading activity. The benefit of conducting GIT has been proven by some previous studies. Herlina (2013) whose research was carried out at Junior High School Number 1 of Belitung, OKU Timur, South Sumatra focused on the effect of GIT towards motivation and reading comprehension. In another place, Asyik and Putri (2016) who conducted their research at Islamic Senior High School Dayah Jeumala Amal, Bandar Baru, Pidie Jaya, Aceh, focused on the use GIT on narrative text for reading comprehension. They found out that this technique not only improved students' reading comprehension positively but also boosted students' motivation in learning.

Concerning the text genre, the implementation GIT in this research is focused on reading the descriptive text. Descriptive text is one kind of texts which has to be taught to junior high school students. Thus, this kind of text is included in the 2013 Curriculum for junior high school. The criteria of students who are ready to be taught the descriptive text material are that they must pass a few basic topics which are related to language features of the text. This is the reason why the researchers chose descriptive text as the material which was taught to the second-grade students.

Based on that discussion above, the research question is formulated as follows:

- Is there any significant improvement in students' achievement which has been taught employing Group Investigation Technique (GIT)?
- What aspect of reading comprehension (main idea, detailed information, vocabulary, or reference) is considered as the most difficult one by students?

The following hypotheses are framed based on the first research question:

H0: There is no significant improvement in students' achievement who are taught with the Group Investigation Technique (GIT).

H1: There is a significant improvement in students' achievement who are taught with the Group Investigation Technique (GIT).

2. LITERATURE REVIEW

Reading as the main focus of this research requires comprehension. Readers will certainly get some difficulties in understanding many subjects if they do not have adequate reading comprehension skills. Therefore, according to Moore (2003), comprehension of reading helps learners to become active and involved in the reading process, and good readers are the ones who gain more benefits. According to Nuttall (2005) as cited in Sulistiana et al. (2015), there are five aspects of reading

comprehension: they are the main idea, detailed information, vocabulary, reference, and inference. However, considering the level of this research target, the researchers decided to eliminate one of the aspects. It aimed to adapt the teaching material and testing material to the students' learning level. As a result, this research examined the four aspects of reading comprehension (main idea, detailed information, vocabulary, and reference).

Group Investigation Technique (GIT) is developed by Sharan and Yael Sharan in 1992 at the University of Tel-Aviv (Herlina, 2013). It is a classroom activity in which students work in small groups using group discussion, and cooperative planning, projects, and exploration. Zingaro (2008) also stated that group investigation is one of the techniques of cooperative learning where the students form interest groups in class, plan and implement an investigation, and combine their results, and conclude it into a group presentation. According to Isjoni (2010), students are divided into groups consisting of 4-5 people in this technique. Students select a sub-topic which they want to learn, where the main topic is already predetermined by the teacher. Students and the teacher plan the steps of the learning process based on the selected sub-topics and materials. Then the students begin studying with a variety of learning resources both inside and outside the school. After finishing the learning process, they analyze and make conclusions to present the results of their study to the class.

Furthermore, in this activity, the teacher acts as a facilitator in the students' group process. The teacher walks around among the groups to see if the students can manage their duties and helps them manage the difficulties they face in group interactions, including the problems of the specific tasks related to learning project (Slavin, 2005).

In terms of the implementation of GIT, Slavin (2005) also suggested six steps of GIT which students have to work through, as follows: identifying the topic and setting students into groups, planning tasks that will be learned, implementing the investigation, preparing the final report, presenting the final report, and evaluation. First, in identifying the topic and setting students into groups, students are expected to find some sources, suggest several sub-topics, and categorize propositions. After deciding what sub-topic will be discussed, the students also gather together in their groups to learn the selected topic. Group composition is based on students' interest and should be heterogenic, which means the group will contain members of different backgrounds, achievements, learning ability levels, genders, and so on. Moreover, the teacher has a role to help students in collecting data or information during the class activity.

Second, students plan what they learn and how they run the learning activity. Students also divide the tasks and formulate the aim of conducting this investigation. Each member in the group will decide to have one role in carrying out the group project, for example, one person will be an expert of the first paragraph, one person will be an expert of the second paragraph, etc. Students are also asked to make sure that the individual task that each student has is on the same level and portion.

Third, students will collect the information or the data which is related to their selected topic. Information can be examples of other descriptive texts, or aspects that an author usually describes in a descriptive text or vocabularies which are usually used in describing people. After that, students investigate and analyze it, and then they choose the important ones to conclude. Each group member should have a contribution to their group, such as discussing, clarifying, and synthesizing the idea.

Fourth, students prepare the final report by determining the essential messages from the group project. The group members also plan the material that will be submitted and plan the report. Then, the representations of each group discuss to coordinate the report plans. Every member is tasked as the responsible party in the process of preparing the report, which means not only one person is burdened with the task in this step.

Fifth, students present their final report by collecting the report to the teacher, and the teacher will share those reports randomly with the other groups. Then, the viewers (other group members) read, analyze, and evaluate the report of a group based on some criteria settled by all class members. The criteria which are evaluated are based on the aspects of reading comprehension.

Finally, sixth, in evaluation, all students give feedback to the other group members about their topic. Then, the teacher and students collaborate in evaluating the students' learning process. They also reveal the effectiveness of their discussing experiences. After giving the report back to the group which made it before, the teacher gives them an evaluation task, and they are asked to work again together in groups based on their comprehension from discussing and evaluating the experience.

3. METHODS

3.1 Design

This research was quantitative in nature and was conducted through experimental teaching. There were two variables in this study, namely GIT and reading comprehension; GIT was as the independent variable, and reading comprehension was as the dependent variable. Group investigation is as a technique of improving students' ability in comprehending language learning. It is defined as a technique used by the English teacher in teaching reading comprehension in which it is engaged in intensive phases of learning in group discussion activities. Moreover, by comprehending a written text material with an effective technique, readers may be more focused on the material. Better comprehension means better understanding and remembering more specific contents.

3.2 Participants

The population of this research was the second-grade students at Madrasah Tsanawiyah Negeri (MTsN) Meuraxa, Banda Aceh. There were 78 students, consisting of 29 males and 49 females. Therefore, the samples of this research were taken from this population. Then, after the random sampling technique was carried out, the VIII-1 class was chosen as the experimental class, and VIII-3 was chosen as the control class. Both classes had the same characteristics; they were in the same grade and lacked reading comprehension competency.

3.3 Instrument

The data for both research questions of this study were collected through two instruments of tests - i.e. pre-test and post-test. There were ten questions for each test.

Both tests contained questions based on four aspects of reading comprehension, namely main idea, vocabulary, detailed information, and reference. From the total twenty pre-test and post-test questions, there were five questions of each aspect for both pre-test and post-test. For the pre-test, there were three questions about the main idea, three questions about vocabulary, two questions about detailed information, and two questions about reference. As for the post-test, there were two questions about the main idea, two questions about vocabulary, three questions about detailed information, and three questions about reference. The divisions of the number of questions for reading aspects were conducted to find out the result of the second research question.

3.4 Technique of Data Collection

In collecting data, the pre-test was given before the experiment. This test was conducted to identify the students' scores as preliminary data that would be compared with the post-test outcomes. After treatment, the post-test was applied. This test aimed to measure the ability of students after learning English by using GIT. The obtained data of this test was used to determine whether the treatment would provide a significant result or not. That same obtained data was also processed into a mean calculation to identify the most difficult aspect of reading comprehension for the students.

3.5 Technique of Data Analysis

The collected data for the first research question was processed and analyzed by using several statistic formulas. There is a normalizing gain score by Hake (1999) as cited in Wiyono (2013) to determine the amount of increase of the students' achievement in reading comprehension after the learning activity. There are also mean, variance, standard deviation, combined variance, and hypothesis test by Sudjana (2005) to support the formulation of normality test steps, and normality test by Sundayana (2010) to determine whether the data were normally distributed or not. Besides, for the second research question of this study, the data was processed and analyzed by using the mean score formula.

4. RESULTS AND DISCUSSION

4.1 Improvement in Students' Achievement with GIT

The obtained data were processed to describe the differences of results between two classes: experimental class and controlled class. To determine the amount of increase of the students' achievement in reading comprehension after the learning activity, the analysis process of the normalized Gain-score data was calculated with the Gain-score formula and is presented in Table 1.

The rate of normalized gain-score is grouped into three categories which determine the significant improvement of students' scores, namely High (Gain ≥ 0.7), Average ($0.3 \leq$ Gain < 0.7) and Low (Gain ≤ 0.3). As a result, the researchers concluded the acquisition of frequency for each category of students' gain scores. There was one student in the low category, 16 students in the average category, and

five students in the high category for the experimental class with a total gain of 12.52. Then, there were 15 students in the low category, seven students in the average category, and no student in the high category for the controlled class with a total gain of 4.86. In conclusion, the GIT significantly improves students' scores in reading the descriptive text. The finding correlates with Widyatun (2012) and Asyik and Putri (2016) that GIT has a positive impact on improving students' achievement.

Table 1. List of normalized gain score.

Experimental Class (VIII-1)					Controlled Class (VIII-3)				
Students	Test		Gain	Category	Students	Test		Gain	Category
	Pre-test	Post-test				Pre-test	Post-test		
AH	40	70	0.50	Average	APW	50	60	0.20	Low
AK	80	100	1.00	High	ARA	50	50	0.00	Low
AMS	40	60	0.33	Average	EP	30	40	0.14	Low
AZ	60	80	0.50	Average	FA	40	60	0.33	Average
FA	50	70	0.40	Average	FAH	50	60	0.20	Low
GM	60	80	0.50	Average	FF	30	60	0.43	Average
HU	30	70	0.57	Average	HNH	50	70	0.40	Average
ID	50	80	0.60	Average	LH	40	50	0.17	Low
KYW	50	90	0.80	High	MA	50	50	0.00	Low
MHA	80	90	0.50	Average	MAB	60	60	0.00	Low
MRJ	30	80	0.71	High	MI	50	70	0.40	Average
MS	20	70	0.63	Average	MRPP	40	50	0.17	Low
MUH	30	70	0.57	Average	NM	40	70	0.50	Average
MUN	30	60	0.43	Average	PSW	50	50	0.00	Low
NR	30	70	0.57	Average	RA	40	80	0.67	Average
NSA	60	80	0.50	Average	RM	20	40	0.25	Low
QA	50	80	0.60	Average	RN	30	30	0.00	Low
SGI	20	80	0.75	High	SAH	50	60	0.20	Low
SRD	70	80	0.33	Average	SAS	70	80	0.33	Average
SZ	50	90	0.80	High	SAY	30	40	0.14	Low
TNB	40	80	0.67	Average	SS	20	30	0.13	Low
VR	60	70	0.25	Low	UT	50	60	0.20	Low
Total			12.52		Total			4.86	

4.2 The Most Difficult Aspect of Reading Comprehension of the Experiment

Succeeding, the researchers elaborated the difficulties that students faced in reading comprehension aspects. The calculation was done based on students' scores in pre-test and post-test. The amount of the pre-test questions was added to the post-test questions, so there were five questions of each aspect of reading comprehension. The total mean scores were calculated to see the differences.

In analyzing the ability of reading comprehension of the students, the researchers assessed the students' scores based on four aspects of reading comprehension, namely main idea (MI), vocabulary (V), detailed information (DI), and reference (R). Table 2 shows the scores of reading comprehension aspects in the experimental class.

Since the total number of questions of each test was ten, in the pre-test, a student would have a perfect score when he/she got 30 points for MI, 30 points for V, 20 points for DI, and 20 points for R. Then, the total number of points which students got in each aspect is calculated to the scores of the controlled class. Table 3 shows the scores of reading comprehension aspects in the controlled class.

Table 2. The scores of reading comprehension aspects in the experimental class.

Students	Total Score		Pre-test				Post-test				Pre-test + Post-test			
	Pre-test	Post-test	MI	DI	V	R	MI	DI	V	R	MI	DI	V	R
AH	40	70	20	0	0	20	10	20	20	20	30	20	20	40
AK	80	100	30	20	10	20	20	30	20	30	50	50	30	50
AMS	40	60	20	0	10	10	10	10	10	30	30	10	20	40
AZ	60	80	20	10	20	10	10	20	20	30	30	30	40	40
FA	50	70	20	10	20	0	10	10	20	30	30	20	40	30
GM	60	80	20	0	20	20	10	30	20	20	30	30	40	40
HU	30	70	20	0	0	10	10	10	20	30	30	10	20	40
ID	50	80	20	20	10	0	10	30	10	30	30	50	20	30
KY	50	90	20	0	10	20	20	30	20	20	40	30	30	40
MHA	80	90	20	20	20	20	20	20	20	30	40	40	40	50
MRJ	30	80	0	0	10	20	10	20	20	30	10	20	30	50
MS	20	70	0	0	10	10	20	20	10	20	20	20	20	30
MUH	30	70	10	0	20	0	10	30	10	20	20	30	30	20
MUN	30	60	20	0	0	10	0	10	20	30	20	10	20	40
NR	30	70	0	10	10	10	10	20	10	30	10	30	20	40
NSA	60	80	20	10	10	20	20	20	10	30	40	30	20	50
QA	50	80	20	0	20	10	20	20	10	30	40	20	30	40
SGI	20	80	10	0	0	10	10	20	20	30	20	20	20	40
SRD	70	80	30	10	10	20	20	20	10	30	50	30	20	50
SZ	50	90	20	0	10	20	10	30	20	30	30	30	30	50
TNB	40	80	20	0	10	10	10	20	20	30	30	20	30	40
VR	60	70	30	20	0	10	10	30	10	20	40	50	10	30
Total =											670	600	580	880

Table 3. The scores of reading comprehension aspects in the controlled class.

Students	Total Score		Pre-test				Post-test				Pre-test + Post-test			
	Pre-test	Post-test	MI	DI	V	R	MI	DI	V	R	MI	DI	V	R
APW	50	60	0	10	30	10	10	20	10	20	10	30	40	30
ARA	50	50	20	0	20	10	20	10	10	10	40	10	30	20
EP	30	40	0	10	20	0	0	10	10	20	0	20	30	20
FA	40	60	0	10	30	0	10	20	20	10	10	30	50	10
FAH	50	60	0	10	30	10	10	10	20	20	10	20	50	30
FF	30	60	0	0	20	10	20	20	10	10	20	20	30	20
HNH	50	70	10	20	20	0	10	10	20	30	20	30	40	30
LH	40	50	0	10	20	10	10	0	10	30	10	10	30	40
MA	50	50	30	0	20	0	0	30	10	10	30	30	30	10
MB	60	60	30	10	10	10	20	20	20	0	50	30	30	10
MI	50	70	30	0	20	0	10	20	10	30	40	20	30	30
MRP	40	50	0	10	20	10	20	10	10	10	20	20	30	20
NM	40	70	10	0	10	20	10	30	10	20	20	30	20	40
PSW	50	50	20	0	20	10	0	20	10	20	20	20	30	30
RA	40	80	20	0	10	10	20	30	10	20	40	30	20	30
RM	20	40	0	10	10	0	0	0	10	30	0	10	20	30
RN	30	30	0	0	20	10	10	10	0	10	10	10	20	20
SAH	50	60	0	10	30	10	10	20	20	10	10	30	50	20
SAS	70	80	20	10	30	10	20	20	10	30	40	30	40	40
SAY	30	40	0	10	20	0	20	10	0	10	20	20	20	10
SS	20	30	20	0	0	0	10	20	0	0	30	20	0	0
UT	50	60	0	10	30	10	20	20	10	10	20	30	40	20
Total =											470	500	680	510

On the contrary, in the post-test, a student would have a perfect score when he/she got 20 points for MI, 20 points for V, 30 points for DI, and 30 points for R.

Based on the data in both tables, by calculating the mean score of each aspect from both classes, the result can be seen as follows:

$$\bar{x}_{MI} = \frac{MI1+MI2}{n1+n2} = \frac{670+470}{44} = 25.91$$

$$\bar{x}_{DI} = \frac{DI1+DI2}{n1+n2} = \frac{600+500}{44} = 25.00$$

$$\bar{x}_{V} = \frac{V1+V2}{n1+n2} = \frac{580+680}{44} = 28.64$$

$$\bar{x}_{R} = \frac{R1+R2}{n1+n2} = \frac{880+510}{44} = 31.59$$

The researchers sorted the mean scores of reading comprehension aspects from the highest to the lowest; R = 31.59, V = 28.64, MI = 25.91, DI = 25.00. As the detailed information aspect is the lowest one (DI = 25.00), therefore the researchers identified that detailed information is the most difficult aspect of reading comprehension in this second grade of junior high school students in Banda Aceh. This finding is relevant to the previous study about reading comprehension conducted by Saputra (2015) who found that detailed information is the most difficult aspect of reading comprehension.

5. CONCLUSIONS

The first result of this study showed that GIT significantly improves the students' achievement in reading comprehension. After the GIT was applied, the result of the pre-test and post-test scores of the experimental class showed that the students' scores in the post-test are higher than in the pre-test. It was proven by the finding that the total gain score in the experimental class was 12.52, while the total gain score in the controlled class was 4.86. As the t_{-score} is higher than t_{-table} (34.7571 > 1.68), so it can be concluded that the H_0 is rejected and the H_1 is accepted.

Besides, the second result of this study showed that the detailed information aspect was indicated as the most difficult aspect of reading comprehension. It can be proven by comparing the amount of the mean calculation of students' reading comprehension scores which have been divided into several aspects. The mean score for reference was 31.59, that for vocabulary 28.64, that for main idea 25.91, and that for detailed information only 25.00.

Time management becomes a paramount concern in implementing the GIT as its nature of complexity. It also requires a large amount of time**.** Further researchers are expected to be wise with the time so that every step of GIT is effectively executed. It is also suggested to explore more about the use of GIT in reading comprehension and to conduct similar research in a wider population or at different levels.

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Learning *Nandong* in Schools as a Medium to Inform the Simeuluenese Local Wisdom: An Anthropolinguistics Approach

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Abstract

Learning traditional language gives both information about the character of the user and the value of local wisdom. Oral literature Nandong is one of the heritages from Simeulue, Aceh, Indonesia, which is important to be learned especially in Simeulue. It is included in one of the subjects in school namely mulok (local content). The objective of this study is to find out the appropriate learning model of Nandong on Simeulue Island. The interactive model was applied in this study. The data were collected by interviewing teachers, Nandong artist, and the leader and members of adat assembly in Simeulue Island. The pantoon/poetry were also collected as written data. Anthropolinguistics approach was used to analyze the data because they were related to language and human behavior. The result showed that through learning the oral tradition of Nandong, students were able to know about their custom (adat) and values in learning such as respect, obey, persistence, hard work, and ready for the challenge. The appropriate model for learning local content was a collaboration between a teacher and Nandong artist(s). This collaboration will raise more effort to keep the tradition and pass it to the young generation in Simeulue Island.

Keywords: Oral literature, *mulok, Nandong*, local wisdom, anthropolinguistics.

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1. INTRODUCTION

Local content or *mulok* is one of the school subjects to inform and teach traditional language. Based on Surat Keputusan Menteri Pendidikan dan Kebudayaan Republik Indonesia number 0412/U/1987 on July 11, 1987, *mulok* curriculum is an educational program that covers environment, social, cultural, and other need for the particular area. The important thing is it should be learned by the students in that area to know, to understand and to apply in their life as their local wisdom. One of the ways that are associated with local culture is oral literature.

Oral literature is the result of creative thinking from the ancestor in expressing experiences and observations and feelings. It comprises of policies that include values related to human and their environment. It also carries norms and values that exist a society to guide and control its members' attitude as well as moral teachings about what is considered proper or improper (Nasir, 2015). Accordingly, Lubis (2017) states that oral literature includes human expressions and full intentions in them. The rapid development of technology and information is currently very influential on the culture that has been owned. *Nandong* as one of the oral literatures on the island of Simeulue in Aceh Province has also begun to be eroded and replaced with external cultures that contain values that are not by the character and personality of the local community. For example, the value of advising in *Nandong* oral literature can be lost and change with an individualistic culture that no longer emphasizes mutual love for each other. It has been proven that by listening to advice from their ancestor, people who live in this earthquake-prone area could survive in the 2004 tsunami. Therefore, learning oral literature can influence the character of the community, especially for the younger generation.

Nandong is one of the oral literature of the Simeulue community in the form of poetry/poetry sung in a distinctive high voice. Lubis and Abus (2017) explained that through an interview with *peNandong* (*Nandong* singer), the high voice represents lamentation. The higher voice of the *peNandong*, the more accepted the message of *Nandong* would be. *Nandong* on the island of Simeulue uses the *Aneuk Jamee* language which generally mentions advice on living procedures based on Islam. Although initially, it consists of *pantoon*/poetry in the *Aneuk Jamee* language, over time, *Nandong* was also created in local languages, namely the Devayan and Sigulai language. Oral literature can experience development and shift because it is adapted to the needs of users of oral literature. Even so, the characters possess such as performance and values that are held remain the same. Lubis et al. (2018) state that the *peNandong* on Simeulue Island do *Nandong* because they consider *Nandong* as their responsibility in giving advice, sharing experiences and informing (teaching) their generation about how to argue in their communities. Some procedures are delivered that contain acceptable values. Examples of *Nandong* in the language of *Aneuk Jamee* and *Nandong* in the Devayan language which have the character of advising can be seen in Table 1.

The *pantoon*/poetry in Table 1 is about pieces of advice to respect the parents by listening to them doing the message delivered. Advising character is the main character in teaching and learning because respecting older people (in this case students to teachers) is a must-have attitude in improving knowledge. This current research on local wisdom-based language learning aims to find out appropriate regional language learning models in high school subjects. It is hoped that students will get

comprehensive or integrated knowledge about the material obtained along with the values that become local wisdom. By knowing and applying these values, the character that is beneficial to society and its nature will be maintained for the welfare of the local community.

Table 1. Examples of *Nandong* in the language of Aneuk Jamee and *Nandong* in the Devayan language which have the character of advising.

***Nandong* in *Aneuk Jamee* language**	***Nandong* in *Devayan* language**
Manabeh mangko baladang	*Ede smong kahann*
(cut firsts then do the farm)	*(it call as smong*)
Padi di ladang rabah mudo	*Turiang da nenek ta*
(the rice in the field has fallen)	(the story was passed from our ancient)
Manyamba baru bagandang	*Mi redem teher ere*
(bow first then play the drum)	(remember all of this)
Itu isyarat urang tuo	*Pesan navi navida*
(that's the role from the ancient)	(their advice and stories)

2. LITERATURE REVIEW

2.1 Language Learning

Language learning is the process of acquiring knowledge about language as well as how to deliver it. Seyfeddinipur and Gullberg (2014) state that fundamentally, the use of language is multi-expression. Thus, it is very important to teach literature (language), along with how to deliver it because the meaning can be known from all aspects of production that are visible (performance). Essentially, learning is the process of acquiring knowledge. This acquisition can be obtained from observing, listening (taught), doing or based on experience. According to Dimyati and Mudjiono (2006), learning is the programmed activity of the teacher in instructional design, to make learning more active, which emphasizes the provision of learning resources. In-Law No. 20 of 2003 concerning the National Education System article 1 paragraph 20 stated that Learning is the process of interaction of students with educators and learning resources in a learning environment.

The concept of learning according to Corey and Corey (2006) is a process where a person's environment is intentionally managed to enable him to participate in certain behaviors in special conditions or produce responses to certain situations, learning is a special subset of education. Thus, *mulok* subjects are appropriately included in the formal learning section as a special media to gain knowledge about local traditions along with the values and norms adopted.

Learning is a series of activities of the body of the soul to obtain a change in behavior as a result of experience individuals in interaction with their environment that involves cognitive, affective and psychomotor (Mayer et al., 2008). By knowing and studying *Nandong* as one of the oral literature that is owned, the students will also know the attitude that must be owned and accepted in their community as well as their identity or character. Lubis et al. (2018) in their research on *Nandong* performance in the Simeulue community explained that the meanings, values, and norms in *Nandong* as their local wisdom reflected the characteristics and attitudes of the Simeulue people.

2.2 *Nandong*

Nandong on Simeulue Island is an art of speech that has become the art of the Simeulue community, which consists of *pantoon*/poetry and contains advice, stories, and satire. *Nandong* is usually played by two or more people accompanied by a drumbeat that is beaten between the interrupted verses. The chanted verses are advice, stories, innuendos, expressions of one's feelings. The types of *pantoon* contain stories of love/love, fate/fortune and other dynamics of life. *Nandong* art is also a medium in conveying moral messages to the public.

Nandong is a speech culture that is delivered from one generation to the next through *pantoon*/poetry delivered in daily activities such as during fishing, gardening, harvesting, lulling children and advising in special occasion like in wedding ceremony. Lubis et al. (2018) state that *Nandong* in Simeulue deals with *pantoon* or poetry that is sung by man/men with high pitch. Those *pantoon* and poetry contain advice and stories. The lyrics contain advice and stories and even innuendos. The culture of listening to *Nandong* and passing it on to the next generation is important because it concerns life safety and becomes their way of life.

2.3 Anthropolinguistics

Anthropolinguistics is interdisciplinary between anthropology and linguistics. The anthropology focuses on human behavior (including language and speech) complements linguistics which focuses on language and its supporting elements such as sound, word form, structure, and meaning. Speaking does not only pay attention to words or sentences produced by humans, but it is equally important to know how these words are produced. Both are united in appearance when someone produces speech. The pause, accompanied by sobs, crying, high voices which all have their meanings and patterns from a social group or talkative. In anthropolinguistics, two disciplines form the basis of linguistic anthropology. In this case, the researcher focuses on the concept of examining language in terms of linguistic anthropology. Sibarani (2004) states that the term anthropolinguistics was first introduced in 1993. At that time, anthropolinguistics was an interdisciplinary field that studied names and naming as a source of culture, especially mental culture that existed in the local community in giving names to their children. Anthropolinguistics examines the relationship between language and culture that has attachments to one another. In terms of naming, anthropolinguistics birth is analogous to sociolinguistics, psycholinguistics, and neurolinguistics. This shows that anthropolinguistics is a sub-science of linguistics. The anthropolinguistics presence can be used to analyze a speech act originating from a speech event. the anthropolinguistics concepts with its three main areas, namely text, co-text, and context, unite anthropological and linguistic anthropological research at the same time by carrying out anthropolinguistics analysis parameters.

Hickerson (1980) also states that linguistic anthropology is one branch of anthropology. Anthropologists have an interest in the language that humans have because they have a place in a wider context. The concept of linguistic anthropology proposed by Duranti (1997), namely language is a source of culture and speaking as a cultural practice. This is because the oral tradition of *Nandong* is a narrative art of a culture (oral tradition) of the Simeulue community. This study aims to determine the pattern and meaning of language and its use within the framework of oral tradition.

Three main theoretical areas have been developed with linguistic anthropology in the last few decades. The three areas are performance, indexicality, and participation. As a linguist, Foley (1997) has a perspective that a language, which is a biological process, must also consider its social and cultural context. He stated that anthropological linguistics is a subfield of science from linguistics that discusses language in a broader social and cultural context and its rules in the making and defense of cultural practices and social structures. Anthropological linguistics views language through the prism of the corridors of anthropological, cultural, and search meanings that are not covered by use, misuse or usability, differences in form, registers, and stylistics. Study the language of its cultural meaning. Language is seen not only in the form of utterances but also included language abuse and language use. In the analysis of linguistic anthropology, language is examined based on elements related to the existence of languages such as phonology, morphology, syntax, registers, and stylistics.

3. METHODS

This study used interactive models of Miles et al. (2014). The data was documentation of written *Nandong pantoon*/poetry obtained from the chairman of the Aceh Customary Council (MAA), the artists of *Nandong* who still keep the *pantoon*/poetry of *Nandong*. Then, data was also collected from information obtained from interviews with informants consisting of the Chair of the MAA and its members, artists from *Nandong*, teachers in schools, school students and the local community. After the data is obtained, then the next steps are condensing data, displaying data in table form, and verifying data/making conclusions.

Data condensation is done by selecting *Nandong* documentation data that taught values for teaching. Furthermore, interview data were also selected for those related to learning *mulok* at school. After being verified/concluded, the discussion was carried out through an anthropolinguistics approach to find the meaning and values contained in *Nandong* and the results of interviews from informants to find models of language learning in *mulok* learning in schools.

The anthropolinguistics approach can describe the pattern and meaning of an oral tradition because it combines both language and behavior of the speaker which is a pattern (culture) that has been formed and lives in its users. Through its three parameters, namely connectivity, volubility, and sustainability, the discovery of learning models can be found as a result of the three. Sibarani (2012) explains that the parameters of anthropolinguistics analysis are interconnection, cultural values, and continuity. By examining performance along with the meaning and value contained in *Nandong* and using the right method, it can be obtained the right learning model for language learning, especially regional languages. The research models carried out are as follows:

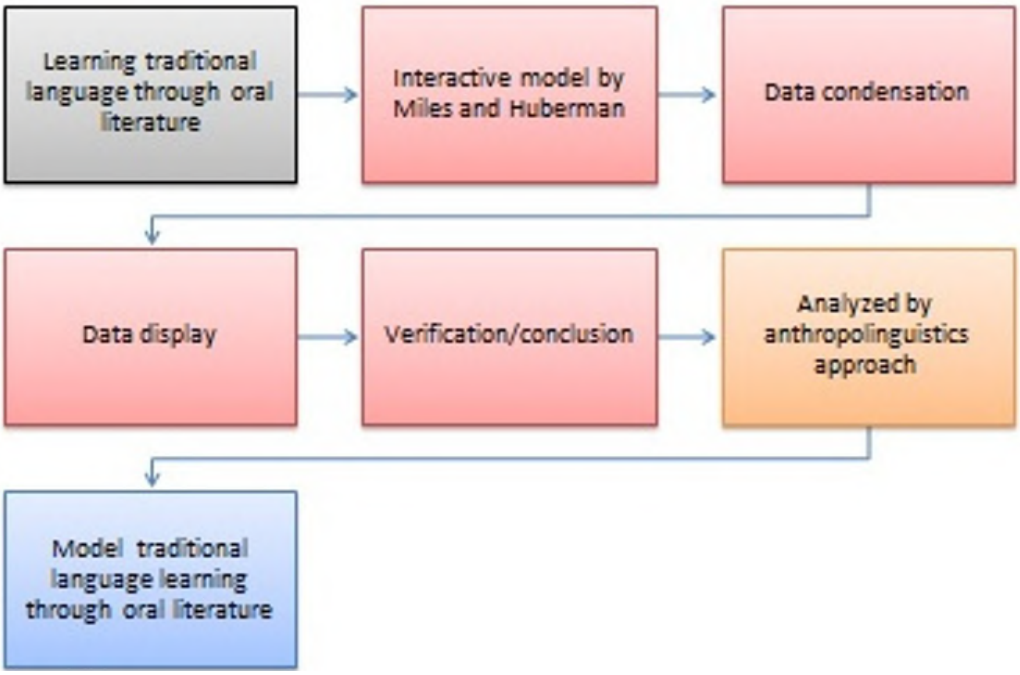

Figure 1. The research models carried out.

4. RESULT AND DISCUSSION

Through condensation of data from *Nandong* documents, obtained several types of *Nandong* containing contents about the character that must be possessed by a student in obtaining knowledge. Some of these species are *Nandong Dendang* (drum), *Nandong Sambah* (bow), and *Nandong Smong* (tsunami). All *Nandong* contains advice and stories (information) about the character that must be possessed in gaining knowledge from teaching. *Pantoon*/poetry of *Nandong* was chosen specifically for *Nandong* which contains advice values for students. Determination of *Nandong* type selection is done by anthropolinguistics approach. It has been done through its performance and meaning. Performance covers text, co-text, and context. Based on the documentation data, *pantoon*/poetry that teaches good character in learning can be seen in Table 2.

In Table 2, the third *Nandong* is taught because it contains values that build good learning characters. It is appropriate with UUD and UU about the national education system that determined by the government. Besides, Keputusan Presiden RI No 1 Tahun 2010 states that each level of Indonesian education should have a good characteristic. Lickona (1992) emphasizes that in educational characteristic has three components of good character, they are moral knowing, moral feeling, and moral action. They are important to have by students to know, to feel, and to act the good character in one time. Educational character is both of education and good behavior that deliberate cognitive), feeling), and action.

Table 2. Based on the documentation data, *pantoon*/poetry that teaches good character in learning.

No	Kinds of *Nandong*	Text
1	*Nandong dendang*	*Bamain galanggang sungai tampu* (playing gelanggang river tampu) *Alah ramai diparamai* (it has been lively, more lively) *Ampunlah sayo pado guru* (please forgive me teacher) *Bukan to kami urang pandai* (we are not smart person) *Ala jatuh pinang saribu* (it has been fallen thousand palm fruit) *Diatur dibilang jangan* (be arranged but don't) *Danga-danga pangaja guru* (listen to teacher lesson) *Surekkan di tapak tangan* (write it down on your plam)
2	*Nandong sambah*	*Kapa maulano kabakaran* (Maulana's ship got burn) *Si angkuik pulang baguru* (si Engku go home after study) *Lafal ma'ano batukaran* (spelling and meaning are shifting) *Masing-masing pangaja guru* (based on each teacher) *Si Angkuik pulang baguru* (si Engku go home after study) *Salai palito saranggukan* (lamp axis swerving) *Lafal ma'ano batukaran* (spelling and meaning are shifting) *Mari kito sawatukan* (let us combine them)
3	*Nandong smong*	*Enggel mon sao curito* (listen to a story) *Inang maso semonan* (once upon a time) *Manoknop sao fano* (drawn a village) *Uwilah da sesewan* (that's the way we have been told) *Smong dumek-dumekmo* (tsunami is your water bath) *Linon oak-oakmo* (earthquake is your swing) *Petir kedang-kedangmo* (storm is your drum) *Kilek suluh-suluhmo* (lightening is your lamp)

Moreover, several characters must be possessed include listening, respect, perseverance, diligence, hard work, and courage. This character is based on the religion adopted by the local community, namely Islam. Sibarani (2015) explains that the character, in this case, means a good character (positive), so if it is said that someone who has character means having a good character as a cultural tradition, and social to get succeed in a community and his work. The character which is often also called personality is a systematic accumulation of values that underlies a person's thoughts, attitudes, and behavior. Sibarani (2015) also added that the character, in essence, obeys the values that live in a community.

The attitude of listening, and respecting the teacher as stated in *Nandong Dendang* and *Nandong Sambah*, is an attitude/character taken from the teachings as Islam does. It is based on word of God in surah al-Nahl verse 43 which states:

فَسْئَلُوا أَهْلَالذِّكْرِإِنكُنتُمْلاَتَعْلَمُونَ

"Then ask those who have knowledge if you do not know".

Asking in this verse is meant learning from people who have the knowledge that they have learned and expert about it. Asking them is necessary and a must because it

is related to custom. These customs are adjusted to the values of the community. Through lyrics in *Nandong*, it can be seen that the character in question is respecting the teacher, listening, having perseverance and persistence, having the spirit of working hard and having courage in facing challenges. The act of respecting older people (generally, teachers are older than students) is also conveyed in the following hadith:

لَيْسَمِنَّامَنْلَمْيُجِلَّكَبِيرَنَا،وَيَرْحَمْصَغِيرَنَا،وَيَعْرِفْلِعَالِمِنَا

> "Not including our group, people who do not glorify the older and love those who are younger and who do not understand (the rights) of the knowledgeable person (so that their views are prioritized)" (narrated by Ahmad).

The verses and hadiths have explained how a student should behave to the teacher in obtaining knowledge, namely respecting him, listening to his words and to what he say. *Nandong sambah*, *Nandong dendang*, and *Nandong smong* quoted the statement above and sung with acceptable performance on the island of Simeulue.

Furthermore, persistent, diligent, and hard- working are the character that must be possessed by a student in studying so that when facing exams and challenges, these attitudes can motivate students to keep trying through the learning process to achieve good results. The knowledge delivered during *mulok* learning in schools can motivate and remind students about the character that must be possessed in order to be success in the future. For *Nandong* performance, not all Simeuluenese can sing it perfectly. This is because the singer must have a high voice, strong memory, and the ability to improvise in making rhymes in an impromptu situation.

Based on this, the unique of *Nandong* can be taught from its performance. The results of the interviews revealed that it is best to collaborate with *Nandong* teachers and artists. *Nandong* artists can perform *Nandong* perfectly. This is because they have the ability, knowledge, and experience in performing it. The performance of *Nandong* which is displayed is learning with the realia method that is by presenting *Nandong* artists so that students can see and observe the performance of singing *Nandong* directly. Lubis (2019) emphasizes that it is important to study performance because the resulting performance is a creative effort of human beings to express their ideas, thoughts, and feelings which include verbal and nonverbal. This means that every sign of performance produced has meaning and indexicality. The meaning and indexicality of life in a community and its owner and is acceptable.

This activity can develop the talents and interests of students who can sing it so that this tradition can still live in the younger generation. It is hoped that the younger generation will know of one of the oral traditions that are owned and constituted valuable regional wealth. The role of the teacher is to be able to explain to students about the meaning, function, and history of *Nandong*. Of course, this was obtained from information that came from scientific articles and interviews with *Nandong* artists. Thus, for the affective domain it can be filled with values that are by local wisdom.

Not only studied, for further development, the ability to sing *Nandong* can also be performed at public school events or other special programs. Collaboration between teacher at school and *Nandong* artists is an effective effort in providing character learning for students because students can see how the performance of artists who have

the character of love and maintain the culture they have even though many face challenges in the era of globalization. Thus, cooperation between the teacher and *Nandong* artists is needed both from individually and from *Nandong* artists who have art studios.

The teacher can incorporate the opinions and performance of the artists as a reference in making local wisdom-based learning plans not only for high school subjects but also can apply them in the affective domain for each subject including teaching foreign languages such as English. It is hoped that students can learn well because they have a good learning attitude. Lubis (2015) states that building a positive attitude in learning English is the first step before applying the appropriate method in teaching. For this reason, lecturers not only have to teach but also build the motivation and courage of their students to speak. Thus, it can be obtained *mulok* learning model in school as follows:

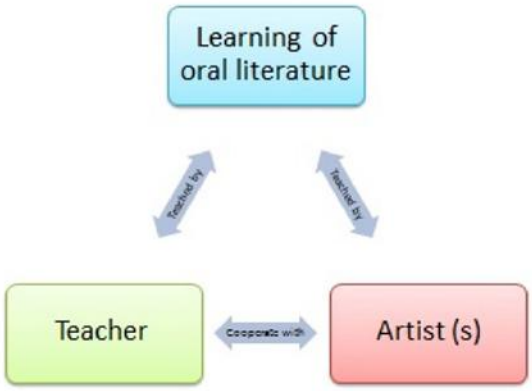

Figure 2. *Mulok* as learning model in school.

From the diagram above, it can be seen that the study of traditional oral literature should be taught not only by school teachers but also by collaborating with artists who expert in performing that oral tradition. The advantages of collaboration result the synergic and integrated method because learning becomes more real. In addition, it is also one of the efforts to revitalize the oral traditions of the region which are now is endangered. The young generation has the right to get knowledge about the way of life and socializing in the community as well as knowledge about how to treat the surrounding environment. Knowledge like this cannot be obtained from school teachers alone because the knowledge and experience possessed must be equipped with reality. To complete the knowledge and experience, collaboration with engaging oral tradition artists can be more perfect.

The collaboration between the school and the local community will create a sense of affection, mutual respect, and present an attitude of mutual guarding the wealth of the region in the form of oral tradition. Students need to learn from *peNandong* directly about how to perform *Nandong* to have the knowledge and more information. Lubis et al. (2018) claimed that study performance is a matter because human is creative to express their ideas, thought, and feeling not only in the literal but also the nonliteral way. It is also because every sign is produced has meaning and indexicality. Meaning and indexicality are live in a community and they will accept both verbal and nonverbal performance. With regular frequency, the existence of oral literature will be maintained and improve human resources with character. Through the right learning

model, the learning situation is expected to increase good participation among teachers, practitioners (*Nandong* artists), and students. A good and positive participative model will have an impact on effective learning. Lubis (2019) states that teaching not only provides learning material but also considers other matters relating to the process of delivering the material. One of them is creating the right learning atmosphere by involving the participation of teachers and students. Positive participation from students who show interest (interest) and the desire to learn something is also one measure of success in learning. Through good learning motivation, there will be a good learning atmosphere in the learning process.

5. CONCLUSION

Character-based learning is a process of both acquiring knowledge and good character, which will produce good human resources. Learning by using the local literature as a media provides a lot of information about local knowledge and character of learning that is in accordance with the values adopted. This will create an effective and acceptable learning process.

Another advantage is that local heritage can be maintained because oral literature also describes the condition (situation) of the area along with the ecosystem that is owned and how to manage it. A good learning model for language learning through oral tradition is to apply the collaboration between teachers in schools and artists/oral tradition actors. Thus, students can see good cooperation between the community and the school and create a sense of belonging and nurture the existing culture while having a character that is in accordance with local values.

This study provides a model of learning *mulok* in a school. This model is able to be a reference for school to administer *mulok* subject because deliberate local community is an adequate collaboration between teacher and local community performer (e.g.: *peNandong*). It is suggested for an educational researcher to apply this model for *mulok* subject at school. Besides, further researchers such as linguists, anthropologists, can research a similar topic by using their perspective such as a study about applying this model from educational anthropology perspective.

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Critical Discourse Analysis on Women's Position in *Prohaba Daily News* Texts

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Abstract

This research aimed to describe women's position in Prohaba Daily News texts based on Sara Mills and Theo van Leeuwen perspective of critical discourse analysis, especially the analysis of actor position, exclusion and inclusion. This is a descriptive qualitative research in which data were collected by documentation technique. The data were Prohaba Daily News texts during 2018. The data were analyzed using Sara Mills' actor position analysis model and Theo van Leeuwen's exclusion and inclusion analysis. Actor position analysis included subject position and object position. Exclusion analysis included the passivation, nominalization, and substitution of clauses. While the inclusion analysis included differentiation-indifferentiation, objectivity-abstraction, nomination-identification, nomination-categorization, determination-indetermination, assimilation-individualization, and association-disassociation. The results showed that Prohaba Daily News texts positioned female actors in subject and object position in their news texts. Women as non-marginalized subject found in three news texts. Women as non-marginalized objects found in two news texts. Women in the marginalized object position found in eight news texts. Marginalization was conducted by using exclusion and inclusion strategies. The exclusion strategy used includes the nomination and substitution of clauses. Inclusion strategies used were differentiation-indifferentiation, objectivity-abstraction, nomination-identification,

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nomination-categorization, and association-disassociation. In addition, the use of certain vocabularies can marginalize the position of women in the daily news text Prohaba.

Keywords: Critical discourse analysis, women position, exclusion, inclusion, news text.

1. INTRODUCTION

Today, mass media is growing rapidly. This situation is compatible with the increasing necessity for information. Mass media defined as a means of delivering messages carried by the communicator to the communicant publicly, freely, and neutral. Each mass media certainly has an ideology regarding the originality of the published news to maintain public credibility and trust in the media. However, another side of the ideological effect illustrated as a social practice that shows camouflage or false news. It has an influential role to produce and reproduce the power inequality among social classes, majority, and minority groups as well as men and women who represented as a news discourse.

Such as inequality that occurs in social classes, majority and minority groups, men and women, the inequality also found in news texts. This situation occurs due to patriarchal culture which is strongly inherent in society. Women often experience gender inequality. Hermes (2011), argues that it is crucial to understand the way media manifests gender because feminist and masculine constructions are part of the dominant ideology. Furthermore, Hermes (2011) also stated that the media gives examples and general behavior guidelines that the readers interpret since the media is inseparable from society.

In addition to the opinion by Hermes (2011), Althusser (1970) as cited in Sobur (2002), revealed that media is closely related to authority and occupies a strategic position because of its ability as a means of legitimacy. Mass media is one of the tools that state power exploit ideologically to build public adherence to the authorized group (ideological states apparatus). A media should be a 'watchdog' for them, however, in reality, it helps preserve the authorities because of weaknesses and unprofessional abilities. Therefore, many parties became victims of the preservation of the dominant ideology, one of them were women. So far, women in media are often portrayed as objects of violence and harassment.

Based on the inequality issue in presenting men and women in the mass media, the researchers are interested in examining the women's position in *Prohaba Daily News* text. *Prohaba Daily* is a local newspaper in Aceh that has an easy reading concept and carries criminality-related news in the hope that the information can be understood easily, quickly, and is fun for readers to follow. *Prohaba Daily* is capable of attracting the public by displaying criminal, political and legal news which written in two languages, Acehnese as the local language, and Bahasa as the national language. These two languages combination raise public interest in *Prohaba Daily News*, especially lower-middle-class society. In addition, the writer frequently finds news regarding women in *Prohaba Daily News* text written in inappropriate words and sentences thus giving the impression of degrading a woman's dignity.

Research related to critical text analysis in mass media had been conducted, either by language department students, communication science students or other experts. Analysis of texts explore how linguistic devices are incorporated to permeate power and ideology into certain social contexts (Risdaneva, 2018). Desiana (2012) conducted research related to legal case text reports in *Tempo* magazine, July 2012 edition. The results showed that in reporting legal cases, the texts contained legal ideologies that are more pro-people and justice and did not contain the power characteristics. Sari (2015) examined Acehnese women in violence-related news on merdeka.com using Norman Fairclough's critical theory. The results showed that merdeka.com news texts influenced by patriarchal ideology because each reporting packaged with men's ways of thinking and acts so that it would further highlight the concept of patriarchy. Meanwhile, Rahayu (2015) examined Arab Muslim identities in three Hollywood films. The results showed that Arab Muslims represented differently in each film, but still strongly supported the stereotypes of Arab Muslim women whose existence was not taken into account.

Based on several previous studies, none of them had examined women's position in *Prohaba Daily News* texts. Therefore, the researchers are interested in examining the women's position in *Prohaba Daily News* texts to expose gender inequality in the news texts. The researchers used critical discourse analysis models of Sara Mills (1992) and Theo van Leeuwen (1986, 1987). This study aimed to discover how *Prohaba Daily* portrayed female actors in its news texts and to find out whether female actors marginalized or described fairly.

2. LITERATURE REVIEW

2.1 Critical Discourse Analysis

Critical discourse analysis is a process of describing and explaining a studied text (social reality) which has various concerns. By using critical discourse analysis, not only the news contents can be discovered but also the motives and messages presented. Furthermore, it exposes the injustices committed and produced implicitly in news texts, which related to power, ideology, or domination.

According to van Dijk (1997) as cited in Darma (2009, pp. 49-52), critical discourse analysis used to analyze social class, politics, race, gender, hegemony, and others. Fairclough and Wodak (1997, pp. 271-280) explained the characteristics of critical discourse analysis, namely: (1) discussing social problems, (2) exposing discursive power relations, (3) expressing culture and society, (4) ideological, (5) historical, (6) exposing the correlation between text and society, (7) interpretative and explanatory.

2.2 Discourse, Text, and Context

Critical discourse analysis is closely related to discourse, text, and context. Text is all forms of language both printed and symbols that become expressions of communication, such as speech, music, pictures, sound effects, and others. While context is a situation outside the text that affected the use of languages, such as participants, the environment where text produced, and the intended function.

Meanwhile, discourse interpreted as text and context because the focus of discourse analysis is to describe the text and context as a process of communication both verbally and written.

2.3 Ideology

Ideology is one of the concerns in critical discourse analysis. This is because language (text, conversation, etc.) is a certain ideological practice. Ideology can be used by certain groups to produce and strengthen their dominance. The strategy used is to build social awareness to accept the dominance taken for granted.

News texts areconsidered as the dominant group media to influence and provide a picture of the domination power to appear right to the public. van Dijk (1997) states that ideology represented by the dominant groups is effective if the dominated group considers it as truth and justice. Because of this reason, they do a disinformation campaign through mass media. Ideology is used to regulate the actions or practices of individuals or groups to work cooperatively and correlate their problems and give a contribution to build solidarity within the group.

Based on this viewpoint, discourse is considered unneutral or unnatural but contains ideological content to dominate and influence others. Therefore, critical discourse analysis must not put interest merely to the language (text) but also focus on context. Especially how the ideology built by a group forms a discourse.

2.4 Gender

The difference between sex and gender must clearly be defined. Sex is the division of two genital forms according to biological characteristics. Sex is God's gift that lasts forever. While gender is a trait inherent in men and women that constructed both socially and culturally.

Nowadays, many people interpret sex and gender as the same thing. As a result, there are differences in treatment between men and women. Murniati (2004), states that gender inequality in society makes women face challenges from outside themselves. Social inequality occurs because of the treatment and attitude that shows men dominance over women.

Sanderson (1995) states that men's role and position over women are not natural. There are no biological factors that show men are superior to women. According to him, the superiority of men over women is due to the cultural elaboration of their respective biology. The difference between men and women is more political. Thus, masculinity and femininity are the results of socio-cultural construction.

2.5 Reality Construction Result News

News provides the most rapid report on facts or opinions, which contains important and interesting information for the public (Effendy, 2004). In newspapers, the news is interpreted as a presentation and journalistic press report in the form of facts, data and important as well as urgent events to be informed to the reader.

Media policy influences the process of creating news. News writers are supposed to concern with the audience's interest, but in reality, various interests are fighting in the media industry. The media is often in a dilemma between freedom and restraint.

As a result, the problem of news commodification emerged. Facts/reality/events presented in the news text are a result of meaning construction. The facts presented are subjective as a result of the journalists' subjectivity both in construction and their views (Eriyanto, 2002).

DeFleur and Ball-Rokeach (1989) argue that mass media have various ways to influence language and meaning, expand and replace the meaning of existing terms into new meanings, and strengthen the meaning convergence in a language system. Therefore, the use of language is influential in certain realities' construction. Besides, the way in presenting a reality also determines the structure of reality construction and the meaning that will emerge.

2.6 Model Analysis of Sara Mills and Theo van Leeuwen

In its application, critical discourse analysis has experts who introduced analytical models that can be used to analyze certain texts including Sara Mills (1992) and Theo van Leeuwen (1986, 1987). Mills (1992) is a critical discourse expert on feminist theory who focuses on women presented in news texts. Therefore, critical discourse analysis model introduced by Mills (1992) is often called Sara Mills' feminist perspective. The focus is on exposing how texts are biased in imaging women.

According to Mills (1992), the women figure in the text tends to appear as the guilty and marginalized party compared to men. With her theory, Mills (1992) focuses on how women position displayed in the texts, such as who is the subject of the narrator and who is the object of the narrative determines the structure presented in the text. This situation puts the reader on one side and influences readers comprehension of the text. Therefore, the way news and actor position placed or displayed in the news text causes one party legitimate while the other one illegitimate (Eriyanto, 2003).

According to van Leeuwen (1986, 1987), marginalization on a person or a group can be noticed by its appearance in a text. van Leeuwen (1986, 1987) states that language is a reflection of ideology. By studying the language presented in a text, ideology can be dismantled. This opinion is related to the correlation between texts and power. van Leeuwen (1986, 1987) introduced the exclusion and inclusion analysis model. Exclusion is a strategy used to exclude actors from the texts. Exclusion strategy includes passivation, nominalization, and substitution of clauses. While inclusion is a strategy to include actors in the news texts. Inclusion strategy includes differentiation-indifferentiation, objectivity-abstraction, nomination-categorization, nomination-identification, determination-indetermination, assimilation-individualization, and association-disassociation.

Both of the exclusion and inclusion strategies can be used to protect or marginalize a party. The exclusion and inclusion analysis model by van Leeuwen (1986, 1987) can be used to expose injustices in news texts. It can be used to detect and examine what strategies are used so a position of a person or group can be marginalized and realized how a person or a dominant group controls and interprets an event and its meaning, while other parties whose positions are lower tend to be the objects of the poorly described meaning.

3. METHODS

This was qualitative research with a critical approach. Badara (2012), states that qualitative research is a method used in analyzing the message content of a news text. The message is in symbols form from the main idea or theme and the content contained in the news text. This research also applied the qualitative content analysis principle, which is a method to understand the symbolic messages of the research object and concern on the context so the meaning contained in the text revealed. The context includes history, ethnic, gender, social, culture, politic, economic, and other aspects considered to influence the formation of news texts.

Data sources of this research were 12 *Prohaba Daily News* texts published during 2018. The twelve data analyzed were as follows, (1) "Reading intimate message on the cellphone, Hajija stabbed husband to die", (2) "Caught cheating, a husband doused his wife with caustic soda liquid", (3) "A grandfather gets his grandchild pregnant after being screwed five times", (4) "A house of *esmenen* retailer woman raided", (5) "An *estewe* man copulated a lunatic teen", (6) "A naked woman found dead", (7) "Jealous, DJ beat a 'cafe mommy'", (8) "Wanted, a father abused his daughter", (9) "A blonde woman stole 110 gram of gold", (10) "The initial motive of husband murdered Novi", (11) "Children predator wandering, parents broke into village hall office", (12) "Cutpo Khatijah owned 1 ounce of meth".

Data collection technique used in this research was a literature review. Moleong (2007) argues that the literature review is a technique that used written sources to obtain data. The data were collected by categorizing and classifying written sources related to the research. The data later were analyzed by using descriptive analysis techniques adjusted to the actor position analysis of Mills (1992) and the exclusion and inclusion analysis of van Leeuwen (1986, 1987) which used to explore the positioning of female actors in *Prohaba Daily News* text and examine how female actor position was marginalized in the news texts. By using this analysis, it can be found out the position of the female actors in the *Prohaba Daily News* discourse, either marginalized or treated neutrally. The steps taken in analyzing the data were as follows: (1) The researchers read and comprehend news texts. (2) Sorted out news texts that were consistent with Mills' (1992) gender perspective, which was reporting on women. (3) Marked the news texts that considered as selected news texts. (4) Classified news texts according to the actor position of Mills (1992) and the exclusion and inclusion strategies of van Leeuwen (1986, 1987). (5) Analyzed the news texts based on Mills (1992) and the analysis model of van Leeuwen (1986, 1987). (6) Described female actor position in news texts. (7) Summarized the results of data analysis.

4. RESULTS

The results showed that the *Prohaba Daily News* positioned female actors in subjects and objects position in the news text. Further explanation described as follows.

4.1 Actor Position

The actor position is actor placement in the news text. Position means who the narrator's subject is and who the narrative object is. This position determined the

meaning of written news text. From twelve analyzed news texts, women as the subject found in two news texts (1) "Reading intimate message on the cellphone, Hajija stabbed husband to die" and (2) "A blonde woman stole 110 grams of gold". While women as the object found in eight news texts, (1) "Caught cheating, a husband doused his wife with caustic soda liquid", (2) "A grandfather get his grandchild pregnant after being screwed five times", (3) "A house of *esmenen* retailer woman raided", (4) "An *estewe* man copulated a lunatic teen", (5) "A naked woman found dead", (6) "Jealous, DJ beat a 'cafe mommy'", (7) "Wanted, a father abused his daughter", (8) "The initial motive of husband murdered Novi". Meanwhile, women placement as both subject and object found in two news texts (1) "Children predator wandering, parents broke into village hall office" and (2) "Cutpo Khatijah owned 1 ounce of meth".

In *Prohaba Daily News*, female actors as marginalized and non-marginalized objects also noticed. Women as marginalized object noticed in (1) "Caught cheating, a husband doused his wife with caustic soda liquid", (2) "A grandfather get his grandchild pregnant after being screwed five times", (3) "An *estewe* man copulated a lunatic teen", (4) "A naked woman found dead", (5) "Jealous, DJ beat a 'cafe mommy'", (6) "The initial motive of husband murdered Novi", (7) "Children predator wandering, parents broke into village hall office" and (8) "Cutpo Khatijah owned 1 ounce of meth". While Women as non-marginalized object noticed in (1) "A house of *esmenen* retailer woman raided" and (2) "Wanted, a father abused his daughter". On the contrary, women placement as non-marginalized subject noticed in three news texts (1) "Reading intimate message on the cellphone", (2) "Children predator wandering, parents broke into village hall office", and (3) "Cutpo Khatijah owned 1 ounce of meth".

4.2 Exclusion and Inclusion

Prohaba Daily News editor used exclusion and inclusion strategies in the news texts. The following described the exclusion and inclusion strategies in twelve *Prohaba* news texts analyzed.

4.2.1 Exclusion

Exclusion or the extracting process used to extract the actor from the news texts. The use of these strategies indirectly altered the readers' comprehension of a news text and legitimated a certain position and comprehension. Exclusion strategy is divided into several forms, passivity, nominalization, and clause substitution. Nominalization and clause substitution strategies were found in *Prohaba Daily News* texts.

Nominalization

Nominalization is a strategy to extract or eliminate actors from news texts by substituting a verb to a noun (Eriyanto, 2003). Nominalization usage in *Prohaba Daily News* texts was noticed in the following citation:

> "*Persetubuhan terjadi malam hari. ML membangunkan F dan memaksanya bersetubuh di kamar sang kakek. Sepekan di rumah itu, F disetubuhi ML lima kali. F sendiri mengaku tak berdaya. Apalagi sang kakek juga mengancam.*" ["The copulation happened at night. Ml awoke F and raped her in his room. During a week, F raped by ML 5 times. F claimed that she was hopeless and threatened"] (Prohaba, March 10, 2018).

This citation showed the nominalization of words *copulation* and *raped*. The use of those words was incorrect because it obscured the actual meaning. It did not clearly state that ML was the perpetrator. Implicitly, the editor protected the subject by substituting the verb (to rape) to a noun (copulation). This corresponded to the statement by Eriyanto (2003) that nominalization strategy substitutes a verb to a noun. According to this statement, the clause *the copulation happened at night* should be written *ML raped F at night*. So, the subject clearly stated. Moreover, the editor also altered the active clause form to passive form clause such *F was rape by ML five times*. Supposedly, the editor wrote the word *rape* in the active form, not in passive form.

4.2.2 Clause substitution

Clause substitution is an exclusion strategy done by using the clause before the main sentence. This aimed to influence the meaning of the text. Substitution of clauses in the news text appears in the selection of news headings used, such as:

> *Baca SMS Mesra di HP, Hajija Tikam Suami Hingga Tewas* [Reading Intimate Message on the Cellphone, Hajija Stabbed Husband to Die] (Prohaba, January 7, 2018).

Prohaba Daily editor chose to use clauses at the beginning of the headline showed that *Prohaba Daily* editor tried to attract readers' attention by initially stating the cause followed by the actors or perpetrators of the incident, Hajija, and her husband. This is considered interesting since *Prohaba Daily* editor indirectly gave readers the assumption that just because she read an intimate message on her husband's cellphone, Hajija murdered her husband. Readers were made curious about what exactly the message was. In addition, the readers' curiosity increased on the figure of Hajija's husband because the headline was not clearly stated the victim's name or husband of Hajija. *Prohaba Daily* editor simply used the nomination of the word "husband" which explained the relation between them. Raising readers' curiosity, *Prohaba Daily* editor attracted public interest to read the news.

4.2.3 Inclusion

Inclusion is a discourse strategy used to include or display actors in the news text. Inclusion strategies have several forms, including differentiation-indifferentiation, objectivity-abstraction, nomination-identification, nomination-categorization, determination-indetermination, association-disassociation, and assimilation-individualization. By using inclusion analysis in *Prohaba Daily News* texts, the use of differentiation-indifferentiation, objectivity-abstraction, nomination-identification, nomination-categorization, and association-disassociation were found.
Differentiation-Indifferentiation

Differentiation-indifferentiation is a discourse strategy used to present attitude differences between two parties. This attitude differences illustrated by using two propositions (good or bad) which influenced the meaning and marginalized a party, as in the following citation. "

> *Saya sudah bicara baik-baik dan ingin memperbaiki rumah tangga karena ada anak yang masih kecil. Tetapi istri saya tetap minta cerai, saya marah dan langsung ke dapur mengambil rebusan air soda dan saya siram ke arah istri saya,*" *jelasnya* [I spoke virtuously and wanted to maintain

> our marriage life because we had a kid but my wife insisted to divorce. I was infuriated and went to the kitchen to take boiled soda liquid then poured it on my wife", he explained] (Prohaba, February 3, 2018).

That citation was one of differentiation-indifferentiation form displayed by *Prohaba Daily* in the news text " Caught Cheating, A Husband Doused His Wife with Caustic Soda Liquid". The statement described MD as a good party and IR as a villainous party. MD spoke virtuously to IR and wanted to maintain their marriage life because they have a kid, but the IR insisted to divorce. The affair had by IR drove his anger, IR also refused to listen to him and persisted to get divorced. The situation was uncontrollable, he immediately took boiled soda water and immediately poured it to IR. By using the differentiation-indifferentiation strategy to compare the attitudes of the two actors, the readers indirectly led to excuse the crime committed by MD and considered that IR deserved it because of the affair she had.

4.2.4 Objectivity-abstraction

Objectivity-abstraction is a strategy related to the presented information in the news text. The written news gave either a concrete (objectivity) or unclear (abstract) clues (Eriyanto, 2003).

> "*Dalam penggerebekan tersebut, polisi berhasil menyita 50 botol minuman keras merk Sea Horse ukuran 250 ml. Berikutnya, 3 botol miras merk anggur merah ukuran 250 ml, dua kardus penyimpanan miras merk Sea Horse dan satu kantong plastik warna pink yang digunakan menyimpan miras merk anggur merah*" ["During the raid, Police confiscated 50 bottles of 250 ml Sea Horse, 3 bottles of 250 ml red wine, two boxes of Sea Horse and one pink plastic bag used to store red wine"] (Prohaba, 22 April 2018).

That text citation used an objectivity discourse strategy to state the evidence found during KT arrest. The use of objectivity aimed at giving information to the readers about the raid clearly and concretely. With this evidence, it is clear that the raid told by the AKI Mahliadi was based on the facts, not only based on the AKP Mahliadi's perspective, which might benefit one party. Therefore, *Prohaba Daily* editor considered having presented factual, balanced and trustworthy news.

4.2.5 Nomination-categorization

Nomination-categorization is an inclusion strategy that presents actors based on categories such as physical appearances, religion, status, etc. Categorization is not influential because it does not influence the meaning conveyed to the readers (Eriyanto, 2003).

> *SIGLI – Wanita gampong Siti Khatijah (39), seorang ibu rumah tangga (IRT) di Gampong Jimjiem, Kecamatan Keumala, Pidie, Jumat (30/ 12) sekitar pukul 12.30 WIB, diringkus personil Resnarkoba Polres Pidie. Wanita berbadan tambun itu diamankan polisi, sejenak hamba hukum menggeledah rumahnya* [SIGLI - A village woman Siti Khatijah (39), a housewife (IRT) in Jimjiem Village, Keumala Sub-district, Pidie, Friday (30/12) at around 12:30 West Indonesia Time (WIB), arrested by Pidie Police Resnarkoba personnel. The fat-bodied woman secure by police, while other police ransacked her home.] (Prohaba, December 5, 2018).

That citation clearly showed the use of the categories "village woman" and "fat-bodied woman". The categories do not correlate with what Khatijah did. Did she consume meth because she is a fat-bodied woman? such presumption was incorrect. Therefore, there was no correlation between the physical characteristics of "fat-bodied woman" and Khatijah's crime that stored methamphetamine. Besides, the use of "village woman" and "fat-bodied woman" cannot directly marginalize all women in Jimjiem village, Keumala Sub-district, Pidie, or other fat-bodied women.

4.2.6 Nomination-identification

Nomination-identification is an inclusion strategy in which the actors or events were written using clauses as an explanatory (Eriyanto, 2003). The following citation was an example of nomination-identification in *Prohaba Daily News* text.

> "*Wanita berambut pirang curi emas 110 gram*" ["A blonde woman stole 110 grams of gold"] (Prohaba, September 2, 2018).

The identification of "blonded woman" usage did not give clear information to the readers regarding who the intended blonde woman was. It has indirectly marginalized blonde women because the public certainly suspected each blonde woman as the thief of the 110-gram gold. This kind of identification word should not be used because the editor already knew who the perpetrator of the gold theft was. Also, a woman's nomination in "A Blonde Woman Stole 110 Gram Gold" headline indirectly convinced the readers that the woman was the gold theft, not a man. This certainly marginalized the woman, though it mentioned in the text that the culprits were a woman named Seni Apriliani and a man named Joy/Rudi.

4.2.7 Association-disassociation

Association is a strategy that connected the actor or case in the news with a larger group where the actor was part of. While disassociation did not correlate the actor with a larger group. Such strategy relates to a question, did an actor or party presented alone or correlated to another larger party (Eriyanto, 2003)?

> "*Predator anak berkeliaran, kaum ibu geruduk kantor desa*" ["Children predators wandering, parents broke into village hall office"] (Prohaba, November 26, 2018).

The word "parents" in the headline was a form of association. The parents mentioned in the text were parents who lived in Sungai Kanan Village, Medan, but the headline did not explain which parents referred to. The use of the word "parents" in the headline seems to imply that all parents in this world broke into the office. In reality, only parents who live in Sungai Kanan village broke into the office.

5. DISCUSSION

Based on the analysis of *Prohaba Daily News* texts, it was revealed that *Prohaba Daily* editor positioned women both in subject and object position. Women were placed as non-marginalized subjects when the interviewee (news sources) was the

main actor in the case and the news was also written in the balance based on witness' testimonies and evidence. However, female actors also placed as objects that marginalized and not marginalized. Female actors occupied the position of marginalized objects when their presence in the news text reported based on other parties' perspectives in which they did not have the opportunity to present themselves according to their opinions. Additionally, female actors placed as non-marginalized objects when the news presented were in the balance based on the statements from both parties.

Furthermore, *Prohaba Daily* editor used exclusion and inclusion strategies in the text. The form of exclusion used was the nomination and substitution of clauses. While inclusion strategies used were differentiation-indifferentiation, objectivity-abstraction, nomination-categorization, nomination-identification, and association-disassociation. In addition, *Prohaba Daily* editors also used vocabularies that tend to be sensational and dramatized in their news, such as being raided, bad men, broke in, rape, abuse, and bully. Those vocabularies indirectly marginalized women as the reported objects in the news texts.

Fowler et al. (1979) as cited in Badara (2012), argues that certain linguistic choices (words, sentences, prepositions) contain or carry certain ideological values. The word form believed not to be neutral but has certain ideological implications. It can be said that *Prohaba Daily* still carried a patriarchal ideology. This patriarchal ideology influenced by our patriarchal system as stated by Darwin (2005), that it was incorrect to conclude that there was no patriarchal tradition in Indonesia. Patriarchal values had firmly rooted in Indonesian culture even though gender has long been developing as a discourse and the state has made it a mainstream of public policy. Patriarchal ideology has been rooted in the beliefs and culture since childhood. Lacan (1977) as cited in Badara (2012), states that all societies are governed by signs or symbols that interconnected with ritual roles which called "symbolic rules". If a child wants to serve well in society, he must internalize his "symbolic rules" through language so these "symbolic rules" continue to regulate the society through individual rules as long as the individual uses the language of his community and integrates gender roles and class roles. Therefore, it was common to be found in a mass media (newspaper) that presented factual and balanced news to use certain vocabularies in writing news that can marginalize a party (in this case women) whether intentionally or not, *Prohaba Daily News*paper was one of the examples.

6. CONCLUSIONS AND SUGGESTIONS

Based on the analysis of results and discussion, it can be concluded that *Prohaba Daily* editor placed women as subjects and objects in the news texts. Women as non-marginalized subjects found in three texts analyzed. Moreover, women also placed as marginalized objects on eight texts and non-marginalized objects in two news texts. Generally, discourse strategies in *Prohaba* news texts dominated by nomination-categorization and nomination-identification. These strategies used as a market motive to present a sensational and dramatic impression so readers interested in reading *Prohaba Daily News* texts. In addition, certain discourse strategies and vocabularies in writing news texts that marginalized the women influenced by a patriarchal ideology that inherent in *Prohaba Daily* editors.

This study was conducted with limitations. Therefore, for future research it is recommended to re-examine more language use in the media using a critical perspective since there are tremendous critical discourse analysis theories available in the literature. Using critical discourse analysis, it is realized that a language of ideology can be exploited by a person or a group to strengthen their position and weaken other parties or groups.

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Swear Words Used by Coastal People of Pidie Aceh

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Abstract

This study was done to find and describe the forms, the references, the meanings, and the purposes of swearing-in Acehnese by the people in Pidie Regency, Aceh, Indonesia. Swearing refers to utterances, usually with negative implications, which are used by people to express their feelings. This qualitative study displays spoken language used by the respondents within the sub-districts of Muara Tiga and Batee in Pidie. The data were processed in three phases: selecting, transcribing and analyzing the appropriate data. The analysis was done by interpreting the forms, references, and purposes of swearing. The forms of swearing were mono-morphemes, poly-morphemes, phrases, clauses, and sentences. Those referred to animals, supernatural beings, religious terms, body parts, family members, human activities, oaths, professions, diseases, and exclamations. The swearing had connotative and denotative meanings to express anger, annoyance, astonishment, insult, and jokes.

Keywords: Language analysis, swearing, coastal community, Aceh, Indonesia.

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1. INTRODUCTION

Language is the main way used by people to communicate with each other. Despite the existence of other forms of communication such as gestures, signs, codes and many others, language is still the most appropriate and the easiest way used to deliver messages. Keraf (1993) also agreed with this notion, saying that language produced by human speech organs was sounds produced for symbols.

As social beings, people always want to express their passions, thoughts, and feelings to each other. This agrees with Keraf (1993), who said that language, which is in the oral form, could deliver all the information and messages from one person to another without any limitations, particularly if it is compared to any other forms of communication. Thus, language can deliver various meanings, including positive and negative connotations. One of the interesting phenomenon relating to the use of language for expressing feelings, emotions, and thoughts are swearing.

One of the communities often uses swearing in their daily life are people living in the coastal area. As found by Grieve (2015) as cited in Ligato (2015), it is assumed that because of their hard living environment and other related reasons, they become people with strong characters who can freely express their feelings without any hesitation Such communities also live in Pidie District, on the north-western coastal area of Aceh. This coastal area includes the sub-districts of Muara Tiga, Batee, Kota Sigli, Simpang Tiga, and Kembang Tanjong.

Based on the explanations above, it was considered interesting to research swearing within the area mentioned above. This study would aim to reveal the forms, references, and meanings, as well as the purpose of swearing, which was used by the people living there.

2. LITERATURE REVIEW

2.1 Swearing

Swearing refers to utterances, usually dirty, impolite and taboo words, which are used to express anger, annoyance, disgust, and abuse. In Indonesia, swearing is known as *makian* or *cacian*, which refers to using expressions for feelings in the form of impolite utterances (Depdiknas, 2002). Laksana (2009) noted that swearing is uttering dirty or taboo words in anger, disgust or annoyance. Then, Montague (1973) has previously said that swearing is using words impolitely to express strong emotional feelings and is often done to express frustration. Thus, it can be said that swear words are utterances used by people to express annoyance, feelings or emotions, often unique language, which is considered harsh and impolite. This includes expressing sympathy or showing the truth (Gardner & Umphress, 2019).

In Acehnese culture, swearing is known as *teunak* or *teumenak*. Both terms refer to impolite and harsh language expressing anger and annoyance. Harun (2009) has said that the Acehnese tend to use swear words and swearing to trigger fights between opposing parties; this is often done in a public place and is often slanderous. Besides, Harun (2009) has added that swearing is often related to taboos and actions that are, prohibited. They are to be avoided by the society so that they are respected by other people (Jaya & Daud, 2017). Wijaya and Rohmadi (2013, p. 11) have categorized

taboos based on psychological motivations, including taboos towards fear, food, and property. Referring to which, swearing is considered as a taboo towards property since it is concerned with impolite actions.

2.2 Forms of Swearing

There are various forms of swearing. Wijaya and Rohmadi (2013) have said that swearing can appear in the form of words, phrases, and clauses. Similarly, Husaini (2013) has said that swearing can appear as a mono-morpheme, a poly-morpheme, a phrase or a sentence.

2.2.1 Mono-morpheme

A Mono-morpheme is similar to a free morpheme. A free morpheme refers to a morpheme, which can be used directly, as an individual word such as *putar* 'turn', *merah* 'red' and *pergi* 'go' (Chaer, 2008, p. 17). In the Acehnese language, such morphemes also exist as has been mentioned by Sulaiman (1979, p. 26) who said that a free morpheme in Acehnese can stand by itself as a word such as *plueng* 'run', *rumoh* 'house', *baroe* 'yesterday', and so on.

2.2.2 Poly-morpheme

A Poly-morpheme refers to a combination of morphemes that is produced by a morphemic process. This process combines free morphemes to bond them. Muslich (2008, p. 35) has listed three morphemic processes used in the Indonesian language, namely: (1) affixation, (2) repetition and (3) compounding. Meanwhile, Sulaiman (1979) only mentioned two forms of morphemic process, namely affixation by adding a prefix, an infix and/or a suffix, as well as by repetition as full or partial or affixed repetition.

2.2.3 Phrase

A phrase is a grammatical unit consisting of two or more words, which does not exceed a limit of a function (Ba'dulu & Herman, 2010). Syntactically, a phrase is a unit below a clause, yet it is above a word (Chaer, 1994). Then, phrases can be divided into nominal, numeral, adjectival and adverbial phrases.

A phrase cannot exceed certain functions, thus it will only act as a subject, a predicate, an object, or a complement (Sulaiman, 1979). If a phrase consists of more than two words, the words have to be free morphemes. Sulaiman (1979) added that the words forming a phrase could be a word and a word, a word and a phrase, a phrase, and a word, and a phrase and a phrase.

In the Acehnese language, the forms of phrases are similar to the forms of phrases in Indonesian and in English. There are nominal phrases e.g. *rumoh nyan* 'that house', verbal phrases e.g. *ban teuka* 'just arrived', adjectival phrases e.g. *kaya that* 'very rich', numerical phrases e.g. *limong droe* 'five persons', adverbial phrases e.g. *baroe seupot* 'yesterday afternoon', and prepositional phrases e.g. *bak jih* 'at him'.

2.2.4 Clause

A clause is a syntactical unit higher than a phrase, yet lower than a sentence. In a clause, the existence of a subject and a predicate is necessary. Chaer (2002) has explained the difference between a clause and a sentence is that a sentence has a final intonation. Thus, without final intonation, a group of words containing a subject and a predicate is considered a clause.

References to the Acehnese language do not explain about clauses in detail. Yet, Sulaiman (1979) has stated that in Acehnese, a subject and a predicate might appear in one word, as in *geujak* 'he goes'. This word consists of a prefix *geu-* as the subject, and *jak*, as the predicate. Such a grammatical unit can be considered as a clause since it has no final intonation.

2.2.5 Sentence

Sulaiman (1976) has defined a sentence as a group of words having a complete meaning, which can stand-alone. He also added that a sentence refers to an utterance starting and finishing in silence. Then, it has intonation that expresses the completion of meaning (Sulaiman, 1979). A sentence has, at the least, a subject and a predicate. In Indonesian, there are several forms of sentences, namely: (1) a verbal sentence having a verb as its predicate, (2) a nominal sentence having another class of words, e.g. a noun, an adjective, a pronoun or a numeral, as the predicate, (3) an active sentence with emphasis on the subject and (4) a passive sentence with emphasis on the object or on an adverb. Wildan (2002) has also explained that a sentence is a comprehensive or complete unit of language, which in spoken form is connoted by rhythm, pause, and intonation, which, in written form, are noted by typographic symbols like a full stop or an exclamation mark.

2.3 References for Swearing

A referent is as a non-language unit referred to by language (Depdiknas, 2002), while McKechnie (1955) says "... in semantics the object referred to by a term". As an example, a "house" is the referent of the word *house*. The relationship between language and the referent has been explained by de Saussure (1959) as cited in Chaer (1994) by introducing the "*term of significance*" and *signified*; the first refers to the language and the last to the referent or the real object. Then, Pateda (2010) has mentioned the referent as the *acuan* or reference, which meant the thing, which is symbolized by the sign or the word.

Wijaya and Rohmadi (2013, p. 14) have mentioned eight referents for swearing, namely: conditions, animals, supernatural creatures, things, parts of the human body, kinship, activities, exclamations, and occupations. In Acehnese, Husaini (2013, p. 79) has listed nine referents of swearing, they are characteristics, animals, things, persons, parts of the human body, oaths, conditions, supernatural creatures, and diseases.

2.4 The Meaning of Swearing

The meaning of swearing relates to De Saussure's *theory of significance* and *to signify*. The units of language, which are represented by sounds, become of

significance, while the meanings refer to the objects signified. As an example, the word *bajingan* 'rascal' is represented by sounds /b/, /a/, /j/, /i/, /n/, /g/, /a/, /n/ as its significance, while the meaning of it is a person that commits bad activities. There is no exact relationship between significance and what is signified, as noted by Ogden and Richards (1923), then, Chaer (1994, p. 287) re-drew the triangle of meaning to explain the relationship between these two aspects of language.

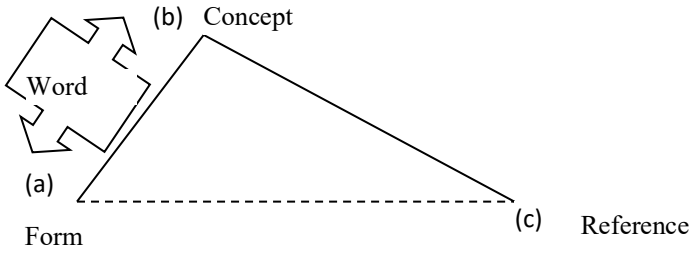

Figure 1. Triangle of Meaning.

Language is used by people, thus, the condition of society affects the meaning of it. Keraf (2004) has discussed denotative and connotative meanings. Similarly, Chaer (1994, p. 289) has described six different kinds of meanings: (1) lexical, grammatical, and contextual meanings, (2) referential and non-referential meanings, (3) denotative and connotative meanings, (4) conceptual and associative meanings, (5) word and terminological meanings, and (6) idiomatic and proverbial meanings.

2.4.1 Lexical, grammatical and contextual meanings

Lexical meaning refers to the meaning of a word without any relationship to any condition or context. As an example, the word horse or *kuda* refers to 'four-legged animals that are often ridden by people', but there are other kinds of horses like a gym horse or a carpenter's horse and the word can be used as an adjective, e.g. horseshoe, horse cart or a verb as in to horse around or even an idiom as in a Trojan horse. Then, to the grammatical meaning can appear due to affixation, as in the example horse riding or *berkuda* means 'to ride a horse'.

2.4.2 Referential and non-referential meanings

Referential meaning occurs when a word or words have a reference in a real-world situation. Thus, the words *a black stallion* with a picture of one are considered as words with referential meaning. Contrarily, the non-referential meaning has no reference in real-world matters, such as the words because, or, and, etc.

2.4.3 Denotative and connotative meanings

Denotative meaning is the real meaning of a word or lexeme Chaer (1994). This kind of meaning is not affected by the condition in which the word(s) is/are used. An example is the word *monkey*. This word refers to a primate that lives in a jungle and some ways resemble a human being. On the other hand, the word *monkey* can be used with a connotative meaning, which uses the word, without referring to the real object

(Chaer, 2004). Thus, in the case of the word *monkey*, it can be used to playfully refer to a child as in '*the little monkey*' or to insult or denigrate someone by saying that he is like a monkey.

2.4.4 Conceptual and associative meanings

Leech (1974) as cited in Chaer (1994) described the notions of conceptual and associative meaning. Conceptual meaning is the meaning of a word without any association with a certain condition. Thus, conceptual meaning refers to denotative, lexical, or referential meaning. The associative meaning, on the other hand, deals with the concepts added to the original word.

2.4.5 Word and terminological meanings

Word meaning may be affected by the condition in which the word is used. As an example, the word *head* may be used with *a master* to build a new meaning. On the other hand, the terminological meaning is affected by the field of knowledge in which a word is used. For example, the word *operate* may have different meanings relating to the field; in which it is used, thus in the medical field it refers to surgery, in civil engineering, it refers to the operation of heavy equipment and in the military, it refers to a raid, attack or ambush.

2.4.6 Idiomatic and proverbial meanings

An idiom is an utterance with an unpredictable meaning, either due to lexical or grammatical meaning (Chaer, 1994). Fromkin et al. (2003) also expressed a similar argument that an idiom referred to words that have a meaning, which is related to intra-linguistic aspects to find its meaning. Idioms require the acquisition and learning to understand their meanings. As an example, in Indonesian, the phrase *menjual rumah* 'to sell a house' refers to the act of getting money in exchange for a house. Yet, the phrase *menjual gigi*, literally 'to sell a tooth', is idiomatic and means to laugh. Similarly, to call someone *a dark horse* means that that person is a surprise candidate in some form of contest.

2.5 The Purpose of Swearing

In general, people swear to express their feelings, especially for annoyance, dislike, astonishment, and even for joking. Wijaya and Rohmadi (2013) have stated that, for the person who is the object of the swearing, it might be insulting to hear such words, yet, for the person who is doing the swearing, it is a way to express her feelings.

Then, the study by McEnery (2006, p. 6) stated that the purposes of swearing are:

(1) to insult,
(2) to redirect the topic of speaking from one to another,
(3) to play a joke,
(4) to respond to a previous insult,
(5) to expel the listener, and
(6) to ask someone to do something.

3. METHODS

A qualitative approach was used since the object of this study was the real-world phenomena existing within society, in this case, the coastal society in Pidie District. Thus Sugiyono (2008) has stated that qualitative research examines objects in nature with the researcher as a key instrument. This is a descriptive study to describe the uses, meanings, references, and purposes of swearing done by the people in the study area. Then, the sample was selected using purposive sampling by selecting two coastal sub-districts: Muara Tiga and Batee in Pidie.

The data collection encompassed 150 participants from different background. The age of them was on the range of 19-80 years old as they also had a various occupation, as teachers, fishermen, farmers, students, and owners of coffee shops; the data was collected at different areas and places to ensure that all swearing existing within the community was recorded well.

The data was gathered by listening, interacting, communicating and recording (Mahsun, 2005). A recorder was used to record the conversations. The recorded conversations were transcribed by using a systematical list by Bousfield (2008). Practically, the data collection was accomplished by recording the conversations of the respondents without knowing that their utterances would be studied. It was conducted in several locations, such as traditional coffee shops, ports, and *balai* 'halls, offices'. Data analysis was done by describing the forms, references, and meanings, while pragmatic analysis was done to revealing the purpose of swearing.

4. RESULTS

4.1 Forms of Swearing

The result showed that the swearing done by people living in these two coastal areas in Pidie had five forms, namely: mono-morphemes, poly-morphemes, phrases, clauses, and sentences.

4.1.1 Mono-morphemes

Mono-morphemes are similar to free morphemes. They can be used independently and have a specific meaning. Some examples mono-morpheme swearwords used by people, living in these coastal areas in Pidie, are the following:

Asei	'dog'
Bui	'pig'
Bukuem	'puffer fish'

4.1.2 Poly-morphemes

Some words had been formed by a morphological process. Some examples of such swear words are the following.

Bloh-bloh	'to trample on'
Meu-jen	'to be possessed by a genie'

Ma-keuh ‘your mother’
Seu-majoh ‘eat’

4.1.3 Phrases

Swearing using phrases only occurred with a nominal phrase and verbal phrase, as in the examples that follow:

Nominal phrases
Aneuk asei ‘puppy’
Aneuk bui ‘piglet’
Aneuk manyak ‘toddler’

Verbal phrases
Careuh that ‘really careless’
Kureung aja ‘rude, wicked, uneducated, disrespectful’

4.1.4 Clauses

Swearing using clauses was often done as a complement to an adverb, as in the example which follows.

Kameng batok ‘a goat that coughs’

As in the sentence:

*Hi **kameng batok** kah meunye kah lagei nyan.* ‘If you did that, you would look like a goat that’s coughing’.

Manok keumarom ‘a hen that’s laying (eggs)’

As in the sentence:

*That karu si nong nyan, lagei **manok keumarom**.* ‘She is so noisy like a hen that’s laying (eggs)’.

4.1.5 Sentences

People living in these coastal areas in Pidie also swore using sentences. These are some examples.

Lagei leumo tepeuteungoh lam mon! ‘(somebody) looks like a cow that’s been rescued from the well!’
Mate ma kah jeut? ‘do you want your mother to die?’
Beubrok lidah keuh! ‘may your tongue rot!’

4.2 The References Used in Swearing

Several types of references were used for swearing by these people as in the examples below.

4.2.1 Animals

Swearing referring to an animal means to have the character of such an animal in that person. Some examples were as follows:

Asei	'dog'
Bui	'pig'
Siben	'monkey'
Jampok	'owl'

4.2.2 Supernatural creatures

Acehnese people also believe in supernatural beings, so swearing related to them usually refers to the bad character as in the examples in the following.

Jen	'genie'
Aneuk jen	'son of genie'
Jen Afred	'genie of Afrid'

4.2.3 Things

Some things become referents for swearing. Usually, people use dirty things when swearing, as in the examples below.

Broh	'rubbish'
Leuhob	'mud'
Boh jeulatang	'fruit of Jelatang (Toxicodendron radicans)'

4.2.4 Religious terms

Religious terms used for swearing also usually refer to a bad thing, as in the examples below.

Simalu'un	'dunce'
Kafe	'infidel'
Dajeu	'Dajjal (antichrist)'

4.2.5 Parts of the human body

Certain parts of the human body, usually genitalia, are used for swearing by these people as in the examples below.

Mata kah	'your eyes'
Pukoe	'private part'
Tet ma	'your mother's private part'

4.2.6 Kinship

Sometimes, people use terms of address to swear, as in the following examples.

Ma keuh	'your mother'
Abu syik	'grandpa'
Nek tu	'great grandparent'

4.2.7 People

Several terms referring to people are also used to swear, as in these examples.

Aneuk miet	'toddler'
Anuek manyak	'toddler'
Apa ben	'dunce'

4.2.8 Characteristics

Negative characteristics are often used to swear, as in the examples below.

Kureung aja	'uneducated'
Careuh that	'very busy'
Kurek akai	'slick'
Klo priep	'stubborn'

4.2.9 Activities

Activities, which are harmful or should be avoided, are used to swear. Sometimes, those were followed by the name of an animal as shown below.

Jak pap	'go kick'
Pap asei	'kick the dog'
Pap leumo	'kick the cow'

4.2.10 Oaths

People use oaths to swear, for example praying that a bad accident will occur, as in the exam

Mate ma jeut	'may your mother die'
Meubudok keuh	'may you get scabies'
Meupurei keuh	'may your body itch'

4.2.11 Occupations

Bad occupations are also used for swearing, as in the examples below.

Pancuri	'thief'
Maleng	'robber'
Toke buntut	'illegal lottery seller'

4.2.12 Diseases

Sometimes, the names of diseases are used to swear. Some examples are given below.

Pungo bui	'epilepsy'
Kude	'scabies'
Kurap	'ringworm'

4.2.13 Exclamations

Exclamations with no meaning, are used as utterance to express feelings. People living in these coastal areas often use the following exclamations to swear.

Citeh	'exclamation term'
Yehai	'exclamation term'

4.3 The Meaning of Swearing

Swearing relates to a certain condition, thus, the meaning of swearing is contextual or in other words, it has connotative meaning. Based on the analysis, there are two types of meaning for the swearing used by these people: firstly, words with multiple meanings; and secondly words with negative meanings.

4.3.1 Words with multiple meanings

Words with many meanings refer to the meaning of words that are determined by the context in which they are used; this may mean a positive utterance or a negative utterance depending on the situation. One word often used is *ileh* 'eel'. This word may refer to a positive condition such as clever or smart. However, it can also be used negatively to mean slick or slimy.

4.3.2 Words with negative implications

These kinds of swear words are used to express negative feelings. There are many such swear words used to express negative feelings with many varied forms. Some of these swear words are words in Indonesian or Acehnese that mean disgusting, annoying, thieving, idiotic, weak, lazy, stubborn, useless, despicable, greedy, confused, slow, fussy, and so on. People in these coastal areas tended to use swear words to express their negative feelings that included expressions for various forms of swearing including references to animals, kinship, conditions and so forth.

4.4 The Purpose of Swearing

As explained above, swearing serves many purposes. Based on the analysis of the results from this study, people living in these coastal areas of Pidie used swearing for seven purposes:
(1) to express anger,
(2) to express annoyance,
(3) to intimidate,
(4) to express amazement,
(5) to insult,
(6) to intimate, and
(7) to joke around.

From the purposes above, it can be concluded that the foremost drive to swearing is to articulate emotions, particularly to express anger and frustration. The effect of emotion from swearing depends on the speakers' experience with their culture and the languages they speak.

5. DISCUSSION

Even though the analysis showed that swearing has several forms, people living in these two coastal areas of Pidie mostly use phrases to swear. They were often used as a complement in a sentence or as a response on certain occasions. Relating to the referents, the most-commonly occurring referents were activities (47 occurrences), animals (38 occurrences), characteristics (34 occurrences), and things (24 occurrences). Then, the dominant meanings in swearing were connotative.

There were also words for swearing that were used exclusively by these people. There was the word *siguepoh* that has a certain historical association for the people of Muara Tiga, which made people living there very angry if outsiders used it. The word refers to the legendary culprit who was beaten by an Islamic figure in the past. Also, the people living in Batee had such word of *bangsa* meaning 'nation'. This word was forbidden to be used for swearing by the people of Batee, like in the utterance "*Sit kameunan droe bangsa Teupin Jeu"* 'people living in Teupin Jeu were like that'. It was forbidden to use it since it not only referred to a person but all the people living there, including their ancestors.

There were several interesting facts related to the swearing used by these people. Firstly, swearing was often used when a person was talking about another person or an occasion. Secondly, searing to intimidate and to insult was often used by people with high social status towards people of lower status. Moreover, people with similar social status used swearing to build an intimate situation and for joking. Thirdly, as the situation became less formal, people would use swearing more often. Lastly, young people, especially teenagers, were the most common users of swearing. They used it in their casual talk to build intimate relationships, including showing their feelings and empathy, amongst themselves.

6. CONCLUSION

Swearing is a part of language use that has a certain function in communication. It may be used to express feelings, to intimidate, to insult, or even just to make the relationship become closer and even for joking around. The fact that people living in coastal areas often use swearing in their daily communications does not mean that they are impolite. On the contrary, such a condition reveals that these people live in an open-minded society where they can express their feelings freely, even by using harsh swear words. They rarely used such words to intimidate or to insult, yet, they swore just for fun, for joking around, for showing their feelings, and to make their relationships closer and more intimate.

Nevertheless, this study had a very limited scope only covering people living in two coastal sub-district areas in Pidie. Thus, other researchers can do similar research over larger areas to get clearer images of the use of swearing by the Acehnese. Furthermore, sociolinguistic and pragmatic aspects of swearing should also be studied in future research.

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EFL Students' Ability in Writing Reviews for a Novel at a University in Medan

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Abstract
This research aimed at investigating the ability of the fourth semester English Education Department students at the University of Potensi Utama, Medan, in writing a review text of a novel entitled 'Sengsara Membawa Nikmat' written by Toelis Soetan Sati. This study applied a qualitative approach through writing tests as the data collection instrument. The data were, furthermore, analyzed by identifying and evaluating the students' writing test. The result reveals that overall, the students' review texts on the novel were good enough. However, some problems were still noticed in the students' texts such as the errors in vocabulary, grammar, generic structure, organizing ideas, mechanic (punctuation and spelling) and the summary of the novel. It implies that while the students' performance was generally satisfying, their ability to write a review text needs to be consistently improved to produce a better piece of a review text on a novel.

Keywords: Writing, review text, novel, *Sengsara Membawa Nikmat*.

1. INTRODUCTION

Language is always produced, exchanged or received as text; that is, language as a system of communication is organized as cohesive units which we call texts. A text is any completed act of communication such as a greeting between friends in the street,

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a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.

Harmer (2004) states that writing is one of the four language skills taught in EFL classrooms apart from listening, speaking and reading. It is important for students at all grade levels, beginning from elementary school to graduate levels. The research revealed that for each grade level, students can improve their learning through writing (Benson, 1991; Dillon et al., 1994; Fellows, 1994). When students write, they learn from their writing because they create a text that includes ideas with relationships among them. In addition, when students are expected to write a text with a specific goal in mind, this method will help them to better understand relationships among ideas and then evaluate them to make new meaning from those ideas (Klein, 1999). Writing activities can improve learning or create new learning opportunities because when students write about a text, they need to gather and organize information, which in turn enhances knowledge or understanding (Durst & Newell, 1989; Klein, 1999). Thus, students, regardless of their grades, should be motivated to do writing activities with different goals in mind and across content areas.

Moreover, the importance of writing lies in its ability to help learners think. When students write about content, they use a complicated process that requires them to connect their thinking to the content learned. It means that when students write about content, they have a better understanding of the text they have read. Langer and Applebee (1987) believe that writing shapes thinking through the natural act of writing. Moreover, when writers are aware of their thinking during the writing process, they are better able to learn the content (Hebert et al., 2013).

Since writing is important to be taught, some types of text need to be learned at the university level, one of which is review text. Review text is composed to criticize or evaluate an artwork or event for a public audience (Sudarwati & Grace, 2006). Similarly, Gerot and Wignell (1995) mention that review text serves to weigh, assess and submit a criticism of the work or events that are examined (Gerot & Wignell, 1995). Review text is a text to re-explain the latest automotive products as well as the latest films, discussions of prominent figures and other things that are popular in the community. It is also stated that review text must be related to products that exist in the real world, not just narratives with the theme of ordinary imagination.

However, despite its importance, writing is a difficult skill to be learned by EFL learners (Salmani-Nodoushan, 2014). Babala (2012) states that writing is considered as a difficult language skill which must be learned by learners to convey their ideas. Richards and Renandya (2002) said that the difficulty is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization, but also to turn such ideas into a readable text. Besides, "fluency is a writing aspect which is difficult to be learned by low and average proficiency students" (Hiew, 2010, p. 23). A writer must make written products not only in a smooth way and without hesitation, but also in a good grammatical structure and a good order to make readers understand the intended purpose.

Additionally, the students' problems in writing can also be caused by the fact that they cannot write freely because they are constrained by the genres of their writing. Harmer (2004) states that writing is a process heavily influenced by the constraints of genres. A writer needs to follow the conventional standards of descriptive text, for example, if he or she wants to produce a descriptive text. Similarly, those who desire to compose a narrative, process, or review text must comply with the components of

these texts. It, then, means that these components have to be present in learning activities. Generally, Hughes (2003) and (Starkey, 2004) state five components which must exist in every text. These include organizing idea, grammar/language use, vocabulary, mechanics, and organization/generic structure.

Based on the problems above, the researchers want to know the students' ability, problems and the causes of these problems in writing review text. Specifically, the problem formulations in this research are: (1) how well do the students write interpretation part of a review text on "*Sengsara Membawa Nikmat"* novel?, (2) How well do the students write the orientation part of a review text on *"Sengsara Membawa Nikmat"* novel?, (3) how well do the students write a summary of a review text on this novel?, and (4) how well do the students write an evaluation part of a review text on this novel?

2. REVIEW OF LITERATURE

2.1 Writing

According to Sampson (1985, p. 27), "writing is a system of representing utterances of a spoken language utilizing permanent visible marks." It means that writing represents a group of permanent letters or symbols. According to Nöth (1995, p. 259), "writing is a system of human intercommunication by visible marks." Therefore, writing is marked on a surface as a means of communicating ideas by making each symbol stand for an idea. Furthermore, Harmer (2004) states that writing is a media of communication through writing message. He further acknowledges that as a method of communication, writing could be used to establish and maintain contact with others, transmit information, express though feeling and reactions, entertain and persuade. Based on the opinion above, the author can conclude that writing is an activity of using letters, words, or symbols which are written by hand or typing to express ideas or information.

2.2 Review Text

A review is an evaluation of a publication, product, service, or company such as a movie (a movie review), video game, musical composition (music review of a composition or recording), book (book review); a piece of hardware like a car, home appliance, or computer; or an event or performance, such as a live music concert, play, musical theatre show, or dance show. Review text is a text that serves to weigh, assess and submit a criticism of the work or events that are reviewed (Gerot & Wignell, 1995). In constructing a review text, we need to follow its generic structure and language features. Generic structure is defined as a device that supports communicative purpose. The communicative purpose of review text is to criticize events or works of art for the general audience or listeners, such as films, shows, books, etc. Generic structures of review text are divided into a) Orientation in which the background information of the text is presented, b) Interpretative recount which is an optional, recursive part which summaries the plot and provides an account of how the reviewed rendition of the work comes into being, c) Evaluation which is a recursive part providing an evaluation of the work, d) Evaluative summation which is also optional part providing a kind of

punch line which sums up the reviewers' opinion of the art event as a whole. Apart from having a generic structure, review text also has its unique features. They can be identified with a focus on specific participants and uses of adjectives, elaborating and extending, and metaphorical language (e.g. "the wit was there" or "dexterously ping panged to and from").

Related to the students' writing in review text, there are some common problems faced by the learners (Bahri & Sugeng, 2009). Grammar is the first problem encountered by learners who learn how to write a review text. The second problem relates to linking their ideas in which the learners can't connect their ideas smoothly. The third problem pertains to the organization in which the students get confused in writing orientation and interpretative recount. The last problem is vocabulary in which the learners are apt to using inaccurate vocabulary.

2.3 Novel

A novel is a form of literature which is also called fiction. In fact, in its later development, novels are considered synonymous with fiction. The word novel comes from the Italian language, *novella*. Sudjiman (1998) says that novels are imaginary prose that presents characters and displays a series of events and structured settings. The novel is also an art form that studies and examines aspects of life and good moral values in this life and directs the reader to the noble character. Sumardjo (1998, p. 29) says that "novel is a story with the prose form in long shape which means the story including the complex plot, many characters, and various settings".

However, how the messages in a novel are interpreted varies greatly. Usually, an author tries to guide readers to interpret a work in accordance with his or her expectations. However, in some works, readers are expected to guess and conclude the meaning of the novel story in accordance with their respective understandings. There is no guarantee that readers will be able to grasp the meaning in a novel story according to the expectations of the author. However, there is always one dominant meaning which is typically understood by different readers. These days, most readers try to understand the meaning of a novel by using the western perspective, which is logo centric in nature. It means that the western perspective tends to rely on binary opposition which views one thing is better than the other. This makes readers tend to believe in one dominant meaning as absolute truth so that they do not see or judge literary works objectively with two-way assessment through two different perspectives.

One of the novels which have a life lesson is "*Sengsara Membawa Nikmat"* written by Toelis Soetan Sati. This novel tells the story of Midun's trials and live problem. That problem was caused by a nephew of the ruler in his village, called Kacak. Kacak really hated Midun because of his beauty and his behavior. Kacak hoped that people liked him just as they respected Midun. Because of Kacak's insolent attitude, the villagers hated him. This made Kacak jealous and vengeful towards Midun so that he tried constantly to harm Midun. With patience and sincerity, finally, Midun could get out of his problem and lived a better life. In the end, Midun's life was full of happiness as a result of his patience, hard work, and honesty. Meanwhile, Kacak was precisely arrested by the police for misusing his position.

3. METHOD

This research was conducted by using the qualitative approach because the researchers analyzed the phenomena about the students' ability in writing a review text and the problems faced when they wrote it. To collect the data, the researchers did the test to know the percentage of the students' ability in writing a review text of a novel titled *Sengsara Membawa Nikmat* by Sati (1929). According to Arikunto (2006), a test is a set of questions, exercises, or others to measure the skills, knowledge, intelligence, achievement or attitude of an individual or a group. The researchers gave the test to the students in which they had to analyze the novel based on the components of writing test, namely content, organization, grammar, vocabulary, and mechanics (Jacobs et al., 1981). The test was administered five times within five weeks. The students' test were examined and given the score ranging between 0 and 100. In this research, the researchers used the simple formula proposed by Gay (1981) in analyzing the data tabulation and then comparing the students' mean score to determine which writing component received the highest score. The formula is as follow:

$$X = \Sigma \frac{x}{N}$$

Description:
X = Average value
∑ Xi = Amount the value of all students
N = Number of students

Furthermore, the data source of this research was a number of 44 students from the fourth semester enrolling in the English Education Department at Universitas Potensi Utama Medan.

4. FINDINGS AND DISCUSSION

4.1 Findings

The results are presented by showing the percentage of each writing components in the table, followed by commentary data. As mentioned earlier, there are five writing components assessed to measure the students' ability in writing a review text on a novel. Table one below illustrates the students' performance measured how many percentages on each writing component the students received.

Table 1. The students' score on writing review test on the post-test.

No	Aspect of Writing	Score	Interval Percentage	Criteria
1.	Vocabulary	67.8 %	66-79	Good
2.	Grammar	69.3 %	66-79	Good
3.	Generic structure	73.2%	66-79	Good
4.	Organizing idea	65.5 %	56-65	Fair
5.	Mechanic	70.4 %	66-79	Good

It is obvious from the table above that for the vocabulary test, the students got between 66 and 79 or similar to 67.8%. It means that the students' vocabulary mastery

was good. They knew the right vocabulary that they wanted to write. Moreover, the students were able to apply correct grammatical rules on the read texts. From the test, it could be seen that the score that students got for the grammar ranged between 66 and 79 or 69.3%. Most of them knew what tenses had to be used in writing a review text.

As far as the generic structure is concerned, the students' interval score was between 66 and 79 or 73.2%. The students were able to organize their review text based on its generic structure. They knew to place the sentences based on the generic structure of a review text. Moreover, when students did the test of organizing idea, their interval scores ranged between 56 and 65, equivalent with 65.5% and those within this percentage is considered as having a fair ability. Compared to other components, however, the students' ability in organizing the text was the lowest because they did not focus when they read the novel. Therefore, they got a little confused to organize the idea of the text which they read. Finally, as regards to the mechanic test, the students' scores were between 66 and 7 or 70.4% and thus it was deemed as being good. They understood how to use punctuation well and write words with correct spelling.

4.2 Discussion

Regarding vocabulary, the students' ability to write review text was good because the students used accurate words. Therefore, their writing was easy to understand. As stated by Olson (2005), one of the best ways to accurately convey the writers' idea in their writing is choosing the vocabulary accurately. Moreover, most of the students were able to write the review test of *"Sengsara Membawa Nikmat"* novel by not repeating the same words frequently. However, the difficulties faced by them were using figurative sentences. They had to write appropriate figurative sentences to picture the situation in the novel.

In addition, the students' grammatical ability was good. In writing a review text of the novel *"Sengsara Membawa Nikmat",* the students were able to use grammar appropriately. This ability is quite crucial because if students cannot use grammar properly, they cannot acceptably express their ideas. For this reason, Gleason and Ratner (1998) mention that grammar is the rules for forming acceptable utterances of the language.

The third component assessed to measure the students' writing ability in composing a review text is a generic structure. Students had good knowledge related to generic structure because they made fewer mistakes in the generic component of writing. They successfully combined and ordered introduction, evaluation, interpretation, and summary well. However, out of all generic structures of a review text, the students needed to make further improvement on writing evaluation and interpretation parts. Although the students' performance on the generic structure was overall good, there were still some students who did not follow the correct organization of a review text. These students tended to directly write the summary part.

The fourth component assessed was organizing idea. The idea is the most important component of writing. Students must be able to organize and arrange ideas well. Related to organizing the ideas, some students performed well since they knew what they wanted to write after they read the novel *"Sengsara Membawa Nikmat".* They were able to write their review text with the right idea. However, most of the

students' ability in organizing the idea is weak because they could not manage the ideas well. This condition happened because most of them just wrote the summary. Although they used grammar and vocabulary accurately, the way they organized their idea did not improve. It occurred when they read a novel, they could not develop their idea because they were not focused on the important information of the novel story.

The final aspect of writing a review text was the mechanic. The focus of mechanics was on spelling and punctuation. For this component, the students had a good ability because there were infrequent errors related to punctuation spotted in the students writing. They knew how to use the punctuation well. Moreover, the spelling of the words was good because the students could use the words appropriately based on the context. However, there were indeed a few students who still made mistakes in spelling and punctuation.

5. CONCLUSION

This research showed that the students' ability in writing a review text on a novel titled *"Sengsara Membawa Nikmat"* was generally good. The students' score in vocabulary got an average value of 67.8%. Meanwhile, their knowledge of grammatical aspect was good because their average score on it was 69.3%. Similarly, the students' generic structure of a review text was considered good with an average value of 71.7%. However, the students' knowledge related to organizing the idea was fair with an average value of 65.5%. Although the knowledge of organizing idea was the least among the students, it did not influence the students' ability in writing review text. Finally, the students' knowledge about mechanic was good with an average value of 70.4%.

Moreover, while the students' overall performance in writing a review text was good, the fact that there were still some problems faced could not be denied. Those problems were generally caused by the first language interference and the students' lack of knowledge about the components of review text. To solve these problems, the students have to practice writing different genres, so that they can improve their ability in writing, especially their mastery of vocabulary and grammar. When they can improve vocabulary and grammar, the students can be easy to organize ideas when they produce a piece of writing, regardless of the genres.

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"Don't Sweep the Floor!" Verbal and Nonverbal Taboo in Nagan Raya, Aceh

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Abstract

In daily life, individuals occasionally use language to connect with other individuals, and they have their specific manner to pick the language variety which can affirm their character. This language can be in the form of verbal and nonverbal language. This research aimed at finding out the types of verbal and non-verbal taboo, along with the mythical and factual reasons underlying their usage. The method used was qualitatively based. The data collection was done through several interviews with the participants who are the native speakers of Acehnese in Nagan Raya. Later on, the data were recorded using an android device and in the analysis, the three-step analysis was employed. The process was data reduction, data display, and data verification. Then the results show that, first, nine

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swearing taboo words are occasionally used by the people there. The reason for using these words is generally to express anger and disappointment. Second, concerning the non-verbal taboo, there were 10 data obtained concerning non-verbal taboo, and the reason behind using these nonverbal taboo is to threat the youth to get them obedient so that they can carry out the day safely.

Keywords: Verbal taboo, nonverbal taboo, swear words, mythical taboo, sociolinguistics.

1. INTRODUCTION

The term taboo is original from Polynesian starting with the words *tabu* or *tapu* in the Tongan language. It was acquainted with English in the eighteenth century. The first Polynesian term has an explicit religious association. Taboo is characterized as the denial of an activity that is dependent on the conviction that such conduct is either excessively holy and blessed or excessively unsafe and damned for normal people to attempt (Fershtman et al., 2011). A few people may like to utilize language that has a solid effect when they feel miserable or irritated. For example, individuals once in a while utilize particular sorts of words that are considered as wrong words to say. One of the approaches to express their inclination is by creating forbidden words, or taboo words. The words they use most is for swearing. The reason is that the words are the most grounded approach to express their disappointment.

Akerlof (1980) states that human conduct is not only represented by self-awareness. Social orders frequently have shared qualities and principles of satisfactory conduct that individuals from the general public are urged to pursue. A culture or general society aides the conduct and the considerations of their individuals by settling it upon desires and guidelines. The procedures of conduct rules are normally alluded to as social standards and taboos. These standards and taboos, of course, affect our lives. How we carry on, dress, eat, and drive, just as our sexual coexistence, are altogether administered by the standards and taboos of the social orders. While there is broad research on social standards, taboos were chiefly examined by anthropologists that have recorded and categorized taboos in various social orders.

As Wardhaugh (2000) has stated that taboo is the forbiddance or shirking in any general public of conduct accepted to be unsafe to its individuals in that it would cause them uneasiness, humiliation, or disgrace. At the point when individuals are in passionate condition, it is here and there hard for them to control words they use. Accordingly, their words mix into different characters. This is the forbidden word that is improper to use out in the open. Ghounane (2013) includes that the utilization of forbidden words starts with one individual then onto the next relying upon certain social factors, for example, the state of outrageousness, frustration, and irritation. The presence of forbidden words can be seen from different sources, for example, in movies, songs, television shows, and society.

Nagan Raya is one of the areas in Aceh that is encompassed by beachfront zone and marsh zone. Nagan Raya is the consequence of the expansion of the West Aceh (Meulaboh) region. The people in Nagan Raya have various occupation. The general public lives in the seaside zone usually fill in as fishermen. The general public who

live in the marsh region, for the most part, fill in as rancher, and the individuals who live in downtown region function as civilian officers.

Given the researchers' involvement, they find that the vast majority in Nagan Raya speak Acehnese language as their primary language in everyday discussion. They utilize the language simply like other Acehnese speakers in other parts of Aceh. They abstain from utilizing words and articulations which are horrendous, wrong or humiliating to them or to whom they are talking in regular interactions because of their way of life and conviction. This act is so that they can be accepted by their society (Jaya & Daud, 2017). These sorts of standards and traditions are accepted to be innate. The facts confirm that language and culture are two related things, incorporating into the case of Nagan Raya. Khatib et al. (2016) state that it has commonly concurred that language and culture are firmly related. Language can be seen as a verbal articulation of culture. It is utilized to keep up and pass on culture and social ties. Likewise, Rosadi et al. (2013) express that language cannot be hurled in human lives since it is a significantly powerful thing in making decent correspondence. In this way, culture is not just associated with language, yet also, a fundamental thing to accomplish great correspondence.

Briefly, from the elaboration above, this study seeks to find out the answer to the following question: What are the verbal taboo and nonverbal taboo in the area of Nagan Raya? And what are their reasons to categorize the words/phrases and the actions as parts of taboo in their daily life?

2. LITERATURE REVIEW

Taboos are authorized by social discipline. The most recognizable social discipline includes the frames of mind and responses of different individuals from society (Akerlof & Kranton, 2000). For such social discipline to be viable, the deeds must be perceptible. As it happens in society, how might somebody be rebuffed for having bad words to say? Considerations are not perceptible, though. In any case, social discipline can likewise act naturally dispensed (Benabou & Tirole, 2004). Taboos are an essential piece of any social identity. Receiving a personality suggests that tolerating the taboos and the social standards related to the character shown during public interactions. The longer a person keeps up a character and to see oneself as an ethical individual as characterized by one's personality, the more imperative thought that characterizes him/her marked on as its cost of reasoning about disregarding a taboo (Haidt et al., 1997).

What is the benefit of utilizing taboos instead of social standards to control certain conduct? Taboos that punish for simply considering a deviation may force a much lower punishment that is regardless adequate to stop people from contemplating the choice to go astray. To represent this structure, think about the unthinkable against barbarianism. When somebody is starving, the private advantage of digressing from this forbidden condition might be huge. In this way, the best way to prevent such conduct is to force a forbidden by including people even to consider such a demonstration (Cole et al., 1998).

Gao (2013) contends that in each general public there are things which are accepted to be not suitable whenever spoken on open events. Countless words are considered in this way taken as senseless, indecent or foul when utilized in

correspondence. These words and utterances frequently called forbidden words. Wardhaugh (2006) clarifies that forbidden is the exclusion in any general public of conduct accepted to be unsafe to its individuals in that it would cause them uneasiness, humiliation, or disgrace. It is an incredibly solid imperative. In numerous societies, a few principles and standards exist to keep a relationship among individuals in public. For instance, similarly to different spots, individuals in Nagan Raya are not permitted to state messy words or swear words in front of kids. Whoever disrupts this norm, they are considered as improper individuals. That is the reason individuals must talk and convey their thought positively to keep social relationships well. Disrupting the norm will not bring any usefulness for the speaker. Wardhaugh (2006) says that disrupting those guidelines and standards may excite extensive remark. He additionally includes that the punishment for breaking etymological unthinkable words can be extreme, for irreverence and foulness are still wrongdoings in numerous locales, however, it is not liable to cost your life (Wardhaugh, 2006).

There have been a few studies on taboo usage as elaborated below. First, Junaidi (2017) practiced an examination about forbidden words and its utilization with regards to Pidie people group. The consequence of the study demonstrates that the unthinkable words are divided into two categories: forbidden words dependent on contexts and dependent on mental inspiration. Therefore, they utilize elective terms called epithets to supplant the unthinkable words. Second, Maskur (2016) additionally observed taboo utilization in Keude Aceh traditional market, East Aceh. The discoveries of study have uncovered that the sorts of forbidden words in Acehnese society are affront, irreverence, foulness, and appellation. The research additionally discovered that the components of utilizing unthinkable words by Acehnese individuals are as a result of resentment, sex, occupation, and living condition. Last, a study directed by Teguh (2008). He examined the setting of forbidden and indirect words communicated in a movie entitled "Ali G Indahouse" cast by Otherwise known as Sacha Cohen. The information of this examination is taken from the content of the film which is separated into four groupings; they are starting, clash, peak and completion. The researchers parted the film into four successions to make the examination less demanding for the reader. In a result, the scientist found that the three sorts of unthinkable words to be specifically forbidden foulness, forbidden indecency, and unthinkable obscenity and four kinds of indirect articulations; they are doublespeak for death, an epithet for the profane, religious epithet and sexual epithet.

Ullmann (1972) arranged the kind of taboo based on psychological aspects such as taboo of ear, the taboo of delicacy, and taboo of respectability. Also, Sutarman (2013) specifies one more kind of taboo other than those characterized by Ullmann (1972) which is forbidden words dependent on religious requests. The grouping of kinds of forbidden by Sutarman (2013) is proper to portray the sorts of unthinkable language incorporated into the way of life of Nagan Raya society. Because of the Nagan Raya people group is a general public that grasps the faith in a religion whose dominant part is Islam. Religion is a direction for all devoted individuals, who show its adherents to do great both as far as deeds and words. Thus, the religious network is required to absolute the great words and keep away from the taboo words since God has clarified that each illegal word is disallowed to be spoken. In religion, it is not allowed to specify God's name for bad things. God additionally dislikes His kins to express inconsiderate or impolite things to other people (Sutarman, 2013).

3. METHODS

This research was directed by utilizing qualitative methodology. The qualitative research approach underlines above deciphering and clarifying the information acquired normatively. Creswell (2007) clarifies that qualitative research is directed by a common setting as an examination of understanding a social or human issue dependent on building perplexing pictures, broke down words and reports point by point perspective of sources. He implies that the steps for occasional qualitative research include investigatory and elucidating center, which implies that every one of the information will be narrated in words expressively. Data were information accumulated straightforwardly by the researchers. The researchers were specifically engaged with the way toward gathering the information as the insider in this type of research. The researchers can utilize free meetings to get the information since it made the respondents feel progressively good and relaxed in giving the data; in this way, it very well may be less demanding to accomplish the essential information through the interview which was led in Acehnese.

In gathering the data, the researchers directed several meetings for the interview which were open and less organized. The researchers started the meeting with a straightforward discussion about taboo words to some Nagan Rayan native speakers. The interview was held for around 10-15 minutes for every respondent and it was recorded by utilizing OPPO F7 android cell phone. The reason the researchers utilized the cell phone is that it was portable and simple to be utilized. Furthermore, in the data analysis process, the researchers used a three-step investigation by Miles et al. (2014). The steps were as in the following. First, the researchers chose information from the recording chronicle to locate the most substantial and relevant data. From that point onward, the researchers made a transcript of the taboo words and taboo actions, then coded them. At that point, the researchers ordered the words and actions and give codes to them based on their sorts and setting. At last, the researchers investigated the information by relating the findings to the theoretical bases to reach a scientific determination.

4. RESULTS AND DISCUSSION

From the unstructured interviews that were conducted in the procedure of data collection, the following findings were obtained.

Table 1. Verbal taboo.

Data code	Taboo word	English word
Data 1	*Bret mak*	Your mother's private part
Data 2	*Seuh ta'eun*	The residual breeding of evil
Data 3	*Aneuk tet*	Clitoris
Data 4	*Haram jadah*	Bastard
Data 5	*Lage bui or lage asee*	Like a pig/like a dog
Data 6	*Aneuk engkong*	The son of a (type of) bear
Data 7	*Pukoi ma*	Someone's mother's private part
Data 8	*Aneuk mahut*	The breeding of evil
Data 9	*Boh kuk kah*	Your father's private part

Table 1 shows the most often taboo words that are used by people in Nagan Raya. From data 1 or shortened to be D1 *bret mak* which means 'your mother's private part' is a phrase that is usually uttered when someone is angry. Below is provided a condition when someone says this phrase.

Excerpt 1: A was mopping the floor. Suddenly, she fell off by her own because she did not see the slippery floor behind her. So she was angry and she said "bret mak".

In the D1 condition, we can see that the phrase was stated because the person was angry because she accidentally fell off the floor. So, the reason why this word was used is anger. Besides, the other phrases are also said when the people in Nagan Raya are angry. The word *bret ma* is considered a taboo word to say in Acehnese culture because it refers to someone's mother sexual anatomy. A similar explanation is also addressed to D3 *aneuk tet*, D7 *pukoi ma*, and D9 *boh kuk kah*. These phrases refer to sexual inferences which are included as prohibited words to say.

In D2, the expression is *seuh ta'eun* which means 'the residual breeding of an evil'. The word *ta'eun* in Acehnese is seen as a bad word for evil as it is considered an evil that can bring imperil to life. In some cases, the *ta'eun* can also cause death. This kind of evil does not attack human beings only, but it also attacks other animals, usually chickens. The type of disease that it usually brings is acute diarrhoea. So that it is considered bad-mannered when someone calls other people or swear using the word *ta'eun*. An identical elaboration is also shown to D8 *aneuk mahut* which means 'the evil breeding'. The word *mahut* means 'very cunning evil'. It will do anything to get want it wants. Most of the time, people say this phrase when a person is committing a really bad and immoral deed.

Next, the data of D4 *haram jadah* which means 'bastard' refers to a child who is born not in an official marriage. Acehnese people see this phenomenon as a cursed phenomenon and can bring misfortune. So calling a person using this word is prohibited in Nagan Raya. However, the word is occasionally slipped off someone's tongue when she/he is furious to someone and want to show his/her anger.

Finally, for D5 *lagee bui/lagee asee* and D6 *aneuk engkong* are also taboo swear words that were found during the data collection. The situation is depicted below.

Excerpt 2: "Pakon brok that akai kah? Lagee asee kah!" [Why are you so evil? You are like a dog!]

The context that was made during the conversation above is that the speaker was angry because his brother took his toy without permission. This expression is considered taboo in Acehnese because the word *asee* 'dog' has a negative connotation in Acehnese. The culture of Aceh, which is solidified with Islam, has seen that 'dog' and 'pig' are filthy. So, touching it is an act against both culture and religion. When a person is extremely angry, usually he/she will say such epithet to show his furious emotion that he has considered the person he/she is angry at as a filthy animal. Also, similar elaboration entails the last example shown in D6 which is *aneuk engkong* 'the son of a (type of) bear'. In Acehnese culture, *engkong* is known as 'an obscene animal'. It usually does bad deeds such as stealing farmers' harvest and even rape women. People in the village said that a long time ago, there were quite a few women who were raped by this type of bear. So, calling a person with the word *engkong* really gives him/her a bad accentuation of what/ she/he does.

Concerning to reason, mostly, taboo swear words are uttered when the people in Nagan Raya are angry. As stated by Wang (2013) that swear words—which are taboo in this case—are mostly used to express feelings and emotions. However, besides negative emotion, taboo words are also used to show emphasis, to draw attention to social closeness and solidarity. Furthermore, it is found that younger people tend to swear using these taboo words more compared to the elderly. It may be in line with the goal of swearing and taboo are interchangeably used by young people today. Habibovic (2010) adds that young men/men and young ladies/ladies or maybe even younger ladies these days swear much more than in the past. The accentuation like this happens because of the reality that people nowadays need the taboo words more to express themselves than older people did so that the taboo words have turned out to be basic in language use and may thusly not be viewed as taboo anymore (Habibovic, 2010).

Next, Table 2 provides the result of the nonverbal taboo in the society of Nagan Raya.

Table 2. Nonverbal taboo.

Data code	Taboo action	Mythical misfortune
Data 10	Do not sit on a pillow	You will have an ulcer on the buttocks
Data 11	Do not eat while walking	Your legs will grow to be very big
Data 12	Do not sweep the floor in the evening twilight	You will sweep away all wealth and prosperity
Data 13	Do not talk while eating	Devils will enter your mouth
Data 14	Do not whistle at night	A snake will come
Data 15	Do not buy salt at night	You will be poor
Data 16	Do not buy needle at night	A ghost will come
Data 17	Do not spill rice on the bed	You will dream of a terrible tiger
Data 18	Do not eat in the casserole	Your mouth will grow very large
Data 19	Do not sit on the stairs/on the doorway	You will stop the wealth from entering your house

From Table 2, we can learn that besides the verbal taboo as has been elaborated in the previous part, there is also nonverbal taboo in the society of Nagan Raya. From D10, it can be seen that people there are prohibited to sit on a pillow. The misfortune they will bring if they do so is that they will have an ulcer on their buttocks. They were prohibited to sit on the pillow because the pillow is a means of laying someone's head. In Acehnese culture, the head is considered to be the most respected part. It is extremely prohibited to touch someone's head in any condition without asking the person's permission. Otherwise, the person who touches another person's head would be considered as an ill-mannered person and a quarrel can take place. Then, in D11, children are usually told to sit when they eat. They are told to do so because the parents do not want the children to spill the rice all over the house. This can lead to a hectic additional household when they have to sweep the whole house since it is known that rice is hard to clean because it sticks. Next, in D12, the elderly in Nagan Raya ban their youth to sweep the floor in the evening twilight. Mythically, they can sweep away all the wealth and prosperity that are coming to their house. However, it was seen as only a mythical reason. The actual reason was that the elders do not want the air inside the house to become dusty. Long ago, the Acehnese people build their house with the ground as the floor. So, if the ground is being swept, the dust particles can rise into the

air and cause inconvenience situation during dinner. Shortly, the action of sweeping the floor during the evening is forbidden ever since.

Furthermore, in D13 we can see that people in Nagan Raya are forbidden to talk while eating. The mythical reason lying behind this is that because devils will enter the mouth, but the factual reason is that it is impolite to speak while eating. Then in D14, ladies are prohibited to whistle at night, otherwise, a snake will come into the house. Factually, it is forbidden to whistle because according to Islamic belief, the voice of women is *aurat* which is forbidden to show. The *aurat* is a woman's whole body except for her face and her hands. They must be covered when she in front of non *mahram* men or 'marriageable kin'. Moreover, in D15, it is forbidden to buy salt at night because it can cause poverty. The actual reason is that salt can easily be spilled and the superfine grain is not easy to clean, especially at night. Then in D16, it is forbidden to buy a needle at night because a ghost will come. However, this prohibition is based on the assumption that if a person sews at night, he/she can hurt him/herself with the needle because it is not clear enough to see at night. In D17, it is disallowed to spill rice on the bed, otherwise, the person who sleeps on the bed will dream of a terrible tiger. The fact is that because rice is so sticky and hard to clean when it sticks to the mattress. So the prohibition was made. Next, in D18, the elders in Nagan Raya also prohibit the children to eat in the casserole by threatening them that their mouth will grow large if they do so. However, the fact is that it is unmannered to eat in the casserole as it shows a person is very greedy. Finally, in D19, it can be seen that the people in Nagan Raya are not allowed to sit on the stairways or doorways as it is believed it can block away from the path of wealth that is in progress coming into the house. This threat was made because when someone is sitting on the stairways or doorways, it can disturb people who are coming in or out of the house.

From all these data found related to the nonverbal taboo, it can be seen the major reason for the nonverbal taboo is because the society is eager to set obedience, which is mostly based on Islamic beliefs. This is in line with Sutarman (2013) who specified a taboo based on the religious aspect. Specifically for Nagan Raya public, the prohibition is mostly made because they want children to be obedient in terms of becoming religious, safe, and well-mannered human beings.

5. CONCLUSIONS AND SUGGESTIONS

The researchers conclude two main points based on the research questions posed in the earliest section of this article. First, this study found that there is verbal taboo such as xxx used as swearing. The main reason underlying the usage is because people want to express their angry feelings. Second, the nonverbal taboo is related to actions that are prohibited in some certain time of the day. Most of this type of prohibition is strongly related to Islam. And the underpinning reason is to make their youth to be more obedient; both to parents and God.

From this study, the researchers further suggest other researchers who are interested in the field of sociolinguistics to conduct similar studies in specific scope with different aspects of taboo and the factors accompanying the usage. Besides, the researchers also suggest more studies and analysis on taboo words in other areas, tribes, and cultures so that it can enrich the literature in the field of taboo language, in specific.

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Acehnese Adolescents' Awareness of Acehnese Idiom and Simile

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Abstract

Acehnese language is rich in its figurative languages such as in forms of idioms and similes. Acehnese people have been magnifying the idioms and similes over decades to soften utterances, and they are inherited from generation to generation. Consequently, this study aimed at investigating Acehnese adolescents' understanding of Acehnese idioms and similes. Qualitative research designed was used, and data were collected through a questionnaire consisting of 10 Acehnese figurative language expressions. There were 51 respondents, aged within 18-21 years old who all are indigenous Acehnese. The result suggests that Acehnese adolescents are still knowledgeable about them. There is 72.8% of respondents who are considered to understand the idioms asked in the questionnaire set. Meanwhile, those who did not understand the expressions come from different language continuum areas. In conclusion, Acehnese adolescents are still aware of the Acehnese figurative language, and this positivity shall help in preserving the values of Acehnese language for the next generation to come.

Keywords: Acehnese, figurative language, idiom, simile, adolescents.

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1. INTRODUCTION

One of the regional languages which are worthy to note in Indonesia is Acehnese language, the so-called Bahsa or Basa Acèh. This language is mostly and natively spoken by people in Aceh Province, a place located on the north tip of Sumatera Island, Indonesia. To be exact, it is primarily spoken by Acehnese who live in coastal regions in Aceh, covering Sabang, Banda Aceh, Lhokseumawe, Langsa, Aceh Besar, Pidie, Pidie Jaya, Bireuen, Aceh Utara, Aceh Timur, Aceh Tamiang, Aceh Jaya, Aceh Barat, Aceh Barat Daya, and Aceh Selatan (Wildan, 2010). Moreover, this language possesses nine main regional languages (Pillai & Yusuf, 2012) and the language, more surprisingly, is not only spoken in those thirteen regencies in Aceh but also in Malaysia such as in the region of Yan, Keudah (Yusuf et al., 2013).

Besides its vocabulary and dialect varieties fastened on Acehnese language that have become topics of interest, Acehnese figurative languages have also been drawn more attention recently. The Acehnese figurative language, as a part of its culture and customs, as well as language, has been rooted and inherited traditionally among Acehnese for decades. It has been magnified in communication until recently and noticed as a meaningful and influential device to empower utterances.

Generally, figurative language is centralized to describe someone, something, and even a situation by comparing it to or with something else (Spivey, 2011). It can take multiple forms, i.e., metaphor, personification, idiom, simile, etc. However, the idiom and simile are the most common figurative languages among Acehnese which are utilized to describe either a situation or someone's good or bad attitude and action (Azwardi, 2014). In other words, they are magnified by speakers either to soften utterances that probably hurt the listeners or to say something indirectly (teasing) in the way to make an analogy of someone or something. For instance, the idiom *gasien meukuwien* is used to describe and analogize the condition of being extremely poor. The word *gasien* means 'poor' and the word *meukuwien* means 'being folded'. Therefore, the condition of extremely poor and nothing to have to strive the life is best said by using *gasien meukuwien*. Another example is that *plueng beureutoh uteun* which means 'running very fast in all directions or running helter-skelter'. To be precise, the word *plueng* means 'to run', the word *beureutoh* means 'to explode', and the word *uteuen* is defined as 'forest'. Those two examples are Acehnese idioms.

Similes are also frequently used by Acehnese in daily life speaking. For instance, *lagee lalat mirah rueng* is one of the most common examples of an Acehnese simile which expresses someone who tends to oppose one side against the other. If the phrase is separated, then, the word *lagee* means 'like' or 'as', *lalat* is 'a fly', *mirah* is translated as 'red', and *rueng* is literally 'back (part of the body)'. In addition, to analogize someone's messy handwriting, Acehnese is fond of using the simile *lagee manok keumireueh*. By separating the phrase, it will promptly show its literal meaning; *lagee* is 'like' or 'as', *manok* is 'chicken', and *keumireueh* means 'scrapping for food'. From the two examples, it can be said that the Acehnese similes tend to make use of animal referenced-analogy to unveil someone's foul character in life.

From the elaboration and example mentioned above, it can be learned that the expression of Acehnese idioms and similes and their meanings produced are not related to each other. Those idioms and similes cannot be translated as their meanings are quite blurred; their meanings, indeed, are implicitly beyond their word construction to form the phrases. Then, the question might arise; what are idiom and simile?

Firstly, an idiom is a formulaic language in which one should understand the whole words rather than a single unit word (O'Dell & McCarthy, 2010). Furthermore, Richards and Schmidt (2002) claim that idiom is a part of a language whose meaning must not be translated one by one, yet one should translate it as a whole set to get its transparent and good meaning. Underpinning the statement above, then, the first-rate conclusion which could be drawn overwhelmingly is that in idiomatic expression, one-word binding another has nothing to do with each other, so a stupendous idea either to comprehend or understand it is merely by a comprehensive translation.

Secondly, a simile is a figure of speech which is used to compare one object with another that pose a couple of similarities; the two objects compared essentially resemble one another by adding the word 'like' or 'as' (Fadaee, 2011). In Acehnese language, particularly, this kind of figure of speech is mostly related to animals, plants, or things in an attempt to link one thing to another and, too, to make up its literal meaning (Azwardi, 2014; Nurrahmah, 2013). Furthermore, some Acehnese simile used in communication represents humans' bad behavior, such as stingy, greedy, coward, inconsistent, betrayal, and so on. For instance, to portray a stingy person, as mentioned above, Acehnese makes an analogy of *lagee tarupah aneuk jok bak abah bui*. This simile introduces an analogy of a human and an animal, i.e. *bui* is 'pig'. Its literal meaning is that *lagee* means 'like', *tarupah* is defined as 'to wrest', *aneuk jok* is 'the fruit of sugar palm', *bak* means 'in', *abah* constitute 'mouth', and *bui* means 'pig'. Because pig likes the fruit very much, so it is hard to wrest or take it away from its mouth. From that literal meaning, it could be concluded that a stingy person who does not want to share anything with others are analogized with such simile. Based on research conducted by Azwardi (2014), most of the Acehnese figurative languages—idioms and similes — closely linked to animals or called animal-referenced similes. To be precise, Acehnese people tend to address people with a bad attitude to animals' character.

Acehnese people magnify those figurative languages – idioms and similes -- to give advice, entertain, analogize, and quip other people Raisa et al. (2016) in a conversation. Those Acehnese idioms and similes, precisely, have lived over centuries among native Acehnese as a way to smoothen the essence of communication both in written and in spoken. In other words, those can add up colors to a conversation in which they empower what the speaker intentionally means.

Concerning the importance of Acehnese idioms and similes among Acehnese communities, the researchers conducted a research study on Acehnese idioms and similes. The research was aimed to investigate Acehnese adolescents' knowledgeability about those two figurative languages as an attempt to preserve the local language in the future. The researchers picked up the adolescents since they are notable as the young generation who will preserve, continue, and promoting the uniqueness of Acehnese language in the future. The written and oral literature that is transferred from generation to generation is one of the effective ways to preserve culture (Nasir, 2015).

Therefore, the research question formulated for this research is:

- To what extent are Acehnese adolescents aware of Acehnese idioms and similes?

2. LITERATURE REVIEW

In semantics, we have already known about speaker meaning (utterance meaning) when it relates to non-literal meaning. This kind of meaning is also largely determined by the intentions of people when they want to express their ideas. In addition to this term, Hurford et al. (2007), then classify the non-literal meaning into three broad categories, they are idiomatic expressions, metaphor, and metonymy. Although the categories have been introduced, we limited our explanation in this paper to idiom and simile.

2.1 Definition of Idiom and Simile

According to Hurford et al. (2007), idiomatic expressions consist of some phrases which hold a figurative meaning, so that the meaning is obscured for they are not following semantic rules. Unlike usual phrases, idioms may be regarded as a special category for expressing someone's feeling since it has a metaphorical sense. Hornby (2006, p. 740) introduces idiomatic expressions as "a group of words whose meaning is different from the meanings of the individual words". As a consequence, the meaning of words is not likely to be precisely the same as what we 'feel' (Scrivener, 2011). At the same time, it will be impossible to paraphrase or to infer the meaning of an idiom literally from the individual part of words to understand the complete meaning. Otherwise, the meaning will remain ambiguous.

Let us take an example of a phrase containing a figurative meaning and their differences in deriving literal sense and idiomatic sense in 'the people let their hair down'. Hurford et al. (2007) explain that we need to determine the context before we can understand its meaning. First, for literal meaning, we might probably see women whose hair will be washed. But, when there is not a woman, we may soon understand that literal meaning is absent. The meaning then will be derived from an idiomatic sense that is the people are behaving free and relax in a certain circumstance.

The ability to grasp meaning from unclear and idiosyncratic phrases, as in the example above, to some extent will determine the ability of speakers of a certain language. Hence, it is commonly accepted that the comprehension of idioms in a language will mark the speaker's communication competence of that particular language (Yağiz & Izadpanah, 2013).

Then, when we talk about words, we will face the lexical term. As for words, the meaning of them will mostly depend on their lexical meanings. Unfortunately, this does not seem to apply to idioms. It is argued that the comprehension of idioms is not compositional so that the meaning of word-by-word cannot be taken into account (Dörre & Smolka, 2013). The key answer to the understanding of idioms, thus, will be the activation of word meanings from the complete words, not from the individual word. Once idiom is presented, we will automatically identify its literal meaning. Besides, a context-dependent is important in the process of understanding an idiom, such as in what situation and where the speaker uses the idioms.

In addition, Feldman (2006) describes idioms as metaphorical concepts belong to particular people as well as describe the originality of the language spoken in particular places. Feldman (2006) has also put that the idioms and proverbs as the complex metaphorical concepts are not received offhand, but they are gained through a process from early childhood. This statement, to some extent, is plausible since the

language is acquired naturally through exposure. Therefore, it is reasonable to say that figurative language, culture, and language are closely intertwined to each other (Yağiz & Izadpanah, 2013). They also argue that if idioms are inseparable from language and culture, then speakers of the language will find it in real life. Therefore, the native speakers of that language need to pay attention to idioms as well to preserve the language and its culture.

In Acehnese language, moreover, there are lots of idioms which are still inherited from time to time and still manifested in Acehnese conversation to utter an emotional feeling. Therefore, many of them are quite familiar among the people. For example, the idiom *meu-ek minyeuk* is an idiom in which its interpretation could not be drawn from its words since its meaning is fuzzy. The idiom expresses someone who has lots of requests and complaints and is difficult to please. The idiom, of course, cannot be defined literally, yet interpreting it as a whole is the best way to understand it. Another example is that the phrase *eh malam* or lexically 'to sleep at night', cannot be inferred as sleeping when it is dark. We cannot also interpret them lexically by breaking the words into word per word meaning such as 'sleep' and 'night'. If we analyze the words carefully from the sentence, we learn that we need to take a rest or to go to bed as we have finished our task or assignment in the whole day. So, in non-literal meaning, we can describe the words to refer to a person who may be wrong in understanding certain information or does not connect to other people in the conversation.

Simile, on the contrary, is a semantic figure based on the comparison (Bredin, 1998). It states a similarity relationship between two things which is solely different but considered to be the same. For instance, 'the book is as heavy as an elephant' is a comparison like-form which compare two different things—book and elephant. It describes that as if the book were heavy like an elephant.

Further, some of the similes metaphorically use reference from animals to define meaning. Moreover, Acehnese animal-referenced similes are also used when uttering an emotional feeling and label someone who has a bad attitude to animals' characters (Azwardi, 2014). Some researches related to Acehnese idioms and similes such as Nurrahmah (2013), Rizwan (2014), Safrina (2015), and Raisa et al. (2016) unveil that the function of those is to forbid, give some advice, remind, entertain, and strengthen the faith. Meanwhile, the meaning is the expressions of peace, social critics, guidance, and admonition.

3. METHODS

This study used a qualitative method, for which the data quality is more vital than the data quantity. There were 51 adolescent respondents (college students of a university in Aceh) who were voluntarily involved in this study. The reason behind preferring young Acehnese as our participant is because they are the next generation who will continue and preserve Acehnese language and culture. Besides, their young age which is still actively affected by globalization and more vulnerable in losing their language identity. It is not surprising to know that Acehnese adults can understand the figurative language well since they mostly speak more Acehnese than other languages; however, for young people who are still unstable and very open-minded toward different cultures, being able to interpret figurative languages' meaning correctly is an essential significance. Their understanding of the meaning of the figurative languages

which are rarely used in daily interaction can, therefore, reflect the ability of Acehnese adolescents in understanding their language. American Psychological Association (2002) notes that adolescents are those whose age is between 10 and 18 and include the life span of 9-25 years old. That being said, the researchers selected some Acehnese adolescents whose ages range from 18 to 21 years old as the respondents of this study.

As the instrument of this study, all of the respondents were supposed to answer ten questions (see appendix A, Indonesian version and Appendix B, English version) on Acehnese figurative languages including idiomatic expressions and similes. Fernando (1996) clarifies that there are five varieties of idioms; consequently, the idiomatic expressions used in this study are included in transparent to semi-opaque idioms. There are also five similes included in the instrument which are marked by the word *lagee* (meaning 'as' or 'like'). All of the expressions are obtained from an Acehnese elderly who speaks Pidie dialects. However, this instrument was validated to 20 Acehnese across dialect continuums and the result was valid for all dialects (r-count ≥ .44, df=18, r-question 1-5 = 1, r-question 6=0.78, r-question 7=0.43, r-question 8=0.45, r-question 9=1, r-question 10=0.67). After the data were collected, they were analyzed using three-step analysis as suggested by Miles et al. (2014) — data reduction, data display, and data verification or conclusions.

Data reduction is the first step in conducting qualitative data analysis in which all of the data obtained are selected, reduced, and organed based on the issue being addressed in the study. In this case, the data from the instruments were all about idiom and simile expressions. Next, to draw the more textually embedded data that are already analyzed, some figures, such as charts, diagrams, and tables could be provided in data display as an attempt to make them more understandable and meaningful for readers. Lastly, stepping further from the data display some conclusions based on the data display shall be drawn in data verification. In this last step, linearly, researchers should conclude the research findings based on the data.

4. RESULTS

As this research highlights the knowledge of Acehnese adolescents about Acehnese idioms, the following graph presents the comparison of young Acehnese who is and are not knowledgeable of Acehnese figurative languages, ranging from age 18-21 years old. All of the figurative items will be discussed respectively in this section.

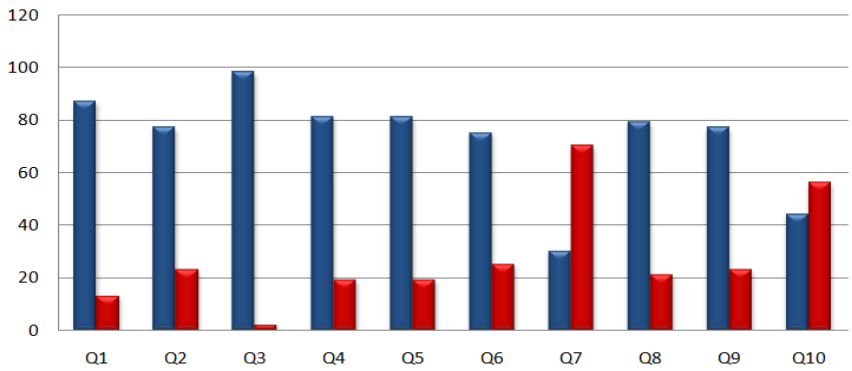

Figure 1. The comparison of results.

From Figure 1, the participants surveyed have relatively good understandings about the idioms asked in the questionnaire. Of all ten expressions appeared in the questionnaire, there are only four items whose percentages are under 80%, whereas the rest seven items are all above 80%.

Question 1 (Q1) asks about the meaning of *cang panah* — an idiom referring to 'an activity of talking about playful things'. This idiom is considered understandable since the blue bar of Q1 in the graph shows that there are 87% of the participants who understand this expression. Meanwhile, 77% of the participants correctly answer the second question asking about *pèh tèm.* Even though the result is not as high as the first question, yet, this idiom is also considered understandable by the participants since there are 77% of the respondents who understand this idiom and only 23% who do not. *pèh tèm* means 'someone who talks about unimportant and time-wasting things'. Q3 is the most understood idiom among all of the items. It can be seen through the blue bar of Q3 which serves 98% of the participants. Q3 is about the expression of *cèt langèt* which connotes someone fond of daydreaming big success, but there is a little possibility for him/her to achieve it.

Later, question 4 which was about expression *mantông meu-èk pusat* was understood by 81% of the whole participants. The expression is about a little child who likes to interfere with adults' business. Furthermore, in Q5, the expression *suum-suum èk manôk*, which implies a contemporary excitement someone feels in a certain thing (normally the feeling only in the beginning of something), was understood by 81% of the whole respondents. There were only 19% of the participants who do not know the meaning of it. Meanwhile, the next question, Q6, was understood by 75% of the respondents. The question highlights the expression of *gusuén lagee pijet.* This expression takes an insect called *pijet* meaning 'a flea' to describe a coward who is extremely scared of almost everything.

Focusing on the seventh question (Q7), it is the item which has the lowest percentage among all idioms asked in the questionnaire. The expression asked in the question is *bèk lagee lam jiee.* The idiom refers to an attitude of those who do not have any goals in life so that they keep being confused about the life's goal and end up following the trend and do not have their principle. The expression is difficult to be understood by most Acehnese adolescents involved in this research. Only 30% of the respondents can understand this expression whereas the rest 70% are not. The difference is quite significant compared to other results.

Most of the young Acehnese involved in this study are knowledgeable about the expression asked in Q8, *lagee kéulidè mè kitab*. It is indicated from the bars that there are 79% of the participants who can choose the correct meaning of the expression and only 21% of them who are not able to do so. The idiom *lagee kéulidè mè kitab* refers to someone who has knowledge about a certain issue, but he/she does not do as he/she knows. Relatively similar to Q8, question number nine was appropriately understood by 77% of the respondents. The expression asked in this question is *lagee glang lam uroé tarek*. It figuratively means someone who is always complaining about any problems that appear. The last question asks about the expression of *lagee tatóh géuntót bak punggóng leumo.* It connotes someone who never wants to listen to other people's advice. This idiom is the second item with the lowest percentage. Only 44% of the respondents can understand the meaning of the expression while the other 56% do not.

To be precise, the average percentage of respondents who are knowledgeable about the idioms and who are not is also presented in the following figure.

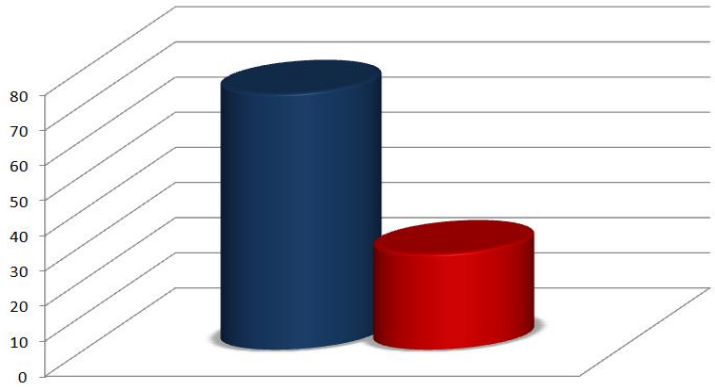

Figure 2. The percentage result.

Based on the figure above, the blue bar—72.8% of the respondents—represents young Acehnese who are knowledgeable about the idiomatic expressions and similes asked in the questionnaire. Meanwhile, the red bar is presenting the respondents who are unknowledgeable about the expressions, which is 27% of the respondents. Most Acehnese adolescents understand the expressions provided— although, indeed, there are also respondents who are not able to understand the meaning of the expressions.

5. DISCUSSION

Most of the respondents who understood the expressions above are adolescents who are originally from Aceh and were brought up in Aceh. Therefore, they have Acehnese as the primary language to interact with their family members and neighbors. Specifically speaking, the respondents who understand these expressions originally come from Aceh Besar, Sigli, Pidie, Aceh Utara, and Aceh Timur. It is possible for these areas as language continuum areas of each other. And in these areas, people use replicative coastal dialects—Aceh Besar dialect, Pidie dialect, Peusangan dialect, Pasai dialect, and Aceh Timur dialect. So, most idiomatic expressions from these areas are similar.

On the contrary, the minority of the respondents did not understand the expressions, somehow. Two factors can be assumed about their inability to understand the expressions, i.e. they are non-Acehnese language users and non-continuum area of language users. In the initial factor, less exposure was attained by the respondents since the exposure from family and friends can lead to fundamental language developments (Unsworth, 2015). In addition, Fata and Ismail (2017) and Jean (2011) further agree that language exposure among family members and siblings inclines ability for comprehension. Language exposure is an important process in language learning, whether it is in the first or second language learning. Fata and Ismail (2017) further argue that the type of language exposure that is significantly influencing is the one that happens among siblings and friends. It is advisable that in the process of utilizing the idiomatic expressions, adolescents absorb more chunks and expressions from their siblings and fellows.

The last factor is the non-continuum area of language users who come from Aceh Barat, Aceh Barat Daya, and Aceh Selatan. Despite their active usage of coastal Acehnese language *(Aceh pesisir)*, the areas are not language continuum areas with Aceh Besar, Sigli, Pidie, Aceh Utara, and Aceh Timur. Asyik (1987) claims that Acehnese dialects are grouped into four dialects based on its geographical position; Greater Aceh dialect spoken in Aceh Besar, Pidie dialects spoken in Pidie and Pidie Jaya, North Aceh dialect, spoken in East Aceh, North Aceh, Lhokseumae, and Bireuen, and West Aceh dialects spoken in Aceh Jaya, West Aceh, Nagan Raya, and South Aceh. Consequently, they use different dialect—Daya dialect—which is completely different from Pasai dialect. Language continuum is the area where the borderline areas--in this case, linguistic borderline--meet. In Aceh, the northward areas such as Langsa, Aceh Utara, Bireuen, Aceh Pidie, Sigli, and the areas in the whereabouts are language continuum as they share rather similar lexicons and expressions. While on the southward Acehnese areas, there are Aceh Barat, Aceh Jaya, Nagan Raya, and Calang--all of which are language continuum. People in both of these northward and southward areas speak Acehnese, but the dialects are different.

As Yağiz and Izadpanah (2013) highlight that idiomatic expressions are the vernacular language used daily which has been agreed by all community members, and it is considered as a social convention in a certain area. This explains that separated areas certainly consist of different communities using different language expressions. This is supported by the fact that some of the respondents are Acehnese who do not speak Acehnese language at home, but they still understand the expressions because people in the area where they live in speak Acehnese. However, they can still guess as some idiomatic expressions with transparent meanings are easily inferred (Hovhannisyan & Mkrtchyan, 2014; Meryem, 2010).

Furthermore, nowadays there are a lot of Acehnese people who have moved down to urban areas, and these people choose not to teach Acehnese to their children as their daily language. Therefore, the receptive feelings of the adolescents in using the language may decrease regardless of the fact that they can decode semantic and pragmatic meanings of the language. Kecskes (2016) further urges that a user's willingness to use a certain language affects his/her understanding of the idioms deployed in that language. When a person avoids a certain language as a fundamental cognitive strategy, a good deal of idiom understanding can be determined. Mostly, avoidance happens when there is a discredit feeling toward a certain language use. It does not necessarily mean to discredit a certain language, but it is only the feeling or belief. To be more specific, a family living in a more heterogeneous community experience that the use of traditional language can inhibit their social character, and they can be seen as a low educated family. This results in limited use of most traditional language as a whole, as well as the idioms contained in the language (in this case, Acehnese language).

6. CONCLUSION

This study has tried to discover the understanding of Acehnese adolescents about Acehnese idioms through a survey asking ten different expressions commonly used in Acehnese language. From the results and the discussion, it is concluded that most Acehnese respondents understand the idiomatic and simile expressions in Acehnese.

There are 72.8% of respondents who understand the expressions. However, there are still some respondents who do not understand them, i.e. 27.2%. Two factors are causing this condition: the lack of language exposure and areas outside language continuum.

The finding indicates that Acehnese figurative language is not in extinction situation since it is still understood by most of the young generation. It is such a relief situation since regarding the phenomenon of language contacts that happen nowadays, a lot of traditional languages are facing the threat of extinction (Aziz & Amery, 2016). Acehnese language and culture, then, is not in such situation because they are still preserved by Acehnese people, and the best part of this finding is that there will be the next generation who still keeps the wealth and uniqueness of Acehnese language in the future.

However, this study is still limited in the number of idioms and similes which had been tested to the samples. Another limitation is laid on the total of the samples. Therefore, further research related to Acehnese idioms and similes should be done in a wider range.

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APPENDIX A

Pertanyaan Awal (pertanyaan di bawah ini berkaitan dengan identitas anda)

1. Apakah anda orang Aceh?
2. Apakah ibu anda orang Aceh? Dari mana asalnya?
3. Apakah ayah anda orang Aceh? Dari mana asalnya?
4. Apakah anda menggunakan Bahasa Aceh untuk bercakap-cakap di rumah?
5. Apakah tetangga anda menggunakan Bahasa Aceh saat bercakap-cakap dengan anda?

Pertanyaan Inti (pertanyaan di bawah ini berkaitan dengan idiom dan simile dalam Bahasa Aceh)

Jawablah pertanyaan-pertanyaan di bawah ini dengan tanda silang (X) pada jawaban yang anda anggap paling benar!

1. What does *cang panah* mean?
   a. malas melakukan sesuatu biarpun untuk dirinya sendiri
   b. orang yang mukanya sangar
   c. seseorang yang berbicara tentang hal-hal yang tidak serius
2. What does *peh tem* mean?
   a. berbicara tanpa ada kualitas sedikitpun
   b. malas berusaha dan selalu menunggu sesuatu datang dengan sendirinya
   c. bodoh dan tidak peduli keadaan sekitarnya
3. What does *cet langet* mean?
   a. orang mendapat kekayaan secara tiba-tiba
   b. orang yang suka berandai-andai atau bermimpi terlalu tinggi

c. orang yang sangat kikir

4. What is the best Acehnese idiom to express "kids who are keen on coming into elders' business?"
   a. *manteung meu-ek pusat*
   b. *lagee manok keumireueh*
   c. *lagee muruwa troe*
5. What is the best Acehnese idiom to express "keinginan yang hanya timbul sebentar saja?"
   a. *lagee manok toh boh*
   b. *muka lagee rimeung keueuk teumarom*
   c. *suum-suum ek manok*
6. Apa ungkapan dalam Bahasa Aceh yang bermakna "seseorang yang sangat penakut dan bermental lemah?"
   a. *lagee tikoh rheut lam eumpang breueh*
   b. *gusuen lagee pijet*
   c. *bak gunong bek tatambak gunong*
7. Apa ungkapan dalam Bahasa Aceh yang bermakna "seseorang yang tidak ada arah dan tujuan hidup yang baik?"
   a. *bek lagee lam ji-ee*
   b. *lagee aneuk buya teungoh cabak*
   c. *lagee kameng ta hue u krueng*
8. Apa makna ungkapan "*lagee keulide mee kitab*?"
   a. seseorang yang pengetahuannya sangat sempit
   b. seseorang yang berpura-pura baik di depan orang lain
   c. orang yang mempunyai ilmu tetapi tidak mengamalkannya
9. Apa makna ungkapan "*lagee glang lam uroe tarek*?"
   a. orang yang tidak suka mengerjakan suatu pekerjaan yang disenanginya
   b. orang yang selalu berkeluh kesah akan kesusahan yang menimpanya
   c. orang yang suka menebar fitnah
10. Apa makna ungkapan "*lagee tatoh geuntot bak punggong leumo*?"
    a. seseorang yang mengharapkan keuntungan lain tapi laba yang sudah ada hilang
    b. seseorang yang tidak mau mendengar pendapat orang lain
    c. orang yang suka nyinyir dan merepet berkepanjangan

TRANSLATION

Preceding Questions (These following questions are related to your identity)

1. Are you Acehnese?
2. Is your mother Acehnese? Where does she come from?
3. Is your father Acehnese? Where does he come from?
4. Is Acehnese used in your daily communication at home?
5. Is Acehnese used by your neighborhoods to communicate with you?

Main Questions (These following questions are related to some Acehnese idioms)

Answer these following questions by marking (X) to the best answer!

1. What does *cang panah* mean?
   a. A person who feels lazy to do anything even for his own favor
   b. A person with a scary expression

c. A person who keeps talking nonsense

2. What does *peh tem* mean?
   a. Chit-chatting about this and that without any points
   b. Feeling reluctant to try achieving their dream and waiting for miracles instead.
   c. An Ignorant attitude towards the surrounding
3. What does *cet langet* mean?
   a. A poor person who suddenly becomes rich.
   b. A person who loves to daydream about impossible things to happen.
   c. A very stingy person
4. What is the best Acehnese idiom to express "kids who are keen on coming into elders' business?"
   a. manteung meu-ek pusat
   b. *lagee manok keumireueh*
   c. *lagee muruwa troe*
5. What is the best Acehnese idiom to express "temporary feeling or eagerness?"
   a. *lagee manok toh boh*
   b. *muka lagee rimeung keueuk teumarom*
   c. *suum-suum ek manok*
6. What is the best Acehnese simile to express "a mentally weak coward? "
   a. *lagee tikoh rheueh lam eumpang breueh*
   b. *gusuen lagee pijeut*
   c. *bak gunong bek tatambak gunong*
7. What is the Acehnese simile to express "a person whose life has no purpose?"
   a. bek lagee lam ji-ee
   b. *lagee aneuk buya teungoh cabak*
   c. *lagee kameng ta hue u krueng*
8. What does the meaning of the Acehnese simile "*lagee keulide mee kitab*?"
   a. A less knowledgeable person
   b. A hypocrite
   c. A knowledgeable person who does not practice his knowledge
9. What does the meaning of the Acehnese simile "*lagee glang lam uroe tarek*?"
   a. A person who is not willing to do things he loves
   b. A person who complains a lot
   c. A person who spreads rumors
10. What does the meaning of the Acehnese simile "*lagee tatoh geuntot bak punggong leumo*?"
    a. To lose diamonds while collecting stones
    b. A person who does not want to listen to others' advice
    c. A person who cannot stop nagging

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The Effect of Semantic Mapping Technique on Technical Vocabulary Mastery for Midwifery Students

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Abstract

This study was conducted to test whether Semantic Mapping Technique affects midwifery students' technical vocabularies at the University of Prima Indonesia. Semantic Mapping is a technique of visual for the expansion of vocabularies and knowledge extension by displaying in words of categories related to each other. The total of 40 midwifery students in the academic year of 2018/2019 was taken as the research samples by applying two groups for pre-test and post-test experimental research design. The experimental group was taught by Semantic Mapping Technique while the control group was taught by conventional teaching technique of vocabulary. The research data were then analyzed using T-test. In this research, a multiple-choice test was used as the research instrument for collecting data. Both the experimental and control groups were asked to answer 50 test items in Pre-test and Post-test. The research data were then analyzed statistically by using T-test formula with the assistance of the SPSS program. The study revealed that the value of T-observed (4.41) was higher than the value of T-table (2.02) at the level of significance 0.05 with the degree of freedom (df) 40. It means that the alternative hypothesis stating that Semantic Mapping technique has a significant effect on midwifery students' technical vocabularies is significantly accepted. By so doing, this technique can be considered to be used to increase students' vocabularies.

Keywords: Semantic Mapping Technique, technical vocabularies, midwifery students.

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1. INTRODUCTION

English for midwifery students is arranged to improve students' communication skills at work and English language knowledge in key areas of midwifery appropriate with the current healthcare situations. The syllabus is arranged based on the time availability provided by each midwifery education institution. English materials are commonly based on the setting of the service done by the staffs in a hospital from the beginning when a patient comes in the admission department. They get conversations on situations of admitting a new patient, checking vital signs, handling antenatal care (ANC) consultation, etc. All themes are provided in line with the required midwifery language competences such as listening, speaking, reading, writing and vocabulary. Vocabulary is one of the language aspects which should be learned, memorized and reproduced in order to communicate (Allen, 2006). A person vocabulary is the set of words he is familiar with a language that implies that learning a language means learning its vocabularies. Hence, when an a person initiates using a language, the need for vocabulary rises and this attests the prominence of vocabulary in his or her language use (Yaghoubi & Seyyedi, 2017).

In the context of midwifery institutions, English learning is focused on the mastery of technical vocabulary; that is, English for the midwifery profession. Midwifery students are offered various learning materials relating to occupational English of health-care settings esperically for pregnancy and baby delivery. However, a lot of students graduating from nursing and midwifery department in Indonesia have low competency in English especially in mastering technical vocabularies in their field that result in a difficulty to compete with graduates from other Asian countries (Susanto & Latief, 2016). Students' language low competency is closely related to their low technical vocabulary mastery. The essence of technical vocabulary mastery for midwifery students is to improve their English proficiency. In addition, the majority terms of medical devices are in English that students should reproduce in order to be able to communicate well.

Recently vocabulary learning is only focused on providing insights for developing effective vocabulary teaching and learning (Dilek & Yürük, 2013). Although vocabulary has been attributed less importance than the four skills in language teaching, interest in its role in language learning has grown rapidly in recent years because learning a foreign language is a matter of learning the vocabulary of that language as indicated above. In a foreign language learning context, it is realized that it is an element of great importance and thus emphasized to a great extent. When this importance of vocabulary learning is taken into consideration, teachers cannot neglect the role of learning strategies in vocabulary learning and teaching. Another benefit of learning vocabulary is that students may transfer their knowledge to other language skills. In addition, Biggs (1999) argues that through vocabulary mastery, learners are allowed to one more channel of communication and can benefit from one moreimportant source of input. If vocabulary mastery is improved, it may support to improve other language skills and can accelerate language learning. To be self-sufficient, learners mustknow how to learn. So, the aim here is to encourage self-sufficiency by helping learners recognizesituations where they could use these vocabulary learning strategies and become aware of thesestrategies that are particularly suitable for them and use them effectively. In this case, it is very important to guide students to use awareness of these vocabulary learning techniques to make

them not only more prepared for learning but also more analytic about their techniques they make use of. Therefore, suitable learning techniques of vocabulary are recognized as a way to empower students to take control of and responsibility for their vocabulary learning.

Midwifery English vocabularies usually consist of pregnancy, care for pregnant women, diseases related to pregnancy, female reproductive system, baby birth, baby care, vitamins for mother and baby, normal birth and cesarean birth. Realizing the limitations of mastery of midwifery English vocabulary, the research seeks to increase the mastery level of midwifery students by applying *Semantic Mapping Technique*.

Based on the preliminary observation and on the teaching of English for Midwifery students at Faculty of Nursing and Midwifery, Unversity of Prima Indonesia, the researcher found that most midwifery students are lack of medical or technical vocabulary. The observation aims to discover the process of teaching by the observed teacher (Arbain, 2016). It can be seen from the result of previous test given by the English teacher and the researcher, the observation, and the interview with the English teacher. The students encountered some difficulties in comprehending English texts. Inside the interview with some students, they stated that they gain problems within the implicit and specific information of the textual content.

There are some benefits of using Semantic Mapping technique in teaching vocabularies. Firstly, it provides students the opportunity to think about the connections between terms being learned. Secondly, this technique can organize students' thoughts and visualize the relationship between key concepts in a systematic way. Thirdly, students can reflect their understanding of vocabularies. Realizing the benefits of this technique in teaching vocabulary, the researcher assumes that using Semantic Mapping Technique can be productive and beneficial to increase midwifery students' technical vocabulary mastery. The use of semantic mapping technique is expected to motivate the midwife students to learn and make them not bored in English teaching-learning process. Semantic Maps can be used to generate a set of related math ideas (using words, images, and symbols) and show how they are connected. With prompting or modeling, it can help students distinguish related yet different ideas (such as expression, equation, inequality, solution, and substitution) in a flexible format.

Besides its benefits in learning vocabularies, Semantic mapping technique is suggested not to be used as an individual worksheet for students. This technique is designed to enhance learning for all students in a small or large group setting. All students pull from their prior knowledge to create a visual map of vocabulary words/phrases/concepts or ideas that are connected to a central main word or idea. This technique can also vary in the way in which they are presented. Without the use of technology Semantic maps may be difficult for auditory learners; however, with the use of a smartboard auditory implements can be embedded into the map.

2. LITERATURE REVIEW

2.1 Semantic Mapping Technique

Semantic mapping technique is a technique of enhancing vocabulary by using graphic organizers in the forms of maps or webs of words. This technique is aimed at creating that can visually display the meaning-based connections between a word or

phrase and a set of related words or concepts. This technique can help students to identify, understand, and recall the meaning of words they read in the text.

A semantic mapping technique is a technique for graphically representing concepts (Antonacci, 1991). As a technique, semantic maps involve expanding a student's vocabulary by encouraging new relations to familiar concepts. In teaching and learning vocabulary, semantic maps can be used as a pre-reading activity for charting what is known about a concept, theme, or individual word. They can also be used during reading as a way to assimilate new information learned from the text. Semantic mapping technique is maps or webs of words. The purpose of creating a map is to visually display the meaning-based connections between a word or phrase and a set of related words or concepts. Semantic maps help students, especially struggling students and those with disabilities, to identify, understand, and recall the meaning of words they read in the text. Through this technique, a teacher can provide his students with direct instruction on how to apply the semantic map technique to increase their vocabularies. The following shows an example of a step-by-step set of directions in vocabulary teaching. First, pick a word they don't know from a text they are reading and marking the word. If they are using digital text, the teacher can highlight, bold, or underline the word. Second, use a blank map or begin to draw a map or web (either on paper or using an online tool). Third, place the word they don't know in the center of the map. Fourth, ask them to pronounce the word. If necessary, they can use an online dictionary with audio to help them. Fifth, ask them to read the text around the words to see if there are related words they can add to your map. If they are using digital text, they can get the computer to read the text to the teaching using the text-to-speech function. Sixth, use an online dictionary or online thesaurus to look up the word and find a definition. Seventh, ask them to find words and phrases that fit with the meaning. Select pictures/images (online or from available resources) or draw pictures that fit with the meaning. Eighth, add these words, phrases, or images to your semantic map. If they are working online, print out the map. Finally, ask the student to read the text again by applying the meaning of the word to the text and ask them to share and compare their maps with their classmates.

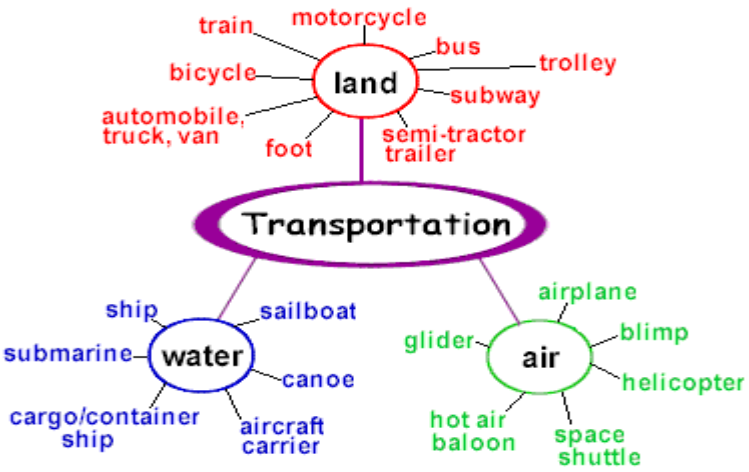

Figure 1. Semantic map on transportation.

Some benefits can be gained by applying Semantic Mapping Technique in teaching vocabulary. Firstly, it can draw upon current knowledge by firmly planting a

new word. Secondly, it can help students learn new words and build up background knowledge. Thirdly, it can build students' confidence along with their background knowledge. When students feel like they are on the solid ground in a new subject, and they will get ready to explore new territory.

2.2 English for Midwifery Students

English for Midwifery students is usually aimed at equipping students with the four language skills and medical vocabularies. Most English for midwifery students consists of review grammar and tenses; building medical terminologies; midwifery care sciences and medical equipment which are integrated in the practice of listening, speaking, and dialogue between midwife and patients (Nursalam, 2009).

English for midwifery students is a branch of English for Specific Purposes (ESP) since General English (GE) courses do not meet learners' needs. It deals with teaching and learning English for a particular purpose and field (Saragih, 2014). Its course focuses on the specific field delivered in English with specific vocabulary, terms, and other relevant things which are adapted to a particular context and the learners' specific needs It is conducted to meet students' future career needs.

The major objective of the teaching of English for the midwifery program is to prepare midwives to communicate well in English in the scope of the health of women, newborns, and families in various settings. Upon completion of this English teaching, graduates will be able to comprehend and reproduce medical vocabularies relating to clinical practice, evidence-based midwifery practice.

2.3 Vocabulary Enhancement on Midwifery Students

For Midwifery students, medical vocabulary learning cannot be separated from other four language skills; listening, reading, speaking and writing. Although little attention to medical vocabulary learning has been given in the practice of learning, a lot of ESP teachers of English as a second or foreign language have realized that knowing a language means knowing its vocabulary as well (Dilek & Yürük, 2013).

Effective Vocabulary learning technique may help students learn and remember technical words. By using Semantic Mapping technique for different vocabulary items, students can increase their abilities on vocabulary learning. Teachers of a foreign language need to learn if this method can help them. The purpose of this experimental study is to see which of the two methods, using Semantic Mapping Technique or Traditional Technique, is more effective in helping

2.4 The Practice of Semantic Mapping on Technical Vocabulary Learning

In the teaching of Technical Vocabulary, there is a certain guideline that should be followed besides variability of the learners, differentiated instruction, and technology that can support students in understanding and creating maps displaying word relationships.

Teacher displays several models of semantic maps about familiar texts or topics. The class discusses the ways the ideas are connected, and how these connections are visually represented. If students do not have a lot of experience with this activity yet,

you should consider modeling the process of creating a semantic map while thinking aloud.

Students create a list of terms or ideas related to the target text or topic. Students write each term on a separate index card. Consider providing students with a list of all or some of the terms you want them to use. In groups or individually, students consider the relationships among the terms and organize the cards to represent the relationships among the words. students may benefit from instruction in the types of relationships words or ideas may have with one another, such as:

· opposites · synonyms · concept-example · cause-effect · category-category member · sequence (first, second…) · part-whole · entity-attribute

Once students are satisfied with their representation of relationships, they copy their semantic maps onto blank paper, drawing a circle around each term, placing them on the paper concerning one another, and connecting them by lines as appropriate. Students should be able to see several examples of semantic maps so that they understand how ideas can be visually represented. They may also choose to distinguish between more and less important ideas by text size or use a system of color-coding.

In pairs or small groups, students take turns presenting their semantic maps and provide feedback to one another. Some students will benefit from guidance for giving and receiving feedback. Modeling, role-playing, and sentence stems can help many students make these conversations effective.

Students reflect on their learning in groups or individually, either in conversation or writing. Students respond to questions including:

- Why is this called "mapping"? How is it different from other types of mapping?
- How does this mapping relate to the memories you are creating in your brain?
- How does semantic mapping affect your learning process?
- How might semantic mapping work if you were studying for a test?
- In what other contexts might this strategy be useful?

The example of the map of technical vocabularies of medical English is displayed in the following figure.

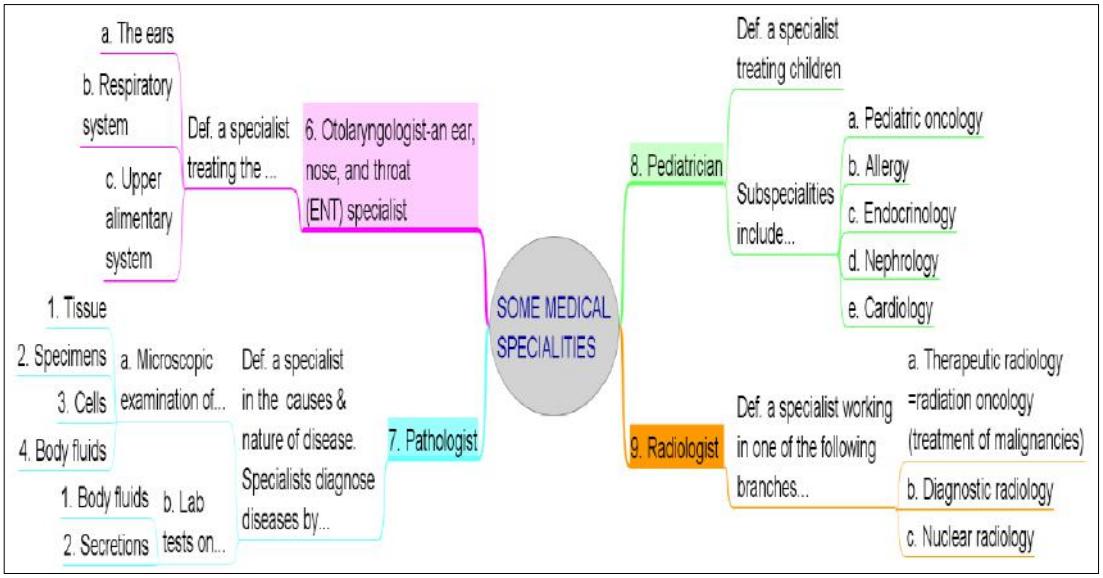

Figure 2. The semantic map on medical terms.

3. METHODS

The research applied a quantitative method with pre-test and post-test experimental research design. The total of 42 midwifery students of 5th semester in 2018/2019 at University of Prima Indonesia was selected by using the cluster sampling technique. The 42 samples were divided into two groups of experimental class and control class. Experimental groups consisted of 22 midwifery students while the control group consisted of 20 students. The experimental group was taught technical vocabularies using Semantic mapping technique while the control group was taught by the conventional way of vocabulary teaching and learning. Hence, the following hypotheses are formulated:

- Alternative hypothesis: semantic mapping technique affects midwifery students' technical vocabulary significantly.
- Null hypothesis: semantic mapping technique does not affect midwifery students' technical vocabulary significantly.

The research was conducted at the Faculty of Nursing and Midwifery, University of Prima Indonesia. The research instruments consisted of 50 multiple choice items on midwifery technical vocabularies which have been validated by using content validity and retested by using test-retest reliability. The research design is displayed in the following figure.

Table 1. Research design.

Groups	Pre-test	Treatment	Post-test
Experimental	√	Y	√
Control	√	Z	√

Where:
Y = Teaching vocabulary used semantic mapping technique.
Z = Teaching vocabulary without used semantic mapping technique.
√ = Test is given text.

4. RESULTS AND DISCUSSION

The research found that the highest score of the pre-test of the experimental group was 80 and the lowest score of the pre-test of the experimental group was 55 (see Table 2). While the highest score of the post-test of experimental group is 90 and the lowest score of post-test of the experimental group is 70. The mean of the pre-test is 66. 8 and the mean score of the post-test is 78, 6. The data were gained after administering the pre-test and post-test. Before the post-test, the researcher applied the treatment, by applying Semantic Mapping Technique in teaching technical vocabularies to midwifery students. On the other hand, the control group was taught technical vocabularies by using a conventional technique of teaching.

Meanwhile, the test result showed that the highest score of the pre-test of the control group was 70 and the lowest score of the pre-test of the control group was 45 (see Table 3). While the highest score of the post-test of the control group was 80 and the lowest score of post-test of the control group was 50. The mean of the pre-test was 56 and the mean of post-test of the control group was 63.

Table 2. Students' Score of Pre-test and Post-test on Experimental Group

No	Midwife Students' Initial	X1	X2	d (X2-X1)	d^2	dx (d-Mx)	dx^2
1	AN	70	80	10	100	-1.81	3.27
2	AM	60	70	10	100	-1.81	3.27
3	AG	70	80	10	100	-1.81	3.27
4	EK	70	80	10	100	-1.81	3.27
5	EN	70	80	10	100	-1.81	3.27
6	ET	80	85	5	25	-6.81	46.37
7	FD	60	80	20	400	8.19	67.07
8	HR	60	70	10	100	-1.81	3.27
9	HY	80	90	10	100	-1.81	3.27
10	JK	70	75	5	25	-6.81	46.37
11	JM	60	70	10	100	-1.81	3.27
12	JS	70	80	10	100	-1.81	3.27
13	NV	60	80	20	400	8.19	67.07
14	NS	60	80	20	400	8.19	67.07
15	RD	70	90	20	400	8.19	67.07
16	SP	65	80	15	225	3.19	10.17
17	ST	70	80	10	100	-1.81	3.27
18	SD	70	80	10	100	-1.81	3.27
19	SI	70	80	10	100	-1.81	3.27
20	TD	70	80	10	100	-1.81	3.27
21	YN	60	70	10	100	-1.81	3.27
22	YK	55	70	15	225	3.19	10.17
TOTAL	1470	1730	260	3500		427.14	
MEAN	66,8	78,6					

Table 3. The total score of pre-test and post-test control group.

No	Midwife Students' Initial	Y1	Y2	d (Y2-Y1)	d^2	dy (d-My)	dy^2
1	AG	70	75	5	25	-1.5	2.25
2	BD	65	70	5	25	-1.5	2.25
3	BG	50	60	5	25	-1.5	2.25
4	CT	55	60	5	25	-1.5	2.25
5	DN	60	80	20	400	13.5	182.25
6	ES	60	60	0	0	-6.5	42.25
7	EL	55	60	5	25	-1.5	2.25
8	EA	45	50	5	25	-1.5	2.25
9	FR	50	60	5	25	-1.5	2.25
10	JY	50	55	5	25	-1.5	2.25
11	JR	50	60	10	100	3.5	12.25
12	JI	45	50	5	25	-1.5	2.25
13	JO	60	70	10	100	3.5	12.25
14	MA	70	80	10	100	3.5	12.25
15	NL	65	70	5	25	-1.5	2.25
16	NS	50	55	5	25	-1.5	2.25
17	RB	55	60	5	25	-1.5	2.25
18	SR	60	65	5	25	-1.5	2.25
19	UN	60	65	5	25	-1.5	2.25
20	YH	45	55	10	100	3.5	12.25
	TOTAL	1120	1260	130	1150		305
	MEAN	56	63				

The result of computation by using T-test showed that the value of T-observe was 4.14 while the value of T-table was 2.021 with the degree of freedom 40 at the significant value of 0.05. Since T-observed was higher than T-table, it was determined that the alternative hypothesis stating that semantic mapping technique affects

midwifery students of technical vocabulary significantly is accepted. This concurs with previous researchers who have found the benefit and significant of semantic mapping technique to EFL students (Dilek & Yürük, 2013).

This study has shown that the semantic mapping as a teaching technique has assisted the midwifery students in improving their English technical vocabulary. This is because the technique supported the students in increasing their comprehension. As Sadeghi and Taghavi (2013, p. 12) asserted, semantic mapping is "a strategy to activate, assess and embellish students' prior knowledge of a topic before reading". Basically, its multiple advantages in reading comprehension integrated the students' new information with prior knowledge.

5. CONCLUSIONS

Based on the research findings, it is concluded that Semantic Mapping Technique affects Midwifery Students technical vocabulary mastery significantly which can be proved by the computation analysis of T-Observed 4.14 which was higher than T-table 2.021. it implies that the alternative hypothesis is accepted while the Null hypothesis was rejected.

Based on the conclusion drawn, some suggestions are proposed: (1) English lecturers of midwifery students need to facilitate his students with suitable technique to increase their technical vocabularies so that they can communicate successfully in their field of work. (2) Semantic mapping Technique is an effective alternative technique to be used in vocabulary teaching to increase midwifery students' technical vocabularies. Semantic mapping technique is a great technique for students' vocabulary learning. It fosters collaborative brainstorming which is beneficial for vocabulary building. It can also be used to review concepts before an assessment. Semantic mapping technique can be used with technology fairly easily. Smartboards make semantic maps hands-on and can implement sound and movement into the map. I have personally used semantic maps in my own classroom and found them highly effective. It engages students and makes vocabulary connections to new words or concepts.

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The Use of Round Robin Technique to Improve Students' Speaking Skill

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Abstract

This study aims to find out whether the use of Round Robin Technique can improve the speaking skill of junior high school students. This research was conducted in one class and applied the pre-experimental design that was one group pre-test and post-test design. There were four meetings in this research including pre-test and post-tests. The sample is students in one class that consisted of 32 students, with 15 females and 17 males. The instruments used to obtain the data were pre-test and post-test. The mean of the student speaking score of the pre-test was 43.71 and the mean of the post-test was 79.2. The improvement from pre-test to the post-test was 35.49 points. The average score of the students was 79.2, it was higher than the Criteria Mastery of Learning (or KKM, Kriteria Ketuntasan Minimal) of a junior high school in Banda Aceh, which is 70.00. The result of this study can be shown in the t-test that there was an improvement of students' speaking skill, with the t-test of 25.3, the degree of freedom is 31 and t-table is 1.696. Based on the result of the test, it can be concluded that the use of Round Robin Technique improved the students' speaking skills. This technique offered the students' chances to share ideas and opinion with their peers, speak up and express their argument in class.

Keywords: Round Robin Technique, speaking skill, EFL junior high school students.

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1. INTRODUCTION

Based on the 2013 Curriculum of Junior High School, teaching English in Indonesia focused on students' language competence to be able to use the language in interpersonal, transactional, and functional context by using variously spoken and written English (Kemendikbud, 2016). In other words, English in 2013 curriculum at junior high school level is designed to provide and prepare the students' competence from four skills namely reading, speaking, listening and writing.

Based on the preliminary study that was conducted by the researchers with 32 students in the second grade of a junior high school in Banda Aceh, it is found that the students faced some same problems in mastery speaking skill. The students were informally interviewed and the result showed that a majority of the students spoke English in hesitation, use incorrect pronunciation, grammar mistakes, lack of vocabulary and nothing to say in the classroom.

To solve the problems above, there are some techniques in teaching English speaking, and one of those techniques is the Round Robin Technique. Round Robin is a technique created by Dr. Spencer Kagan in 1994. He explains briefly about the definition of Round Robin Technique as follows "...students in small groups taking turn contributing. The same structure worked well to equalize participation in cooperative learning teams. If students in small groups discuss a topic with no interaction rules, in an unstructured way, often one or two students dominate the interaction. If students are told they must take turns as they speak, more equal participation is ensured" (Kagan, 2003).

The researchers decided to solve the aforementioned problems by implementing Round Robin Technique as part of cooperative language learning to improve students' speaking skill at one of the junior high schools in Banda Aceh that is Sekolah Menengah Pertama Negeri (SMPN) 17. The researchers believed that the Round Robin Technique could be appropriate to be applied in teaching-learning English, especially for speaking. Henceforth, the research questions proposed in this study is:

1. Can the use of Round Robin Technique improve students' speaking skill?
2. Can the use of Round Robin Technique improve students' ability in understanding the speaking aspects of grammar, vocabulary, pronunciation, fluency, and comprehension?

Accordingly, the researchers formulated the hypotheses:

- Alternative Hypothesis (Ha): There is any significant improvement on students' speaking ability after Round Robin Technique applied.
- Null Hypothesis (Ho): There is no significant improvement on students' speaking ability after Round Robin Technique applied.

The result of this study is expected to positively contribute to the teaching and learning of the English language, particularly for teachers teaching English speaking to EFL learners. To use various teaching techniques is important to maintain students' interest in classroom learning, and this study focus on the Round Robin Technique.

2. LITERATURE REVIEW

One of the skills in English subject is speaking. Speaking is an essential proficiency used to practice English for communicative purposes. Supporting by

Brown (2004), states that speaking is an interactive process that involves producing and receiving to process of the information to construct meaning. Moreover, Halimah (2018, p. 206) infers that "speaking is an ability used by a person as a tool to express, share and communicate one's ideas, opinions, desires, or feelings to another depending on the context, the participants, the experience, the environment, and the purpose". It means that speaking is one of the ways to exchange information between two or more people in gaining newly constructed meaning. The learners are also expected to be able to communicate and to produce their idea with their way of using the speaking skill.

Moreover, according to Zhang (2009) speaking skill is the most difficult skill to be mastered for the majority of English learners, and the learners are still incompetent in communicating orally in English (Al Hosni, 2014). Thus, many difficulties occur in the process of mastering speaking skill. Several factors make it difficult for learners to be master in speaking skill, according to Ur (1996), students face several problems that make them difficult to speak English properly such as inhibition, nothing to say, low or uneven participation, and mother- tongue use.

Inhibition means that the students are worried about making mistakes, fearful of criticism, or simply shy. The second factor is nothing to say, which means that students have no motive to express themselves. The third factor is low or uneven participation; only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. Then, the last one is mother-tongue use which means the learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. These all factors come into one problem, this problem from the teaching process which also affects the effectiveness of teaching strategy which means the Curriculum 2013 is unfulfilled.

Following the problems mentioned before, Round Robin Technique can be used by the researchers to solve the problems of these students in speaking skills. According to Barkley et al. (2005), Round Robin Technique is a technique supporting students to elaborate, explain, evaluate, and question the ideas in which the group members take turns in responding to the question with a word, phrase, or a short answer. Olsen and Kagan (1992) explain that Round Robin Technique is the way students sit in group table discussion (Round Table), explore and respond to the topic by using the oral skill (Richards & Rodgers, 2001). Thus, the Round Robin Technique can improve students speaking skill significantly since it allows students to speak during the discussion.

3. METHODS

3.1 Participant

This research was conducted at SMPN 17 Banda Aceh, Indonesia. The subject of the research was the students of the eighth-grade students of the school. In this research, the researchers took one class of the eighth-grade students, it was class VIII 7. This consisted of 32 students, they were 17 boys and 15 girls. The sample of this study was selected by using purposive sampling with the consideration that the English teacher who teaches in this school suggested the researchers take this class as research sample because she considers the English ability of students in this class is still low.

According to Sugiyono (2008), purposive sampling is the technique that takes samples as data sources with certain considerations.

3.2 Instrument

The aspects of the speaking test that assessed are grammar, vocabulary, comprehension, fluency and pronunciation aspects. The researchers adapted the scoring rubric by Brown (2004) which focused on 5 aspects of speaking skill pronunciation, fluency, grammar, comprehension, and vocabulary.

3.3 Data Collection

The research method which the method used to collect the data in this study is through the oral test. According to Ary et al. (2010), one group design pretest-posttest could compare students' achievement by pretest and posttest that only focus on one experimental group. The design involves three steps which are administering a pretest (O1) measuring the dependent variable, after that applying the experimental treatment (X) to the subject, and the last administering the posttest (O2) measuring the dependent variable. The researchers describe it with the following design formulation:

Pretest	Treatment	Posttest
O1	X	O2

Figure 1. Experiment designs of one group pretest and posttest.

In this research, the third researcher was the teacher in the class to implement the Round Robin Technique. Based on the figure above, it could be explained that:

(1) O1 (Pretest):
The pretest was conducted in the form of oral test which aims to know the students' speaking ability before the experimental treatment is implemented. The third researcher asked students to speak individually about three minutes from the topic "My Hobbies".

(2) X (Experimental Teaching/Treatment):
In this part, the Round Robin Technique was applied and the third researcher did it twice. In the steps of Round Robin Technique, first, the third researcher taught and explained to the students on the topic of "Holiday Experience". After the students have understood the materials, she divided the students into groups.
Each group consisted of 7-8 students and each member has a number. During the discussion, the third researcher controlled each group and make sure all of the students worked in their group by using their member number. Later, she called the number, and each member who had the number in the group must speak and explain what they know about the topic and her/ his experience on it. After that, the students had to compose a text and she asked one of the students to represent his/her group. He or she came in front of the class and conveyed the result of discussion from his/her group. Lastly, the teacher asked the students from other groups to comment on his/her performance.

In the third meeting, the third researcher taught and explained to students as done in the first treatment. In this meeting, she also taught similarly as in the previous meeting; asked students to work in groups and discussed with each other to create a narration or story on the topic "Experience at School".

(3) O2 (Posttest):
The third researcher provided a test for the students to find out their improvements on speaking skill after using the Round Robin Technique, the students were given a topic, and then they individually answered the questions and explained about the topic of "My *Idul Adha* Holiday" for three minutes each in front of the class.

3.4 Data Analysis

The aspects of the speaking test being assessed are grammar, vocabulary, comprehension, fluency and pronunciation aspects. The scoring rubric by Brown (2004) was used to score the tests, which focused on 5 aspects of speaking skill: pronunciation, fluency, grammar, comprehension, and vocabulary.

In this study, the researchers gave each aspect 20 points as the maximum score and each aspect has different criteria. For example in the grammar aspect, it has seven criteria (simple past tense, adjective, adverb, action verb, compound, and complex sentences, conjunction and pronoun). Each criterion was divided by 20 points, so each has 2.85 points. It was also calculated similarly for the other four aspects; vocabulary has five criteria (action verb, adverb, linking verb, temporal conjunction, and specific participant), so four points for each criterion. Pronunciation has 2 criteria (correctly and clearly), it could be 10 points for each criterion. Fluency has 3 criteria (without repetition, pause, and mumbling); the point for each criterion is 6.66. Comprehension has 5 criteria (sequence, comprehend the topic, comprehend the details, comprehend the context, and comprehend the function of the text), so each criterion has 4 points. So if a student gets 20 from each aspect then multiplied by 5 (for the whole components of speaking) the result is 100.

Meanwhile, to find out the significance of this research, the researchers used a significant value of 5% (a= 0,05), the rules to compare the t-score and t-table. Sudijono (2010) explains that if the t-score is equal or more than crucial t-score or t-table, the null hypothesis is rejected and the alternatives hypothesis is accepted. It means that there are significant differences between the first variable and the second variable. Moreover, if t-score is smaller than the critical t-table, the null hypothesis is accepted, and the alternatives hypothesis is rejected. It means that there are no significant differences between the first variable and the second variable.

4. RESULTS

The researchers used the Round Robin Technique to improve students' speaking skill. Four meetings were conducted to hold the pretest, experiment, and posttest. Before implementing the Round Robin Technique, the researchers conducted the pre-test, and the mean score of the pre-test is only 43.71. It was too low because the Criteria Mastery of Learning (or KKM, *Kriteria Ketuntasan Minimal*) of the school is 70, 00. Then, in the first experiment, there were two meetings, where the third researchers

applied the Round Robin Technique. After that, the researchers did the post-test, and the result of the post-test is 79.2 for the mean score.

Figure 2 shows the comparison of the pre-test and post-test of the students during this experiment.

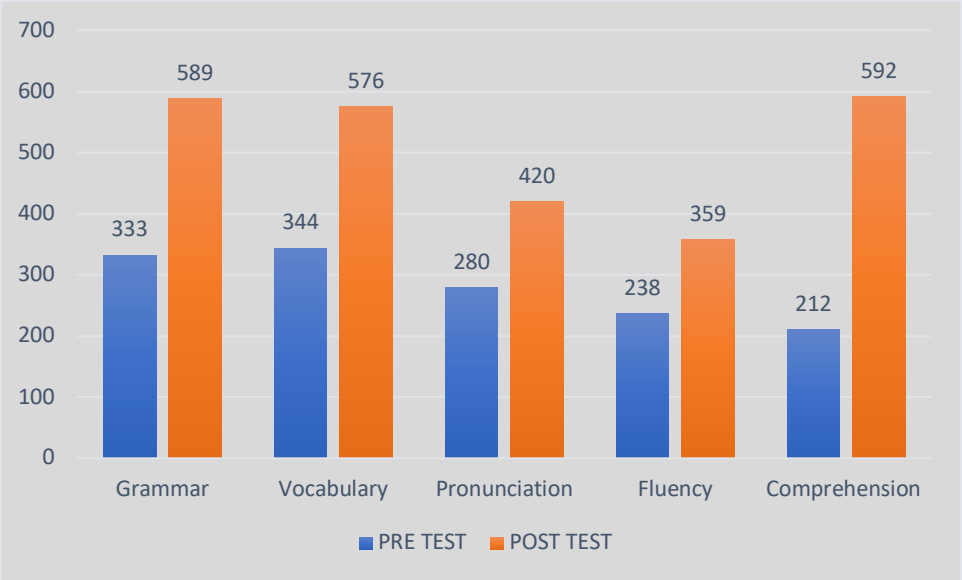

Figure 2. The comparison of pre-test and post-test during this experiment.

Figure 2 illustrates the total score of the five aspects in mastering speaking grammar, vocabulary, pronunciation, fluency, and comprehension. In the grammar aspect, it can be seen that in the result of the pre-test is 333. It increases significantly in the posttest as the point calculated becomes 589. In the vocabulary aspect, the point is 344 in the pretest which then improves to be 576 in the posttest. The third aspect which is the pronunciation aspect, as seen on the chart, also shows a change in a positive way since the point in the pretest is 280 and increases in the posttest to 420. In the pretest of the fluency aspect, it calculates the point to be 238 and increases to be 359 points. Lastly, in the comprehension aspect, it can be seen that in the pre-test, the point is 212, and in the posttest, the point becomes 592. Hence, it can be concluded that the students' score has a significant improvement after comparing the result of the pretest and posttest after being taught with the Round Robin Technique. This technique let them work in pair and correct the mistake they make together as a team.

Next, the researchers looked at the significant improvement in students' speaking ability before and after being treated with the Round Robin Technique in class.

Table 1. Normality test.

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post_Test	.155	32	.048	.962	32	.308
Pre_Test	.140	32	.111	.950	32	.142
a. Lilliefors Significance Correction						

Table 1 shows the Shapiro-Wilk test, where the Sig. > 0.05, thus the tests can be used as data for normal distribution.

Table 2. Paired t-test.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test	43.97	32	8.690	1.536
	Post_Test	78.59	32	4.384	.775

Table 3. Paired sample correlation.

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	32	-.189	.300

Table 3 showed the paired samples correlation where the value of the tests shows the relationship between the two variables in the paired sample.

Table 4. Paired sample test.

Paired Samples Test			Paired Differences		
			Mean	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test Post_Test	-	-34.625	10.447	1.847

Paired Samples Test			Paired Differences			t	Df	Sig. (2-tailed)
			95% Confidence Interval of the Difference					
			Lower	Upper				
Pair 1	Pre_Test Post_Test	-	-38.392	-30.858		-18.748	31	.000

Table 4 shows the paired samples test as the main table of output that shows the results of the tests carried out. This can be seen from the significance value (2-tailed) in the table. The significance value (2-tailed) from this case sample is 0,000 ($p < 0.05$). And the final test results are significant (meaningful) changes. It can be concluded that there are significant changes between the pre-test and post-test results.

Moreover, the statistical analysis showed that the value of the t-test is 25.3, the critical value is 0.05, and the degree of freedom (df)=N-1= 32-1=31 is 1.69552. The obtained t-score was 25.3. So, the t-score was higher than t-table ($t_{\text{-score}} = 25.3 > t_{\text{-table}} = 1.69552$). It means that the main alternative hypothesis (Ha) of this research is accepted, where the use of Round Robin Technique helps the students in improving speaking ability) and the null hypothesis (Ho) is rejected.

5. DISCUSSION

This study aimed to examine whether the use of Round Robin Technique can improve second-grade students' speaking ability at SMPN 17 Banda Aceh. In relation to this matter, this section discusses the results of the data. The results showed that the high score from in pretest is 62 and the low score is 27. It means that the ability of students' speaking skill was still low before the Round Robin Technique was

implemented to the students in the class. However, after having implemented the Round Robin Technique, there was a significant improvement in the students' ability in speaking skill through the aspects of grammar, vocabulary, pronunciation, fluency, and comprehension. Based on the result of data, it revealed that the high score in the pretest is 72 and the posttest is 95. It can be concluded that there is an improvement on the students' overall speaking ability after treatments were given.

Nevertheless, some disadvantages of the Round Robin Technique were also observed in the classroom. This technique had made a couple of students to face difficulty in answering some questions or statements, and this was due to the fact that they did not have something to contribute in the group discussions. Meanwhile, the students who were active and had more ability than others could talk more. Again, passive students who did not have something to contribute experienced difficulties. Another shortcoming from this technique was that it required a lot of time because all students were expected to be able to learn to express their opinions and sometimes the teacher had to rush them in talking so that everyone had a chance to talk in class. These drawbacks were also presented in the work of Baary (2018).

Despite the disadvantages of the Round Robin Technique, the results of the tests revealed that this experiment was a success. Several factors that made the Round Robin Technique a success in this research. First, the technique is as one of the cooperative learning techniques that made the students comfortable to share ideas and opinion with their peers in class. The teacher had to move around a lot in class to monitor students who needed encouragement and help in speaking. Second, each student had time to speak up and express their argument. The teacher had to manage the time beforehand so that all students had the opportunity to speak. Therefore, all students had the chance to practice their speaking in class.

Similarly, Sulaiman (2015) also had implemented the Round Robin Technique to junior high school students at Gobah, Kampar Regency, Riau, Indonesia. The results also showed that the students' speaking skill of the school had been improved after Round Robin was implemented. This technique had provided the students with the opportunity to analyze ideas and solve problems together by using their oral skill. Another research by Itsnaini (2011) also revealed that teaching speaking by using the Round Robin Technique can improve students' speaking skills in junior high school in Semarang. Therefore, Round Robin Technique can solve the students' speaking difficulties as the advantage of applying this technique is to help students to improve speaking aspects like vocabulary, pronunciation, grammar, comprehension, and fluency.

6. CONCLUSIONS

Based on the research results and discussion, the researchers conclude that the use of Round Robin Technique helps students in improving the speaking ability to master grammar, vocabulary, pronunciation, fluency, and comprehension. It can be seen and compared from the mean score of speaking aspects achieved by the students both on the pretest and the posttest. Besides, there is a significant increase toward students' speaking ability in which before the experimental treatments were given.

Hence, it is highly suggested for English teachers to enrich their knowledge concerning a variety of methods and techniques in English language teaching. They

are also strongly encouraged to implement various techniques in the classroom to increase the motivation and ability of their EFL students to keenly learn English. Furthermore, this research is only limited to an experiment in one classroom of students due to the time constraint. Future research is suggested to focus on larger sets of data to obtain more robust results on the practice and benefits of using the Round Robin Technique in teaching speaking skill.

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Second page and subsequent page: Submissions should be between 4000-6000 (including abstract, table(s), figure(s) and references) in A4 size paper with margins as the following: top 3 cm, bottom 3 cm, right 2.5 cm and left 4 cm. The font is Times New Roman, size 12 and single spaced. The article should generally consist of the following sections: introduction, literature review, method, results and discussion, and conclusion.

Headings and subheadings should be presented as follows (provide a space between the headings and sub-headings).

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1.1.1 Subheading of the Content

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