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STUDENTS' PARAPHRASING STRATEGIES AND CHALLENGES IN A READING CLASS

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ABSTRACT

Paraphrasing involves integrative skills of reading and writing, which are very beneficial for students in developing their academic writing skill. This study investigated student strategies and challenges in paraphrasing. Data were gathered from 20 students' paraphrasing works and a survey, which were then analyzed and described qualitatively. The finding shows that the most frequently applied strategy in doing the task is using synonyms, but the survey result shows that the strategy of condensing long sentences into shorter sentences is the most frequently used one. Most of the participants have limited vocabulary and access to dictionaries, besides they experience some challenges in changing the sentence pattern to make the sentences shorter without changing the meaning. The least used strategy is making abstract concepts concrete, as this strategy needs a high level of comprehension, grammar and writing skills. It is suggested that students are provided with more training to apply the strategies, proper and accurate grammar, and to use their own wordings to improve the paraphrase.

Key words: challenges; strategies; students' paraphrasing

ABSTRAK

Parafrase melibatkan keterampilan integratif membaca dan menulis, yang sangat bermanfaat bagi siswa dalam mengembangkan keterampilan menulis akademik mereka. Penelitian ini menyelidiki strategi dan tantangan siswa dalam parafrase. Data dikumpulkan dari tugas parafrase 20 siswa dan hasil survei, yang kemudian dianalisis dan dideskripsikan secara kualitatif. Temuan menunjukkan bahwa strategi yang paling sering diterapkan dalam mengerjakan tugas adalah menggunakan sinonim, namun hasil survei menunjukkan bahwa strategi menyingkat kalimat panjang menjadi kalimat pendek adalah yang paling sering digunakan. Sebagian besar peserta memiliki keterbatasan kosakata dan akses terhadap kamus, selain itu mereka mengalami beberapa tantangan dalam mengubah pola kalimat menjadi lebih pendek tanpa mengubah maknanya. Strategi yang paling jarang digunakan adalah membuat konsep-konsep abstrak menjadi konkret, karena strategi ini memerlukan tingkat pemahaman, tata bahasa, dan keterampilan menulis yang tinggi. Disarankan agar siswa diberikan lebih banyak pelatihan untuk menerapkan strategi, tata bahasa yang baik dan benar, dan menggunakan kata-kata sendiri untuk membuat parafrase yang lebih baik.

Kata kunci: tantangan; strategi; parafrase siswa

INTRODUCTION

Background and Context

Paraphrasing can help improve comprehension. Being different from retelling and summarizing, paraphrasing allows students to monitor their understanding and integrate new information with what they already know about a topic. Paraphrasing assists students in understanding that the goal of reading is comprehension (Kletzien, 2011). A reader must master three basic aspects of reading comprehension in order to be proficient: literal, inferential, and critical comprehension. Literal comprehension entails understanding what is exactly read in the text: main ideas, supporting details, and lexis. As a result, the reader is able to categorize, outline, and summarize. Similarly, inferential comprehension implies an understanding of what is meant or said between lines, and it may be present in main ideas, supporting details, and lexis, allowing the reader to draw conclusions, predict, and determine the author's attitude and possible bias. Finally, critical comprehension requires both a judgment of what the author says and an evaluation based on the reader's previous experience (Mistar, Zuhairi, & Yanti, 2016 as cited by Escudero et al., 2018). Paraphrasing, according to Escudero et al., promotes reading at all comprehension levels. Understanding the main idea and details, lexical comprehension, and critical and inferential comprehension improved among learners.

Mastering those three aspects of comprehension is essential in academic reading and writing, as a better understanding of reading can lead to better academic writing. When reviewing the literature, academic writers must

cite or synthesize ideas to support their ideas, so knowing how to properly paraphrase is essential. According to Badiozaman (2014), if students understand the reading text, they can proceed with the writing task. Reading and writing become highly interconnected during the paraphrasing process. Paraphrasing, according to Badiozaman (2014), is the act of reciting information and ideas in a different form by using synonyms, different word forms, or sentence structure rearrangement. Furthermore, Escudero et al. (2019) stated that paraphrasing is not only the strategy of changing words in sentences but also the strategy of rearranging sentence structures without changing the meaning from the original source.

In academic writing, effective paraphrasing can help to avoid plagiarism. To "plagiarize," according to the Merriam-Webster online dictionary, is to steal and pass off (another's ideas or words) as one's own, or to use (another production) without crediting the source. To avoid plagiarism, new academic writers must learn paraphrasing techniques. Escudero et al. proposed that explicit instruction in paraphrasing strategies is required to improve learners' understanding of the source text, which can then make it easier for them to cite or synthesize information appropriately (2019, p.64).

Several studies on paraphrasing have been conducted. Two previous studies were managed by Escudero et al., and Mariani et al. Firstly, Escudero et al. (2019) conducted the research in B1 students at the 6th level of English at Linguistics Competence Department at Universidad Nacional de Chimborazo UNACH with the sample of 50 students. The researchers applied a base-line pre-

test and post-test to an experimental and control group. The experimental group were provided with 10 sessions training on reading comprehension and paraphrasing techniques. The study showed that the experimental group exceeded the control group. Escudero et.al recommended that future researchers focus on simplifying strategies and determining criteria to achieve the paraphrasing quality of source texts. It is essential to develop a simple and accurate assessment process on paraphrasing usage in order to facilitate appropriate feedback. (2019, p.64). Mariani et al. (2021) did a qualitative research analyzing data collected from ten of sixth year students majoring in English at Universitas Islam Negeri (UIN) Antasari Banjarmasin enrolling English for Academic Purposes subject in academic year of 2020 through documentation of Introduction section in their research proposals. The study indicated that using synonyms and condensing original sentences were the most frequent, followed by using varied structure, changing parts of speech and expanding phrases for clarity. However, students rarely used changing word order, separating long sentences, and combining sentences. Mariani et al. proposed that students who take English writing class at any university should be given more paraphrasing training in order to be aware of paraphrasing strategies and avoid plagiarism. The two previous studies were similar to this research in terms of paraphrasing strategies used by university students. Otherwise, they are different in the research design and method. The first previous study was conducted in a reading class by implementing a base-line pretest and post-test to an experimental and control group, then compared data

from the two tests; while this research collected data from the students paraphrasing assignment and the survey result. The second study was managed in an academic writing class, whilst this study is led in a reading class, and also intended to find out some challenges faced in paraphrasing.

The current study is conducted to (1). identify the major and minor paraphrasing strategies, (2). identify the problems students face in paraphrasing. The theories that are used to analyze data are reviewed as follows.

Paraphrasing

Paraphrasing is the process of changing a text so that it differs significantly from the source while retaining the meaning. Several researchers defined paraphrasing as the act of restating information by incorporating linguistic features (the semantic and syntactic component) such as synonym substitution, changing word form, and re-arrangement of sentence structure (Kissner, 2006; Badiozaman, 2014, as stated in Akbar, 2020, p. 2). (Akbar & Gorontalo, 2020, p.2). Seal (2012, p. 80) stated that although paraphrasing needs training, it is a useful skill. Using synonyms, and changing the sentence structure can be applied in order to make a good paraphrase.

Strategies of paraphrasing

According to USC Aiken, there are five strategies of paraphrasing, which includes using synonyms, using a variety of sentence patterns, changing the order of ideas, condensing long sentences into shorter sentences, and changing the abstract idea into the concrete one.

1. Using Synonyms:

Here are the steps in using synonyms. Choose a word from your own vocabulary which has similar meaning. Reread and check the original text using the new word(s), to see if it makes sense. If the meaning changes, find a new synonym. Compare the definitions of the synonym and the original in the dictionary. Use another word if the definitions do not match.

2. Using Varied Sentence Patterns:

Change the sentence's pattern without changing its meaning.

Key Questions:

- Does the changed sentence mean the same thing as the original?
- Is the meaning clear?
- Is the revised sentence simply readable?

3. Changing the order of ideas:

If the sentence contains two or more cores, reorder the main clause and the sub clause(s).

4. Condensing Long Sentences into Shorter Sentences

If the original sentence is too long with two or more clauses, it can be divided into several simple sentences, without changing the meaning of the original.

5. Making Abstract Concepts Concrete

The abstract concept in the original sentence can be written in a simpler and straightforward sentence.

In this study, those five strategies are classified into two divisions, which includes using synonyms and changing the sentence structures. The first strategy - using synonyms - may not always change the sentence structure. While

the other four strategies - changing a variety of sentence patterns, changing the order of ideas, condensing long sentences into shorter sentences, changing the abstract idea into the concrete one - may change the sentence structures. This separation is reflected in the survey questionnaire and its result.

METHOD

This is qualitative research to explore the techniques students used in paraphrasing. Considering that it is impossible to provide a simple definition of qualitative research, a description of its purpose and characteristics is provided. According to Merriam (2009), "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences." The primary characteristics of qualitative research are as follows: 1) an emphasis on understanding people's experiences with the goal of conveying those experiences into meaning; 2) the researcher is the primary instrument for data collection and analysis; 3) the research process is inductive rather than deductive, and 4) the qualitative research product is richly descriptive. Other characteristics of qualitative research include an adaptive and flexible study design, data collection in a natural setting, multiple types of data collection, and a purposeful and small sample size.

The participants are 20 students of Semester Four Academic Year 2023/2024 in the class of Reading for Scientific Text. Data are gathered from the classwork of Lecture worksheet, as well as the survey questionnaire. The

data will then be elaborated by implementing descriptive analysis. Here are the steps of the research method:

1. Identify paraphrases in the classwork.
2. Classify the strategies used by the students to paraphrase the sentences.
3. Conduct the survey to confirm what strategies they used to paraphrase, and to recognize the problems they faced when they did it.
4. Analyze the data to find out the major and minor paraphrasing strategies the students used, and the challenges they face in doing so.

FINDINGS AND DISCUSSION

Data and the survey results are analyzed here to identify the major and minor paraphrasing strategies, to recognize the problems students face in paraphrasing, and to see the quality of the students' paraphrasing. The data from the 20 students' paraphrasing worksheets are analyzed to find out the strategies applied in doing the task, and then compared with the survey results on the strategies that the students claimed to use in paraphrasing. It was found that the strategies that students applied in doing the task are not always the same as the survey results about the strategies they claimed to use. Some students claimed to use more than one strategy, and the data is relevant with the claim. Some students claimed to use more than one strategy, but the data do not support the claim. All students experience challenges in paraphrasing, not only in using synonyms, but also in changing the sentence structure. Almost all students' paraphrasing works

are classified into moderate revision. The detailed data analysis is discussed as follows.

Student 1

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Wanting to be autonomous does not always recognize the old values. Thus, the adolescence tries to analyze distinct opportunities in order to see what works out perfectly, sometimes causing discomfort of confused parents.

Student 1 used synonyms, a variety of sentence patterns, condensing long sentences into shorter sentences. The use of synonyms can be seen from the words 'independent' = 'autonomous', 'past' = 'old', 'hence' = 'thus', 'teenager' = 'adolescence', 'best' = 'perfectly', 'occasionally' = 'sometimes', 'dissatisfaction' = 'discomfort', 'bewildered' = 'confused'. The first sentence is condensed into the shorter one. The second sentence pattern is changed in the phrase 'to experiment with different possibilities in an attempt to see' into phrase 'to analyze distinct opportunities in order to see'.

Student 1 experiences challenges in paraphrasing, when he does not know the synonym, and does not have access to a dictionary; he is also afraid of making grammar mistakes, and confused about understanding the abstract concept - making him unable to express it.

Student 2

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Desire to be self-reliant, to be themselves, frequently does not suit the experience of childhood. Therefore, the teenager attempts to test every possibility to get the best way, which sometimes makes parents feel confused and not satisfied.

Student 2 applies the strategies of using synonyms, changing the order of ideas, and condensing long sentences into shorter sentences. Synonyms are used to replace the word 'wanting' with 'desire', 'independent' with 'self-reliant', 'often' with 'frequently', 'fit' with 'suit', 'hence' with 'therefore', 'experiment' with 'test', 'occasionally' with 'sometimes', 'bewildered' with 'confuse', 'dissatisfaction' with 'not satisfied'. Also there are two mistakes in the use of part of speech in using the

synonyms: ‘bewildered’ (adjective) becomes ‘confuse’ (verb), ‘dissatisfaction’ (noun) becomes ‘not satisfied’ (adjective).

Student 2 has some problems using synonyms, because sometimes he does not know the synonyms in the same part of speech. The student does neither use strategies to change the order of ideas, nor to condense long sentences into shorter ones. That is because he is afraid of making grammar mistakes, and the sentence is too long and difficult to make it shorter without changing the meaning.

Student 3

Original

Wanting to be independent, to be one’s self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

In finding one's self-purpose, teenagers' actions might not align with their past cultures, either from family or peers. Some parents even experience shocking disappointment from their children's acts.

Student 3 uses a variety of sentence patterns, as it is shown in the first sentence: from a gerund phrase ‘wanting to be independent’ and an infinitive phrase ‘to be one’s self’ into a prepositional phrase ‘in finding one’s self purpose’; from a

verb phrase + prepositional phrase ‘often does not fit in with the values of the past, of childhood’ into a clause ‘teenagers’ actions might not align with their past cultures, either from family or peers’. The second sentence shows the evidence of varied sentence patterns, and changing the order of ideas: originally, ‘parents’ as the object is changed into the subject in the paraphrase; ‘the teenager tries to experiment with different possibilities in an attempt to see what works out best’ as the main clause is changed into ‘their children’s acts’ as the object of the preposition ‘from’. Synonyms are also used in the paraphrase - ‘culture’ to replace ‘values’, ‘disappointment’ to replace ‘dissatisfaction’.

Student 3 has challenges in using synonyms, as he does not have anyone to ask, while in changing the sentence structure, the student understands the abstract concept, but it's difficult to rewrite it in a simpler way.

Student 4

Original

Wanting to be independent, to be one’s self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

With the emergence of one’s own identity comes independence and autonomy. The resulting conflict for teenagers is often very real. On the one hand,

they want to become autonomous and strike out on their own. At the same time, they sense sadness and even fear over giving up the security of home and family.

Student 4 uses the synonym of ‘autonomous’ to replace ‘independent’. The student also uses a variety of sentence patterns, as seen in sentence one-two-three to paraphrase sentence one in the original. However, the meaning of paraphrase sentence four ‘At the same time, they sense sadness and even fear over giving up the security of home and family.’ seems changed from the original meaning of the prepositional phrase ‘to the dissatisfaction of bewildered parents’. There is evidence that student 4 uses the strategy of condensing long sentences into shorter sentences, although the last sentence seems different from the original last sentence's meaning. The student experiences some problems in paraphrasing, as he is afraid of making grammar mistakes, and not sure how to reorder the ideas.

Student 5

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Independence and autonomy follow the formation of one's own identity. The ensuing battle is frequently really genuine for youngsters. On the one hand, they desire to be autonomous and set off on their own. They experience melancholy and even terror at the same time since they have to give up the safety of their home and family.

Student 5 does not use the strategy of synonyms, as he does not know the synonym. There is no evidence that condensing long sentences into shorter sentences strategy is applied. However, the student also uses a variety of sentence patterns, as seen in sentence one-two-three to paraphrase sentence one in the original. Unfortunately, the meaning of paraphrase sentence four - 'They experience melancholy and even terror at the same time since they have to give up the safety of their home and family.' - seems different from the original meaning of the prepositional phrase 'to the dissatisfaction of bewildered parents'.

Student 5 has challenges of feeling afraid of making grammar mistakes, changing the quite long sentence to make it shorter without changing the meaning. The student understands the abstract concept, but it is challenging to rewrite it in a simpler way.

Student 6

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with

different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Independence and self-expression may disagree with childhood values. Teenagers often experiment with different options to see what works best, which can sometimes frustrate their parents.

Student 6 paraphrases using a variety of sentence patterns, as seen by the different sentence structure of the paraphrase from the original. Condensing long sentences into shorter sentences is also evident in sentence one of the paraphrases that is shorter and simpler than the longer sentence one of the original.

Student 6 does not use synonyms, as he does not know the synonyms, and does not have access to a dictionary. The student has challenges of being afraid of making grammar mistakes. He understands the abstract concept, but it is uneasy to rewrite it in a simpler way.

Student 7

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Trying to be independent, to be oneself, is often incompatible with childhood values. As a result, the adolescent attempts to experiment with various options in order to see what works best, sometimes to the disappointment of confused parents.

Student 7 used synonyms, a variety of sentence patterns, The use of synonyms can be seen from the words ‘does not fit’ = ‘incompatible’ ‘hence’ = ‘as a result’, ‘teenager’ = ‘adolescence’, ‘occasionally’ = ‘sometimes’, ‘dissatisfaction’ = ‘disappointment’, ‘bewildered’ = ‘confused’. The phrase ‘the values of the past, of childhood’ is simplified into ‘childhood value’. Student 7 experiences the challenges in using the synonyms, as he does not know the synonym. The student also feels it is difficult to make the sentence shorter without changing the meaning, because the sentence is too long.

Student 8

Original

Wanting to be independent, to be one’s self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Desiring self-sufficiency and individuality often clashes with the traditional values instilled in childhood. Consequently, the adolescent embarks on a journey of exploration, testing various options to discover what suits them best, sometimes to the dismay of perplexed parents.

Student 8 uses the strategy of synonyms, as shown in several words as follows: ‘Desiring’ = ‘wanting’, ‘self-sufficiency and individuality’ = ‘to be independent, to be one’s self’, ‘clashes’ = ‘does not fit’, ‘traditional’ = ‘old’, ‘Consequently’ = ‘Hence’, ‘adolescent’ = ‘teenager’, ‘embarks on a journey of exploration’ = ‘tries to experiment, testing’, ‘various options’ = ‘different possibilities’, ‘to discover’ = ‘to see’, ‘suits them best’ = ‘works out best’, ‘sometimes’ = ‘occasionally’, ‘dismay’ = ‘dissatisfaction’, ‘perplexed’ = ‘bewildered’..

There is no evidence of changing the order of ideas, and condensing long sentences into shorter sentences. Even though using many synonyms, the student does not know some of the synonyms, as he does not have access to a dictionary. Student 8 feels afraid of making grammar mistakes, and he is not sure how to reorder the ideas. The student is confused about understanding the abstract concept, so he does not know how to express it.

Student 9

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

To become a full self dependent individual, the value from younger times often does not match. Due to that, different attempts are made by adolescents to seek out what fits the most which may lead the anxious parents dissatisfied.

Student 9 uses the strategy of synonyms, as seen in several words: 'individual' = 'one's self', 'match' = 'fit', 'due to that' = 'hence', 'adolescent' = 'teenager'. 'seek' = 'see'. Various sentence patterns, changing the order of ideas are also applied in both paraphrase sentences - object becomes subject, active voice into passive voice. Condensing long sentences into shorter sentences is applied in the first paraphrase sentence.

Student 9 still experiences some challenges in using synonyms when he does not know the synonym. In some cases, the student is not sure how to reorder the ideas. If the sentence is too long and difficult to make it shorter without changing the meaning, the student can understand the abstract concept, although it's challenging to express it in a simpler way.

Student 10

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

When teenagers are young, they want to experience figuring out and developing themselves as well as becoming independent. On the other hand, this can make them want more freedom, but with the difference that they will still be dependent on their parents.

Student 10 seems to try using synonyms, using a variety of sentence patterns, and making abstract concepts concrete. It can be seen in the paraphrase sentence one. However, the paraphrase in the second sentence is quite changing the meaning of the original second sentence.

Student 10 is afraid of making grammar mistakes, and she is not sure how to reorder the ideas.

Student 11

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Wanting to be a self-reliant person, to be one's self, often does not match with the value of the past, of juniority. Thus, the adolescent tries to attempt with different opportunities in an attempt to see what works out the finest, hardly to the dissatisfaction of astonished parents.

Student 11 mostly uses synonyms, as seen in some following words: 'match' = 'fit', 'juniority' = 'childhood', 'thus' = 'hence', 'adolescent' = 'teenager', 'finest' = 'best', 'astonished' = 'bewildered'. There is neither evidence of changing the order of ideas, nor condensing long sentences into shorter sentences.

Student 11 experiences some challenges in using the synonyms. He does not know how to change the sentence pattern, so he feels afraid of making grammar mistakes. The sentence is too long and difficult to make it shorter without changing the meaning; he understands the abstract concept, but it's challenging to express it in a simpler way.

Student 12

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Some teenagers crave to do things on their own and be themselves, people call it independence; However, doing things on their own will be different from how things were when they were children. As they start trying out different things to see what suits them, it starts to make their parents confused.

Student 12 applies a variety of sentence patterns, and changes the order of ideas, as seen in paraphrase sentences one and two. She makes abstract concepts of the original sentence two to be more concrete in paraphrase sentence three.

The student experiences challenges in paraphrasing, because she does not know some synonyms. She is afraid of making grammar mistakes because of not being sure how to reorder the ideas; she understands the abstract concept, but feels uneasy to rewrite it in a simpler way.

Student 13

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

The desire to be self-reliant, frequently, does not match the merit of the previous life of childhood. Thus, adolescent volunteers of the different possibilities of experiment in an attempt to see which one will be resulting the best. Occur to the discontentment of baffled parents.

Student 13 uses synonyms, as shown in the words 'adolescents' = 'teenager', 'discontentment' = 'dissatisfaction', 'baffled' = 'bewildered'. There is no evidence in using a variety of sentence patterns, changing the order of ideas, and condensing long sentences into shorter sentences. That is because he is afraid of making grammar mistakes, confused about understanding the abstract concept. Therefore, he does not know how to express it.

Student 14

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

The adolescents have their own desires to live independently and begin to determine what is good for them. This goes against past values and sometimes to the disappointment of confused parents.

Student 14 uses the strategy of condensing long sentences into shorter sentences, as seen the paraphrase is shorter than the original, without changing the meaning.

The student does not know the synonyms. She is still not sure how to change the sentence pattern or reorder the ideas, which makes me afraid of making grammar mistakes. She is confused about understanding the abstract concept, so she does not know how to express it.

Student 15

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

The desire for independence and self-expression often conflicts with the values and norms established during childhood. Consequently, teenagers tend to explore various possibilities and experiment with different behaviors to find what suits them best, which may sometimes lead to conflicts or misunderstandings with their parents who might be perplexed by these explorations.

Student 15 uses synonyms, as seen in the words: 'desire' = 'wanting', 'conflicts' = 'does not fit', 'consequently' = 'hence', 'explore' = 'experiment' 'to find' = 'to see', 'perplexed' = 'bewildered'.

The student experiences difficulty to find the synonym, and she is not sure how to reorder the ideas. That is the reason for no evidence of condensing long sentences into shorter sentences.

Student 16

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

The desire for independence and self-discovery, hallmarks of adolescence, can create friction with the previously held values and expectations of childhood. This often leads teenagers to experiment with various identities and paths to see what resonates most with them, which can leave parents feeling confused and frustrated.

Student 16 seems to use the strategy of using synonyms, not condensing long sentences into shorter sentences. The paraphrase sentences are even longer than the original. The synonyms used are like 'resonates' = 'works', 'confused' = 'bewildered'.

The student does not have anyone to ask about using synonyms. She does not use other paraphrasing strategies, because she is afraid of making grammar mistakes, and confused about understanding the abstract concept, so she does not know how to express it.

Student 17

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Wanting to do things on your own, being true to yourself, sometimes does not match with what others believe. The teenager tries different things to see what works best, sometimes making parents confused or unhappy.

Student 17 uses the strategy of condensing long sentences into shorter sentences as seen in both paraphrase sentences. She also uses a few synonyms, such as 'match' = 'fit', 'values' = 'believe', 'confused' = 'bewildered', even though she said she doesn't know synonyms.

The student's challenge in paraphrasing is being afraid of making grammar mistakes.

Student 18

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with

different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Wants to be independent; being yourself often does not fit in with the past values of childhood. Therefore, adolescence tries to research with disparate capabilities in an effort to see what works first, which sometimes leads to the discontent of confused parents.

Student 18 uses only a few synonyms, such as ‘adolescent’ = ‘teenager’, ‘discontent’ = ‘disappointment’, ‘confused’ = ‘bewildered’, because she said she doesn't know synonyms of the other words.

The student's challenge in paraphrasing is being afraid of making grammar mistakes. She can understand the abstract concept, but it's uneasy to rewrite it in a simpler way.

Student 19

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

Wanting self-standing, to be all alone, often contradicts the traditional values of childhood. Consequently, teenagers try to explore various options with unrelated possibilities in an attempt to discover the most suitable, irregularly to the annoyance of their bewildered parents.

Student 19 uses only two correct synonyms, ‘contradicts’ = ‘not fit’, ‘consequently’ = ‘hence’. The other changed words are not properly used in the sentence, because she doesn't know synonyms. There is no evidence of condensing long sentences into shorter sentences.

The student's challenge in paraphrasing is being afraid of making grammar mistakes. She can understand the abstract concept, but it's uneasy to rewrite it in a simpler way.

Student 20

Original

Wanting to be independent, to be one's self, often does not fit in with the values of the past, of childhood. Hence, the teenager tries to experiment with different possibilities in an attempt to see what works out best, occasionally to the dissatisfaction of bewildered parents.

Paraphrase

The desire to be independent and to be oneself often conflicts with the values of the past, particularly those of childhood. Consequently, teenagers attempt to experiment with different possibilities in order to identify the most suitable option, which may occasionally result in parental dissatisfaction.

Student 20 uses synonyms, which are ‘conflicts’ = ‘not fit’, ‘consequently’ = ‘hence’, ‘identify’ = ‘see’, ‘the most suitable option’ = ‘what works out best’. There is no evidence of using a variety of sentence patterns.

The student experiences challenges in using synonyms, as she does not have access to a dictionary. She also does not know how to change the sentence pattern, therefore she is afraid of making grammar mistakes. In addition, she is confused about understanding the abstract concept, so she doesn’t know how to express it.

The analysis of the students’ paraphrasing works is presented in table 1, as follows:

Table 1. Students’ applied strategies in doing the paraphrasing task

Student number	Students’ Applied Paraphrasing Strategies				
	Using synonyms	Using a variety of sentence pattern	Changing the order of ideas	Condensing long sentence into shorter sentence	Making abstract concept concrete
1	V	V		V	
2	V		V	V	

**PROSIDING – DISEMINASI NASIONAL HASIL PENELITIAN DAN
PENGABDIAN KEPADA MASYARAKAT VI
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3	V	V	V		
4	V			V	
5		V			
6		V		V	
7	V				
8	V				
9	V	V	V	V	
10	V	V			
11	V				
12		V			V
13	V				
14				V	
15	V				
16	V				
17	V			V	
18	V				
19	V				
20	V				
Total frequency (34)	16	7	3	7	1
Total Percentage (100)	47%	21%	0,1%	21%	0,03%

Table 1 represents the frequency of paraphrasing strategies that are applied in doing the paraphrasing task. The most frequently applied strategy is using synonyms (47%), followed by using a variety of sentence patterns (21%) and condensing long sentences into shorter sentences (21%). Then, three students applied the strategy of Changing the order of ideas (0,1%). At last, only one student applied the strategy of making abstract concepts concrete (0,03%).

Survey Results

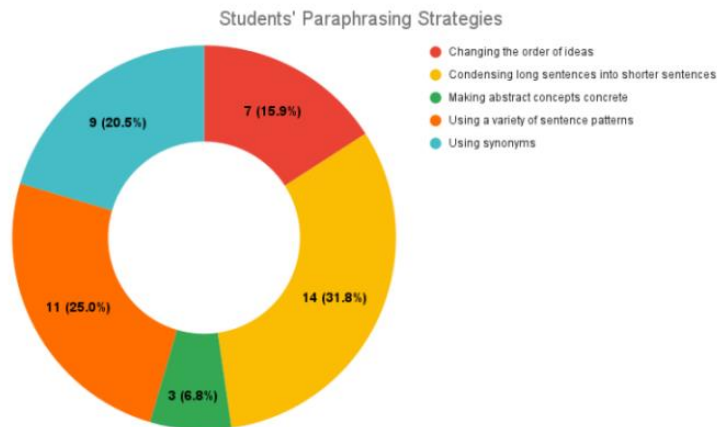


Diagram 1. Students' Paraphrasing Strategies

Diagram 1 is the chart showing the survey result on the strategies the students claimed to use in doing paraphrasing tasks. There are totally 44 times those five paraphrasing strategies are used by the 20 respondents. Each respondent possibly uses more than one strategy in paraphrasing. They can combine the strategies to make genuine paraphrases. The chart shows five strategies, and the strategy of condensing long sentences into shorter sentences is claimed to be the most frequently used one (31,8%), followed by the strategy of using a variety of sentence patterns (25%). The third frequently used strategy is using synonyms (20,5%). The fourth frequently used one is changing the order of ideas (7%). Finally, the least frequently used strategy is making abstract concepts concrete (6,8%).

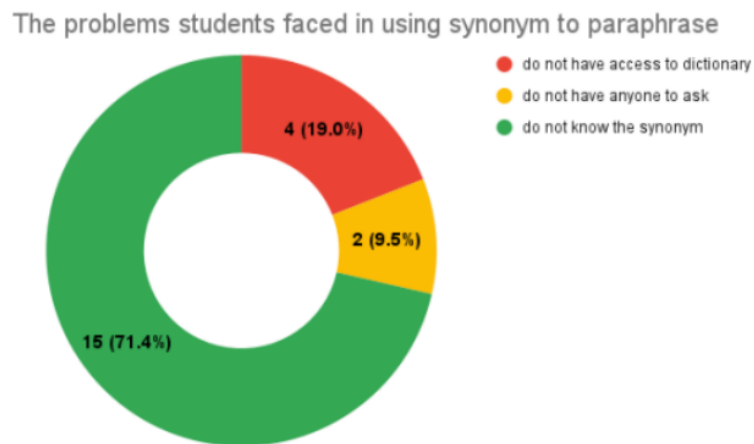
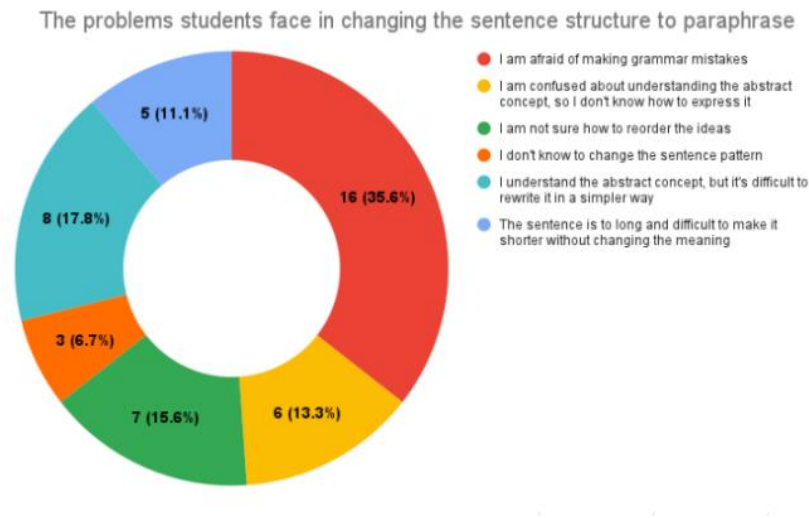


Diagram 2. The Problem students face in using synonyms to paraphrase

Diagram 2 is the chart showing the survey result on the challenges students usually face when they paraphrase. All of the 20 students experience problems when they use synonyms. The highest number of challenges for them is that they do not know the synonyms to replace some words in the original sentence (71,4%). Therefore, they have to look up the synonyms in a dictionary. The second problem is that they do not have access to online or even paperback dictionaries (19%). This could be because of limited internet access, or not available paperback dictionaries. Lastly, the students do not have anyone to ask about the synonyms to use when they do paraphrasing tasks (9,5%). It could be because the students work alone, or they have access to a dictionary but they do not know the proper synonyms to use for paraphrasing.



**Diagram 3 The problems students face in changing the sentence structure to
paraphrase**

Diagram 3 shows the survey result on the challenges in changing the sentence structures. Changing the sentence structures involves the other four paraphrasing strategies than using synonyms, which are using a variety of sentence patterns, changing the order of idea, shortening a long idea, changing the abstract idea into the concrete one, based on USC Aiken (2014). Changing the sentence structures needs comprehension of the original sentence, understanding the grammar, and writing skills to express genuine paraphrasing. Many students have problems related to this. From the 20 respondents in the survey, most of them have more than one type of challenge. First, the biggest challenge they experience is being afraid of making grammar mistakes (35,6%). Second, they understand the abstract concept, but it's difficult to rewrite it in a simpler way (17,8%). Third, they are not sure how to reorder the ideas (15,6%). Next, they are confused about the abstract concept, so they do not know how to express it (13,3%). Fifth, the sentence

is too long and difficult to make it shorter without changing the meaning (11,1%).

Sixth, they do not know how to change the sentence pattern (6,7%).

CONCLUSION

Based on the analysis of the students' work, the most frequently applied strategy is using synonyms, which is not in line with the survey result. The survey results show that the strategy of condensing long sentences into shorter sentences is the most frequently used one. Even though most of the students apply using synonyms, they still have problems with it. They do not know the synonyms to replace some words in the original sentence, because they possibly have limited vocabulary and limited access to online dictionaries. Many students claim to use the strategy of condensing long sentences into shorter sentences, but it is not supported by the evidence in the students' work; they still experience some challenges, such as: the sentence is too long and difficult to make it shorter without changing the meaning, in addition, they do not know how to change the sentence pattern.

Meanwhile, the data from the students' work and survey results show similar findings that the least used strategy is making abstract concepts concrete. Making abstract concepts concrete is not preferably applied, as this strategy needs a high level of comprehension, grammar and writing skills. Table 4 indicates the challenges that lead them to avoid making abstract concepts concrete. Most of them are afraid of making grammar mistakes. They can understand the abstract concept, but it's difficult to rewrite it in a simpler way. That is possibly because they are not

sure how to reorder the ideas. Some of them are confused about the abstract concept, so they do not know how to express it.

The major and minor paraphrasing strategies have been identified and the students' problems in doing the task have been found. It is recommended to provide students with more examples and practices in paraphrasing by short reading comprehension to understand the concept, enriching vocabulary by using dictionaries, and providing grammatical tools to know how to change the sentence structure. More training to apply the strategies and grammatical tools, as well as to use own wordings will improve the paraphrase. The integrative practices will improve their understanding, boost confidence in using grammar accurately, and develop paraphrasing skills.

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THE ROLE OF *ONGAESHI* IN THE FORMATION OF JAPANESE IDENTITY AND WORK ETHIC

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ABSTRAK

Penelitian ini mengkaji pentingnya konsep Jepang tentang *ongaeshi* (恩返し) dan dampaknya terhadap identitas serta etos kerja orang Jepang. Penelitian ini menggunakan metode kualitatif untuk menganalisis konten media. Penelitian ini didasarkan pada gagasan Ruth Benedict tentang *ongaeshi* dan teori pertukaran sosial. Temuan penelitian menunjukkan bahwa di Jepang, pekerja menggunakan jam kerja yang panjang dan pergantian pekerjaan yang minim untuk membayar "on" mereka kepada pemberi kerja. Sebagai imbalannya, perusahaan memberikan gaji yang kompetitif dan stabilitas kerja yang terjamin. Di kalangan pekerja Jepang, *ongaeshi* menonjol sebagai konsep kunci yang menumbuhkan rasa kewajiban, loyalitas, dan timbal balik yang kuat. Interaksi ini memperkuat budaya organisasi yang solid dan etos kerja kolektif. Selain itu, studi ini memberikan wawasan baru tentang bagaimana *ongaeshi* tidak hanya mempengaruhi tindakan individu tetapi juga memperkuat etos organisasi yang lebih luas di Jepang dengan berfokus pada hubungan-hubungan yang rumit ini. Keseimbangan yang rumit antara tanggung jawab dan imbalan ini menyoroti cara unik di mana nilai-nilai budaya merambah ke lanskap profesional, menciptakan budaya kerja yang unik dan tangguh.

Kata kunci: Etos kerja Jepang; kewajiban; *ongaeshi*; pertukaran sosial

ABSTRACT

This study examines the significance of the Japanese notion of ongaeshi (恩返し) and its impact on Japanese identity and work ethic. This study uses qualitative method to examine media content. It is based on Ruth Benedict's idea of ongaeshi and social exchange theory. The research findings show that in Japan, workers use extended work hours and minimal job turnover to pay back their employers. The company provides competitive pay and guaranteed job stability in exchange. Among Japanese workers, ongaeshi stands out as a key concept that fosters a strong sense of obligation, loyalty, and reciprocity. A solid organizational culture and a collective work ethic are reinforced by this interaction. Moreover, this study provides new insights into how ongaeshi not only impacts individual actions but also strengthens Japan's broader organizational ethos by focusing on these nuanced relationships. A unique and resilient work culture is fostered by the intricate balance between responsibility and reward, which highlights the unique ways in which cultural values reach the professional landscape.

Keywords: *Japan work ethic; obligation; ongaeshi; social exchange*

INTRODUCTION

Japan is a country renowned for its strong identity and high work ethic. Japan's success in building a prosperous and advanced nation is attributed to various factors. One of them is the influence of *Ongaeshi* (恩返し). Its meaning is distorted when translated from Japanese into English by a wide range of terms, including "obligations," "loyalty," "kindness," and "love." "On" signifies a range of obligations, from minor to major debts, that an individual is duty-bound to fulfill to the best of their capability. A person who receives "on" is required to fulfill their obligations and repay their debts as a way of reciprocating the "on" they have received, which is referred to as "ongaeshi".

Benedict (1946) categorizes two important forms of fulfilling "on" in Japanese culture. Firstly, *gimu* involves the repayment of "on" without limitations on quantity or duration. This type of obligation includes *chuu*, obligations towards the emperor, and *koo*, duties towards parents and ancestors. Secondly, *giri* is the repayment of "on" in an amount equal to what was received, with a specified deadline for payment.

The concept of *ongaeshi* can be understood through a Japanese folklore titled "Tsuru no Ongaeshi." This story narrates the tale of a young man who rescues a crane that has been pierced by an arrow. After being healed by the young man, the crane feels indebted (on) to him. To repay this kindness, the crane disguises itself as a woman and subsequently becomes the young man's wife. As his wife, the woman (crane) does everything for her husband. One day, she weaves a garment

for him and asks him to sell it at the market. The garment fetches a very high price. This event repeats several times until the husband becomes curious about how his wife can weave without using thread. Driven by curiosity, the husband spies on his wife while she is weaving. To his great surprise, he discovers that his wife, who is actually the crane, uses her own feathers to create the valuable garments. The story signifies that when someone receives a benefit, they should repay it in kind, much like the young man who saved the crane's life and was subsequently rewarded with wealth by the crane.

The idea of *ongaeshi* is frequently represented in Japanese work ethics through the values of devotion and sincere appreciation for the employer. Workers are expected to work hard, be loyal, and respect the firm's principles in order to repay the company for the opportunities and assistance it has given them. This emphasizes the tight bond that exists between employees and the company, where gratitude and loyalty are the cornerstones of sustained production and stable working conditions.

Furthermore, Takahashi (2015) mentions that the seniority system in Japan is not based on the size of salary compensation for completed work, but rather on the allocation of new responsibilities as a reward for successfully finishing tasks. In essence, completing one task leads to larger responsibilities, and completing those larger tasks can lead to even greater responsibilities. In this context, "larger responsibilities" can be interpreted in two ways. First, in terms of budgetary scale and second, in terms of the number of people involved. It should also be noted that

the wage curve in Japan has been designed from the perspective of ensuring a living wage, which implies it is already quite promising.

The form of responsibility in the form of continuous job assignments as a reward for "good work" that must be continually repaid is a manifestation of *ongaeshi*. This cycle will never end because one must continually strive to fulfill their obligations, and time does not diminish their debt. In other words, the eternal nature of "on" is akin to the proverb that says 'one never returns one ten-thousandth of an *on*'.

The core idea of *ongaeshi* aligns with reciprocity, a key principle in social exchange theory. It emphasizes the exchange of benefits and obligations between individuals or groups (Homans, 1961; Cook et al., 2013, p.62). Workers give devotions and loyalty to the company, and the company provides opportunities and assists in return. Both sides have an obligation to fulfill their part of the exchange. Through the lens of social exchange, *ongaeshi*'s influence on workplace motivation at work can be examined. Workers may be driven by the need to uphold a fair trade (paying back the corporation) or by the possibility of benefits (such as greater responsibility and recognition) from carrying out their duties. Within the context of social exchange theory, it is also possible to examine the potential drawbacks of *ongaeshi*, such as burnout or a lack of work-life balance.

By analyzing various case studies from reliable media sources, this research aims to identify how *ongaeshi* is applied in real-life situations and how this practice shapes organizational dynamics and individual motivation in the workplace. The study will provide deeper insights into how traditional Japanese values remain

relevant and function within the modern work environment, as well as how these practices can be adapted or applied in a global context.

METHOD

Due to limitations on time, a document methodological approach was used for this research. This approach was chosen because it allows the researcher to compile and analyze relevant information from a range of previously published sources. In certain circumstances, using documents that are accessible to the social researcher is less time-consuming or more practical than gathering primary data, or even the fact that papers are free of issues (Bryman, 2012). Therefore, media content is used as a data source in this study. However, interpreting the meaning of the discovered materials requires a significant amount of interpretive abilities. Four standards are proposed by Scott (1990) for evaluating the quality of documents: authenticity, credibility, representativeness and meaning.

RESULT AND DISCUSSION

There is no direct equivalent for the concept of "on" in Japanese thought. Benedict himself acknowledges the difficulty of comprehending from a Western perspective. For Japanese society, the kindness inherent in *on* is more akin to a debt that must be repaid, rather than affection, and is often perceived as a burden. The benevolence associated with *on* is a debt that needs to be settled. This is known as "ongaeshi." Japanese people will diligently repay the *on* they receive, such as when borrowing money that must be returned with the exact amount. But, once again, it should be reiterated that *on* does not concern monetary matters.

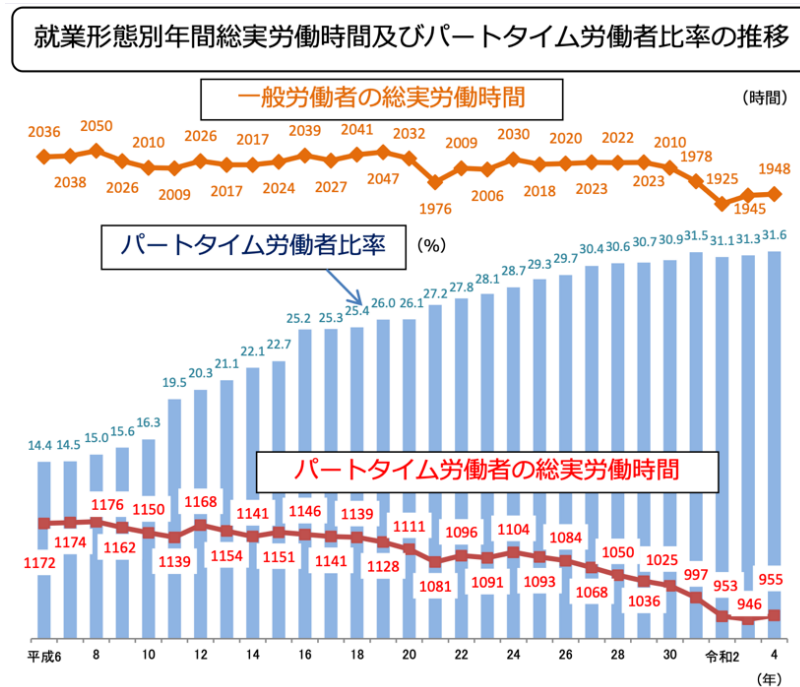
The concept of *ongaeshi* manifests in the Japanese work ethos, where employees dedicate themselves fully to their companies due to the sense of obligation ("on") they uphold. This work ethic encompasses long working hours, a strong loyalty towards the company, and lifelong employment expectations. Additionally, the concept of *ongaeshi* is evident in Japanese management styles. Both managers and employees endeavor to reciprocate the loyalty they receive by offering maximum dedication to the company, maintaining the trust bestowed upon them, and fostering harmonious workplace relationships. This principle is also reflected in practices such as collaborative decision-making, emphasis on long-term career development, and enhancing alignment between individual and organizational interests.

Long Working Hours Commitment

In Japan, the concepts of hard work, dedication, and loyalty to one's employer are highly valued. This may result in a work environment where staff members feel under pressure to put in long working hours in order to show their dedication to their positions. It's not unusual for employees to work overtime, and even after finishing their daily tasks, many of them are inclined to remain late at the office.

According to the publication by the Ministry of Health, Labor and Welfare (MHLW) on February 21, 2024, concerning the status of the working hour system in Japan, there has been a decrease in working hours for Japanese workers since 2018 (see Graph 1). However, this does not imply an improvement in the culture of

long working hours in Japan; quite the contrary. Graph 1 below illustrates the trend of total annual working hours and the ratio of part-time workers by job type. From this data, it is evident that the ratio of part-time workers has increased significantly. Therefore, if it is stated that working hours in Japan have decreased, this is due to the influence of the number of part-time workers who contribute fewer working hours compared to full-time workers. In reality, full-time workers continue to work around 2000 hours per year. The observed decrease in the working hours trend is a result of the sharp increase in the number of part-time workers, who spend less than 1000 hours per year working.



Graph 1. Trends in total annual working hours by employment type and the proportion of part-time workers

Source: Ministry of Health, Labor and Welfare of Japan, 2022

The working hours of Japanese workers shown in the data above appear normal and within reasonable limits, with an average of 40 minutes of overtime per day. Therefore, the Ministry of Health, Labour and Welfare (MHLW) notes that the

graph above does not account for overtime hours but is instead calculated based on scheduled working hours. A survey conducted by OpenWork Inc. from January to March 2023 shows an average of 23.9 hours of overtime per month. Meanwhile, a survey by Persol Career conducted from April to June 2023 indicates that monthly overtime hours reached 21.9 hours. This data differs from that presented by the MHLW. Yet, the discrepancy is not significant.

Due to limitations in data collection methods, it is challenging to find original statistical data that includes calculations of unplanned overtime hours. This difficulty arises because such practices involve violations of Japan's Labor Standards Act, which only permits 8 hours of work per day and 40 hours per week. As evidence that some Japanese companies still engage in long working hours, a random survey conducted by the YouTube channel Asian Boss in 2022 can be referenced. Since the survey was voluntary, it garnered fewer than 100 participants. The surprising result of the survey revealed that 25% of participants worked between 60 to 80 hours per week.

「日本人は…あのう、なんでしょう。サービスジャンルことのでそういうブラックなところがやっぱ多い。もともとの人種だって言いますし」
“Japanese people sometimes work overtime for free which can be exploitive, and that’s been going on for a while.”

The quotation above is an expression from one of the participants in the Asian Boss survey. As stated by the informant, Japanese people often work overtime without it being counted or doing it for free. To understand why some Japanese workers put in extra hours without getting paid, one must grasp the cultural concept of *ongaeshi*, or the repayment of favors. Reciprocity and paying back kindness or

support gained from others, especially from employers are highly valued in Japanese society. Working long hours is not so much a practical duty as it is a sign of commitment and respect for the company (Ono, 2018). Employees may go beyond the requirements of their formal jobs out of a sense of obligation and gratitude to their employers for their *ongaeshi*. Although this practice is based on a positive cultural value, businesses can take advantage of it, leading to circumstances where workers feel pressured to work long hours without sufficient compensation. Thus, despite the potential for exploitation, a work environment where unpaid overtime becomes customary might be influenced by the deeply ingrained cultural expectation of *ongaeshi*.

Long working hours represent an investment of dedication and loyalty. Employees who put in long hours might feel they are fulfilling their obligations and building a secure future within the company. According to social exchange theory, social exchange refers to voluntary actions of individuals motivated by the expected benefits that can be obtained from others. Similarly, Japanese workers engage in long working hours with the intention of gaining promotion opportunities and job security.

Employee Loyalty and Lifetime Employment

Social norms within a community link employee behavior with their loyalty towards the organization, brand, and community or country. Employee behaviors that demand guaranteed future working conditions and demonstrate a commitment to long-term organizational improvement are supported by their loyalty to their position (Nakagawa, 2021). Employee loyalty to the organization positively

impacts organizational justice and procedural justice, thereby encouraging them to exhibit the aforementioned behaviors.

One of the biggest HR and PR firms in Japan, Mynavi Corporation, carried out a poll in 2023 regarding the frequency of full-time employee job changes. The results were released on March 14, 2024. According to the poll, the rate of change in jobs between 2016 and 2023 was not even close to 8%. In contrast, the job change rate in the United States ranged from 17.3% in 2022 to 2023 (Mercer LCC), while in European countries it was 20% as of 2022 (PWC Survey). In South Korea, next-door neighbor, the percentage was approximately 11% (Saramin HR). Therefore, the job change rate in Japan is relatively low.

But as graph 2 below illustrates, Japan likewise saw adjustments beginning in 2018 when the rate was still 5% but rising to 7%. Due to the COVID-19 pandemic in 2020, there were very few employment changes because of the limited mobility that was in effect at the time, which caused a sharp decline to 4.9%. The years 2021 to 2023 saw a return to normal.



Graph 2. Job turnover rate for full-time employees

Source: MyNavi Corporation, 2024

Since Japan relied so largely on lifelong employment until the 1990s, there was not much job turnover in the Japanese labor force. The nation still lacks flexibility in labor market mobility, even after the economic crisis forced a transition to a contract-based labor market. Both businesses and employees will be negatively impacted by this rigidity since it makes it more difficult for people to grow in their careers and adjust to shifting market conditions. As a result, the labor market in Japan continues to be unique in that it resists the high rates of turnover that are seen in other industrialized nations.

The complete dedication of employees to their company, when viewed through the concept of *ongaeshi*, reflects their gratitude for the opportunities and assistance provided by the company. This cultural principle fosters a sense of loyalty and reciprocal obligation, where employees feel morally compelled to repay the company's support through their hard work and commitment. As Benedict noted, this sense of indebtedness requires individuals to express their gratitude through acts of reciprocity. In the corporate environment, this translates to employees demonstrating their appreciation for the company's investment in their careers by exhibiting unwavering dedication and effort.

Japanese Management Style

The goal of the Japanese management style is to cultivate a sense of togetherness and enthusiasm among workers, with the ultimate aims being high production, quality, and profit. To achieve these objectives, the Japanese management style is characterized by several key elements designed to foster a motivated and cooperative workforce. This approach differs from the more

individualistic western style, which may emphasize personal achievement and shareholder value.

Ongaeshi is demonstrated in the workplace through maintaining mutually beneficial connections, being devoted to one's work, and showing devotion to one's employers. For instance, workers frequently express their gratitude to their employers by working hard and going above and beyond expectations in exchange for career possibilities and job stability. Case studies from businesses like Sony and Honda show how workers' work ethic and dedication to the company's success are fueled by their sense of *ongaeshi*.

Based on Sony's Benefits & Total Rewards program (Sony Jobs, 2024) the rewards provided by Sony can be interpreted as a manifestation of *ongaeshi* extended by the company towards its employees. Through competitive compensation, comprehensive health and wellness initiatives, and retirement savings plans, Sony demonstrates appreciation for its employees' diligent efforts and dedication. Consequently, employees may feel a sense of indebtedness to reciprocate this goodwill by maintaining allegiance to the company and striving for optimal performance. Moreover, the emphasis on retirement savings and enduring financial well-being reflects a forward-thinking approach to employee welfare, resonating with traditional Japanese values of sustained relationships and commitments. This strategic focus serves as an investment in employees' futures, encouraging them to adopt a long-term outlook and foster enduring ties with the company. By offering tailored programs and abundant resources, Sony acknowledges and values the diversity within its workforce. This personalized

approach has the potential to bolster employee engagement and motivation, fostering a perception among employees that their individual needs and contributions are recognized and appropriately rewarded.

In contrast to Sony, which offers high pay for hard work and devotion, Honda encourages *ongaeshi* among its employees by offering a secure and healthy work environment. Because there is less prejudice in this workplace, employees are guaranteed to feel convenient. Employees' commitment to the organization can be increased through campaigns that encourage genuine and healthy relationships among coworkers. This is also a result of the reality that not all companies are accommodating to workers who have the previously listed drawbacks.

Whereas Sony compensates employees indiscriminately as long as they achieve, Honda's compensation strategy focuses on loyal employees who hold management or higher-level roles. At Honda, a person's accomplishments are progressively taken into account based on their position, and their output at work increasingly mirrors the success of the company. As Honda explained, "the higher their positions are, the more their accomplishments and company performance are taken into consideration." (Honda Motor Co., 2024). This approach blatantly implements the social exchange idea, according to which workers who are given greater recognition are obliged to put in more effort. Employees that want to advance generally have to work hard for the company in order to get promoted. To achieve such promotions, employees are expected to build long-term relationships or loyalty.

This notion is consistent with the concept of *ongaeshi* in Japanese society, in which company executives bear a major moral weight or "on" to improve the company's standing and welfare. Executives are motivated to put in a lot of effort to secure the company's success and survival because they feel obligated to the company and its workers. In this framework, loyalty and hard effort are not only economically rewarded, but they also become part of a larger moral responsibility to meet social and ethical commitments. As a result, Honda's pay structure is in line with Japanese cultural norms, which place greater emphasis on moral obligation, reciprocal connections, and enduring loyalty to the company.

Based on the case studies, it shows that the influence of *ongaeshi* on work ethic is profound. It motivates workers to demonstrate traits that are highly prized in Japanese workplaces: diligence, perseverance, and loyalty. Japanese work ethics tend to be highly communal, emphasizing completing one's responsibilities to the group and returning the favors received. This is in contrast to work ethics in non-Japanese environments, where individualism may be more prevalent.

Collective decision-making, for example, is an organizational practice that reflects the reciprocal relationships that *ongaeshi* cultivates and promotes a cooperative and respectful culture. Maintaining *ongaeshi* customs in contemporary Japanese firms, however, presents a number of difficulties. *Ongaeshi*'s prevalence and perception are impacted by globalization and shifting societal ideals, such as a rise in individualism among younger generations.

Companies might adjust their *ongaeshi* strategy to meet these difficulties. Redefining what reciprocity means is one strategy. *Ongaeshi* can develop into an

ideal scenario where both parties benefit rather than just one party being loyal to the other. Employers may make a significant investment in the well-being of their workforce by providing flexible work schedules, attractive benefits packages, and chances for career advancement. This illustrates the company's dedication to its workers, enhancing their sense of *ongaeshi* and encouraging unwavering devotion. Moreover, cultivating an environment that values open discussion can be essential. Companies can foster a culture of trust and show appreciation for each worker's unique contributions by empowering staff members to express their ideas and concerns. Through this two-way dialogue, *ongaeshi* can be preserved as a relevant idea for future generations, creating a sense of unity and group achievement.

Based on the aforementioned exposition, *ongaeshi* continues to exert a substantial influence on Japanese work ethics. However, it is essential to adapt its application in response to the changing social and economic landscape. By integrating traditional principles of diligence and devotion with a focus on individual growth, open communication, and mutual benefit, firms can sustain a robust and dedicated workforce. In this manner, *ongaeshi* continues to serve as a source of inspiration.

CONCLUSION

The concept of *ongaeshi* behavior in Japan has a profound impact on both Japanese identity and work ethic. It is challenging to find an exact equivalent for *ongaeshi* because instead of being seen solely as a virtue, it is more accurately interpreted as repaying a debt of gratitude, thereby potentially burdening the

recipient of on. This cultural norm greatly influences individual behavior and organizational dynamics in Japan.

The study found that, despite claimed decreases in average working hours in Japan, full-time employees continue to work lengthy hours, with part-time employment skewing overall numbers. The cultural idea of *ongaeshi*, which makes workers feel obligated to repay their employers by working longer hours, frequently without receiving additional money, is what motivates this perseverance. The acceptance of long hours as standard is based on this deep-rooted sense of duty, which cultivates strong loyalty and dedication.

Japan has lower job turnover than other industrialized countries, which is attributed to the country's long-standing culture of lifetime employment and fosters employee loyalty. *Ongaeshi* strengthens this relationship by urging workers to put in a lot of effort as a token of appreciation for their employers' support and career chances. While this reciprocal relationship helps maintain a steady workforce, it makes it difficult to adjust to changes in the market.

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THE ROLE OF SLANG LANGUAGES IN PRESERVING LAMPUNG'S CULTURAL IDENTITY

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ABSTRACT

The research focused on observing the role of slang languages in preserving Lampung's cultural identity. The objectives of the research are (1) to describe the role of slang languages in Lampung society, and (2) to analyze the role of slang languages becoming the cultural identity of Lampung people. This research uses the descriptive qualitative method. The writer analyzes data from the speeches and utterances including words, clauses, phrases, and sentences of the content creators in the videos. The theories used in this study are Slang Language Theory by B. K Dumas and J. Lighter and Cultural Identity Theory by L. A. Jensen. The results of the research showed that there are five roles of slang languages.

Keywords: *Cultural, identity, preserving, role, slang language*

ABSTRAK

Penelitian ini berfokus pada pengamatan peran bahasa gaul dalam melestarikan identitas budaya Lampung. Tujuan penelitian adalah (1) mendeskripsikan peran bahasa gaul dalam masyarakat Lampung, dan (2) menganalisis peran bahasa gaul menjadi identitas budaya masyarakat Lampung. Penelitian ini menggunakan metode deskriptif kualitatif. Penulis menganalisis data dari tuturan dan ucapan termasuk kata, klausa, frasa, dan kalimat pembuat konten dalam video. Teori yang digunakan dalam penelitian ini adalah Teori Bahasa Slang oleh B.K Dumas dan J. Lighter dan Teori Identitas Budaya oleh L.A. Jensen. Hasil penelitian menunjukkan bahwa ada lima peran bahasa slang.

Kata kunci: *Bahasa gaul, budaya, identitas melestarikan, peran*

INTRODUCTION

Lampung, an Indonesian province rich in culture and situated on the southern point of Sumatra, is a lively tapestry reflecting the region's unique background. Lampung slang is distinct among language varieties, serving as a potent means of cultural expression and identity maintenance. The relevance of

slang language in Lampung is examined in this article, along with its historical background, cultural significance, and current preservation initiatives.

This article explores the origins, cultural significance, and ongoing efforts to safeguard Lampung slang, highlighting its role not just as a linguistic phenomenon but as a vital thread in the fabric of Lampung's cultural heritage. By delving into the intricacies of Lampung slang, we uncover how language transcends mere words to preserve traditions, foster social cohesion, and maintain a distinct sense of identity amidst a rapidly changing world.

The way people view themselves and engage with the world around them is fundamentally shaped by their cultural identity. It includes all of a certain group of people's common behaviors, attitudes, customs, language, and beliefs. Over time, historical occurrences, societal shifts, and personal experiences all shape the dynamic nature of cultural identity.

Cultural identity is essential to preserving continuity and a sense of belonging in the face of fast change in today's globalized society. In order to promote intercultural communication, respect for one another, and social cohesiveness when people travel, interact, and blend cultures, it is crucial to comprehend cultural identity. The many facets of cultural identity are examined in this article, along with its formation, elements, and importance in modern society.

Cultural identity is defined as the identification with, or sense of belonging to, a particular group based on various cultural categories, including ethnicity, nationality, and religion (Jensen, 2011). It can be concluded that cultural identity is a sense of belonging to a particular cultural group, characterized by common

customs, traditions, language, and values. This makes it a dynamic and evolving construction that is influenced by internal and external factors.

Various ethnic groups reside in Lampung, each adding to the province's rich cultural diversity. The Saibatin and the Pepadun are the two main indigenous groups, and they each have unique languages and customs. Interactions with other areas and civilizations over the ages, such as those with the Javanese, Sundanese, and Dutch during the colonial era, have also had an impact on Lampung. The linguistic environment of Lampung has been influenced by this blending of influences, resulting in a unique sort of slang that captures the essence of the local identity.

There are currently many different language styles in use in the community, due to the advancement of the era and the influence of emerging trends. This wide range of linguistic expressions is brought forth by the rapidly expanding field of communication technology. As a social structure, language acts as an interface for communication between people. The language keeps evolving, and its vocabulary is growing as a result of the standardization and incorporation of foreign languages into Indonesian. Language is a sign of sound that people use to engage and communicate with one another.

Slang is a new language style that has emerged as a result of this linguistic growth. Every location will have a distinctive linguistic style. Slang usage can define a place or contribute to its identity. The use of Indonesian in daily life started to change over time as other languages, such as foreign languages and other slang, began to take its place. It is assumed that a lack of language proficiency indicates

an outdated community. The community uses these other languages more and more frequently, especially among the educated people. It leads to the inaccurate use of Indonesian, as many individuals use these other languages both in formal and informal settings, both orally and in writing.

Dumas, B. K., & Lighter, J., (2023) define slang as an informal, non-standard language that evolves rapidly, reflecting cultural and social trends. They emphasize its role in establishing group identity and exclusivity. One of the ways to describe slang is as obscure codes that are only known by a select few. New terms are created from this lingo. These new terminologies have emerged as a result of the Indonesian language being modified; their meanings may change from the language's original meaning. People outside the group will notice their language, nevertheless, due to the misuse of slang. In order for others to quickly identify the place of origin of those who employ the slang. The writer of this research will talk about Lampung slang, which is a reflection of the people that live there.

The History of Lampung Slang

"Bahasa Gaul Lampung," or Lampung slang is a lively synthesis of Bahasa Indonesia, traditional Lampung, and vocabulary borrowings from other regional dialects and languages. The Lampung people's everyday lives, social relationships, and cultural contexts are all reflected in this slang, which is more than just a collection of colloquial terms. It is a living, changing language phenomena.

The exchanges among the many communities in Lampung are responsible for the creation of Lampung slang. A rich and diversified slang vocabulary has resulted from the mingling of many linguistic aspects through trade, migration, and

social gatherings. Lampung slang words and phrases frequently have cultural allusions, colloquial idioms, and ironic undertones that are intricately woven into the local context.

Culture Significance

In Lampung, slang has several cultural purposes. It serves as a means of identification, setting Lampung speakers apart from those from other areas and encouraging a feeling of community. Lampung people have common experiences, attitudes, and social standards, which are reflected in the slang they employ in daily conversation. Some colloquial expressions, for instance, have their roots in area folklore, traditional cuisine, or local customs, maintaining these cultural nuances in the language.

Additionally, intergenerational communication greatly benefits from the use of Lampung slang. It makes it possible for older generations to engage younger generations in conversation while imparting cultural knowledge and customs. Young Lampung speakers can contribute to the language's progress and maintain a connection to their past by utilizing slang.

Lampung slang is more than just a form of casual speech; it is a vital component of the region's cultural identity. It encapsulates the history, values, and social fabric of Lampung, acting as a bridge between generations and a marker of community belonging. By nurturing and promoting their unique slang, the people of Lampung are preserving an essential part of their heritage, ensuring that their cultural identity remains strong and vibrant in the face of modern challenges.

Humans are able to communicate through language. Language is also used to communicate ideas, opinions, feelings, and thoughts to other people. as well as a means of personal growth and interpersonal interaction. (Crystal, D., 2019), Language as "The systematic, conventional use of sounds, signs, or written symbols in a human society for communication and self-expression."

Therefore, the purpose of this study is to identify the role of slang language in preserving Lampung's Cultural Identity. This research is expected to make a real contribution in understanding the concept between language variations, social, literary works and also language changes that can make a cultural identity.

METHOD

This study employs a qualitative descriptive method. An inductive approach is utilized by initially making observations to describe the phenomenon under study. The research incorporates open-ended questions to seek an in-depth description and interpretation of the researcher's experience. Creswell and Poth (2018) emphasize that open-ended questions allow for a richer, more nuanced understanding of participants' perspectives. The focus of this study is the use of slang by the Lampung people. Data collection involved several steps:

1. The researcher watched several videos containing conversations among Lampung people and read various articles reviewing the commonly used slang.
2. Words and phrases containing slang were identified.
3. The identified slang terms were marked and compiled into a table.
4. The collected slang words were then described in a descriptive form.

The data for this research was sourced from the speeches of content creators in the videos. Documentation was the primary method used for data collection. The data analysis technique involved three main stages: data reduction, data presentation, and drawing conclusions.

RESULTS AND FINDINGS

To provide specific results and findings on the role of slang language in preserving Lampung's cultural identity, one would typically need to refer to academic studies, cultural analyses, or ethnographic research conducted on the topic. However, based on general cultural and linguistic preservation principles, here are some potential results and findings that could be derived:

1. **Identity Assertion:** Slang language in Lampung serves as a linguistic marker that distinguishes local identity from broader Indonesian or global influences. It helps Lampung speakers assert their unique cultural identity within a diverse linguistic landscape.
2. **Intergenerational Transmission:** Through the use of slang, cultural values, traditions, and historical narratives are often passed down orally from older to younger generations. This helps maintain continuity and resilience in Lampung's cultural heritage.
3. **Community Cohesion:** Slang fosters a sense of belonging and solidarity among Lampung speakers, strengthening social bonds within the community. It provides a shared language that reinforces cultural pride and collective memory.

4. **Adaptation and Evolution:** While preserving core cultural elements, slang language also adapts to contemporary contexts and societal changes. This adaptability ensures that Lampung's cultural identity remains relevant and dynamic over time.
5. **Artistic and Cultural Expression:** Lampung slang is often used in creative expressions such as literature, music, and performance arts. This usage not only preserves cultural identity but also enhances cultural visibility and appreciation.

These findings underscore the multifaceted role of slang language in not only preserving but also revitalizing and promoting Lampung's cultural identity. They highlight how language serves as a dynamic and integral part of cultural heritage, fostering resilience and continuity in the face of cultural change.

Tabel 1. List of Lampung Slang Words

No	Words	Meaning	Sentences
1	geh	sih/dong	“Main kerumah gua, geh”
2	basing	terserah	“Gw mah basing loe aja”
3	gupek	panik/ribet	“Loe ngapain lah, gupek banget sih loe ini”
4	menel	centil/genit	“Eh, liat tu si Putri menel banget”
5	susuk	kembalian	“Berapa susuknya, Bu?”
6	kita orang/kamu orang/ lu orang/dia orang	menyatakan jamak	“Kamu orang ini gimana sih, udah dikasih tau juga”
7	mengkol	belok	“Nanti didepan mengkol kanan ya bang”
8	kongek	Jadi bahan omongan	“ayo kita kongekin si Jojon”
9	ngotak	belagu	“sebel banget gua saya si Doni, ngotak banget dia”
10	pance	Ingkar janji	“emang loe ya suka pance orangnya”

These examples illustrate how these Lampung slang words are used in context.

1. *geh* means *sih* or *dong*

- Example: "Main ke rumah gua, geh."
- Translation: "Come over to my house, okay?"

2. *basing* means *terserah*

- Example: "Gw mah basing loe aja."
- Translation: "I don't mind, it's up to you."

3. *gupek* means *panik* or *ribet*

- Example: "Loe ngapain lah, gupek banget sih loe ini."
- Translation: "What are you doing, you're so panicked."

4. *menel* means *centil* or *genit*

- Example: "Eh, liat tu si Putri menel banget."
- Translation: "Hey, look at Putri, she's so flirtatious."

5. *susuk* means *kembalian*

- Example: "Berapa susuknya, Bu?"
- Translation: "How much is the change, Ma'am?"

6. *kita orang/kamu orang/lu orang/dia orang* indicates plural form

- Example: "Kamu orang ini gimana sih, udah dikasih tau juga."
- Translation: "What's wrong with you guys, you were already told."

7. *mengkol* means *belok*

- Example: "Nanti di depan mengkol kanan ya bang."
- Translation: "Turn right up ahead, bro."

8. *kongek* means *jadi bahan omongan*

- Example: "Ayo kita kongekin si Jojon."
- Translation: "Let's gossip about Jojon."

9. *ngotak* means *belagu*

- Example: "Sebel banget gua sama si Doni, ngotak banget dia."
- Translation: "I'm so annoyed with Doni, he's so arrogant."

10. *pance* means *ingkar janji*

- Example: "Emang loe ya suka pance orangnya."
- Translation: "You always break your promises, don't you."

Lampung slang language serves several crucial roles in preserving cultural identity. It acts as a marker of local identity, fostering a sense of community and belonging among its speakers. Slang helps transmit cultural values, traditions, and historical narratives across generations, ensuring continuity and resilience in Lampung's cultural heritage. Additionally, slang adapts to contemporary contexts while retaining core cultural elements, making it a dynamic tool for cultural expression and identity assertion. Overall, Lampung slang plays a vital role in maintaining and promoting the distinct cultural identity of the Lampung community within Indonesia's diverse cultural landscape.

CONCLUSION

In conclusion, the Indonesian language is constantly evolving, leading to an expansion of its vocabulary through the process of standardization and the

integration of foreign languages. Slang is a contemporary linguistic phenomenon that has arisen from the expansion of language, which can determine the characteristics or contribute to the distinctiveness of a location. It comprises colloquial phrases and reflects people's daily lives, social interactions, and cultural backgrounds. From its findings, it could be concluded that Lampung slang is a cultural tool for identifying Lampung individuals who share similar experiences, views, and social customs. Certain colloquial idioms derive from regional folklore, traditional cuisine, or local customs, thereby preserving those cultural subtleties inside the language. By using slang, individuals can actively aid in advancing a language and simultaneously preserve a link to their cultural heritage.

Lampung slang encompasses more than just an informal means of communication. It is an essential element of the cultural identity of the region. Aside from that, it also serves as a conduit for preserving Lampung's historical, cultural, and societal elements, fostering intergenerational connections, and symbolizing a sense of communal identity. Furthermore, the people of Lampung are conserving an integral aspect of their legacy by fostering and advocating for their distinct everyday language. This ensures the longevity and strength of their cultural heritage amid contemporary obstacles.

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**NOMADIC INTERACTION: UNVEILING
DEICTIC EXPRESSIONS AND POLITENESS
PRINCIPLES IN “NOMADLAND” MOVIE**

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ABSTRACT

This research aims to unveil the types of deictic expressions found in communication between nomads in the movie "Nomadland" and to explain how the characters in "Nomadland" movie apply politeness principles in their interactions with fellow nomads. The method used in this research is a qualitative descriptive method and to get the data needed for this research, the data collection is conducted by choosing and watching the film, reading the film's script, collecting the data, identifying the data, classifying the data, then analyzing the data based on deixis and politeness principles theory and drawing a conclusion related to the results of the data that has been analyzed. The theoretical framework used in this research is two pragmatics concepts, namely deixis from Brown and Levinson and politeness principles from Leech. The results of this study show that there are 5 types of deixis found from the 17 data analyzed. They are Person Deixis (11 data), Spatial or Place Deixis (1 data), Temporal or Time Deixis (1 data), Social Deixis (1 data) and Discourse Deixis (3 data). Meanwhile, there are 6 types of politeness principles applied by the characters from the 7 data analyzed. They are Tact Maxim (1 data), Generosity Maxim (1 data), Approbation Maxim (2 data), Modesty Maxim (1 data), Agreement Maxim (1 data), Sympathy Maxim (1 data).

Keyword: Pragmatics, Deictic Expressions, Politeness Principles.

ABSTRAK

Penelitian ini bertujuan untuk mengungkap jenis-jenis ekspresi deictic yang terdapat dalam komunikasi antar nomad dalam film "Nomadland" dan menjelaskan bagaimana tokoh-tokoh dalam film "Nomadland" menerapkan prinsip kesantunan dalam berinteraksi dengan sesama nomad. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif dan untuk mendapatkan data yang diperlukan dalam penelitian ini, pengumpulan data dilakukan dengan cara memilih dan menonton film, membaca naskah film, mengumpulkan data, mengidentifikasi data, mengklasifikasikan data, kemudian menganalisis data berdasarkan teori prinsip deiksis dan kesantunan serta menarik kesimpulan terkait dengan hasil data yang telah dianalisis. Kerangka teori yang digunakan dalam penelitian ini adalah dua konsep pragmatik, yaitu deiksis dari Brown dan Levinson dan prinsip kesantunan dari Leech. Hasil penelitian ini menunjukkan terdapat 5 jenis deiksis yang ditemukan dari 17 data yang dianalisis. Yaitu Deiksis Orang (11 data), Deiksis Spasial atau Tempat (1 data), Deiksis Temporal atau Waktu (1 data), Deiksis Sosial

(1 data) dan Deiksis Wacana (3 data). Sedangkan prinsip kesantunan yang diterapkan tokoh terdapat 6 jenis dari 7 data yang dianalisis. Maksim tersebut adalah Maksim Kebijaksanaan (1 data), Maksim Kedermawanan (1 data), Maksim Persetujuan (2 data), Maksim Kesederhanaan (1 data), Maksim Perjanjian (1 data), Maksim Simpati (1 data).

Kata kunci: Pragmatik, Ekpresi-ekspresi Deictic, Prinsip Kesopanan.

INTRODUCTION

Language is used to communicate and convey concepts, feelings, or desires verbally or in writing. In order to avoid misunderstandings or misinterpretations between the sender and the recipient, the language we chose needs to have meaning based on context. Furthermore, language is typically used in other domains, such as language as the arts in different forms, for instance, music, novel and movie which becomes one of the most favorite literature works (Isminarni, 2022).

In watching a movie or generally communicating in real life, it's important to understand that the literal meaning of what is said is not always the speaker's intended meaning. When it comes to intended meaning, Pragmatics is the study which deals with it. It is concerned with the study of meaning as communicated by the speaker (or writer) and interpreted by listener (or reader) (Yule, 1996:3). Within this field, “Deixis” that refers to ‘pointing’ via language using deictic expressions (Yule, 1996). Additionally, there are “Politeness Principles” that ensure utterances are considered polite. It concerns a relationship between two participants whom we may call *self* and *other* (Leech, 1983). Politeness is a crucial principle in language usage; it necessitates consideration for others' emotions (Wardhaugh, 2006) Deixis and Politeness Principles are two concepts from Pragmatics as a branch of Linguistics. Pragmatics is study of how we use linguistic knowledge in context

(Saeed 2003). Meanwhile, context is an essential factor in the interpretation of utterances and expressions (Cruse, 2006).

Types of Deixis according to Brown and Levinson divided into five types, they are: Person Deixis, Spatial or Place Deixis, Temporal or Time Deixis, Social Deixis and Discourse Deixis.

1. Person Deixis

Person deixis is expressed through personal pronouns (Renkema, 1993). It is divided into first, second and third person deixis. First person deixis is a grammaticalization of the speaker's reference to himself, second person deixis involves the encoding of the speaker's reference to one or more addressees, third person deixis involves the encoding of reference to persons and entities which are neither speaker nor addressee of the utterance.

2. Spatial or Place Deixis

Place deixis concerns the encoding of spatial location relative to the location of the participants in the speech event.

3. Temporal or Time Deixis

Time deixis is also known as temporal deixis. Time deixis refers to time relative to a specific temporal reference point, typically the moment of utterance. The deictic words yesterday, today, and tomorrow anticipate the calendarical or absolute ways of referring to the relevant days.

4. Social Deixis

Social deixis concerns the aspects of sentences that reflect or establish or determine by certain realities of participants or the social situation in which the speech event occurs.

5. Discourse Deixis

Discourse deixis has to do with the orientation within a text from the perspective of the writer or speaker. In addition, it deals with the encoding of reference to portions of the unfolding discourse in which the utterance (which includes the text referring expression) is located.

Regarding politeness principles, Leech (1983) categorizes maxims into six, namely: Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim and Sympathy Maxim.

1. Tact Maxim

The concept of this maxim is to minimize cost to *other*, maximize benefit to *others*.

2. Generosity Maxim

The concept of this maxim is to minimize benefit to *self*, maximize cost to *self*.

3. Approbation Maxim

The concept of this maxim is to minimize dispraise of *other*, maximize praise of *others*.

4. Modesty Maxim

The concept of this maxim is to minimize praise of *self*, maximize dispraise of *self*.

5. Agreement Maxim

The concept of this maxim is to minimize disagreement between *self* and *other*, maximize agreement between *self* and *others*.

6. Sympathy Maxim

The concept of this maxim is to minimize antipathy between *self* and *other*, maximize sympathy between *self* and *others*.

METHOD

This study uses a qualitative method which involves conducting research through methods that collect and analyze data using observations. Furthermore, this method relies on text and image data, has unique steps in data analysis, and draw on diverse designs (Creswell and Creswell, 2018). The data are the dialogue of the “Nomadland” movie as the object of this research. To gather the data in this research, the following steps are done. Firstly, watching the “Nomadland” movie. Secondly, finding deictic expressions and politeness principles applied by nomads characters in the movie through their dialogues. Then, classifying the findings into five types of deixis and six types of politeness principles.

The writer does the following steps :

1. Watching the movie “Nomadland”.
2. Finding deictic expressions and politeness principles applied by nomads characters in the movie through their dialogues.
3. Classifying the findings into five types of deixis and six types of politeness principles.

4. Analyzing the findings of deixis and politeness principles in detail.
5. Drawing conclusion based on the data analysis

RESULT AND DISCUSSION

1. Types Of Deictic Expressions In “Nomadland” Movie

This part describes and shows the data of the Deictic Expressions found in the movie. In this chapter, the writer uses one theory to help the writer analyze the first problem formulation, namely Deictic Expressions applied by the characters in “Nomadland” movie, in communicating between fellow nomads. The theory used is the Deictic Expressions by Brown and Levinson. In this chapter the writer finds 5 types of Deictic Expressions. They are, Person Deixis, Place Deixis, Time Deixis, Social Deixis And Discourse Deixis. The summary of analysis of deictic expressions and their frequency of appearance found in communication between nomads in “Nomadland” movie is drawn in the table below.

Table 1. Types of Deictic Expressions and their frequency of appearance in “Nomadland” movie.

No	Kinds of Deixis	Numbers
1	Person Deixis	
	First Person Deixis	6 words
	Second Person Deixis	2 words
	Third Person Deixis	3 words
2	Spatial or Place Deixis	1 words
3	Temporal or Time Deixis	1 words
4	Social Deixis	1 words
5	Discourse Deixis	3 words
Total Number Of Deictic Expressions		17 words

a. Person Deixis

First Person Deixis

Dialogue 1

This dialogue occurs when Swankie shows off her rock collections to Fern and suddenly she loses balance in her body.

Fern : “What’s going on? What?”
Swankie : “**I** don’t feel very good. **I** got a headache.”
Fern : “Here. Sit down. What’s going on? What do you need?”
Swankie : “**My** head hurts really really bad and **I’m** nauseated.”
Timestamp: 0:37:02-0:37:19

In the dialogue above, the first-person deictic expressions are “I” and “My”. The pronoun “I” is used twice by Swankie in the phrases “I don’t feel very good” and “I got a headache”. This deictic expression refers specifically to Swankie, the speaker. The use of the word “I” here is included in first person deixis because it refers directly to the speaker's personal point of view and circumstances. In

addition, Swankie uses “My” and “I’m” in her statement “My head hurts really really bad and I’m nauseated.” The possessive pronoun “My” indicates Swankie’s ownership of her head and the pain she is feeling, while “I’m” (a contraction of “I am”) describes her condition of feeling nauseated. These expressions are also categorized as first-person deixis because they refer directly to Swankie, the speaker, and describe her personal health issues.

Dialogue 2

This dialogue happens when nomads have a meal, Fern and Linda are there waiting for the meal eagerly.

Swankie : “Oh, yeah, yeah, yeah. There’s plenty”
Dave : “Yeah, **we** got plenty. Jump and shout.”
Swankie : “How many vegans we got here?”
Fern : “What’s that?”
Dave : “This is vegan.”
Fern : “No, **I’m**... **I’m** a carnivore.”
Timestamp: 0:46:58 -0:47:21

In the dialogue above, there are 4 deictic words. They are “we” appears twice and “I’m” appears twice as well. The singular first-person deictic expression “I’m” appears twice in Fern’s response, “No, I’m... I’m a carnivore.” Each instance of “I’m” serves as a deictic expression referring specifically to Fern, the speaker. The first “I’m” in “No, I’m...” expresses Fern's initial refusal to become vegan, identifying her personal dietary preferences. The repetition of the word “I’m” in “I am a carnivore” strengthens his statement and further clarifies his stance, indicating that he eats meat. Furthermore, Dave and Swankie use the pronoun “we” in their statements. Swankie asks, “How many vegans we got here?” and Dave responds, “Yeah, we got plenty. Jump and shout.” The pronoun “we” in both instances is a

first-person plural deictic expression that refers to the collective group of nomads present at the meal. This usage of “we” includes both the speakers (Swankie and Dave) and their fellow nomads.

Second Person Deixis

This conversation takes place at Ceder Pass Campground when Fern and Linda stop at a campsite to pick up trash. Then, Victor comes up.

Victor : “Excuse me.”
Fern : “Yeah, Hey.”
Victor : “Are **you** the camp host?”
Fern : “Yeah, I’m Fern. That’s Linda May.”
Victor : “How **you** guys doin’?”
Fern : “Good.”
Timestamp: 0:48:38-0:48:44

In the dialogue above, the second-person deictic expression “you” is used twice by Victor. The first instance occurs when Victor asks, “Are you the camp host?” In this context, “you” refers specifically to Fern, whom Victor is addressing directly. The second instance of “you” is in the phrase, “How you guys doin’?” Here, refers to both Fern and Linda May, indicating that Victor is addressing both of them collectively.

Third Person Deixis

This dialogue happens when Fern knocks on Swankie's car door and asks for help to take her to town because her car has a flat tire.

Swankie : “Didn’t you see the flag?”
Fern : “Yeah, yeah. I’m sorry.”
Swankie : “**It** means I don’t wanna be disturbed.”
Fern : “I know. I need a ride to town.”
Swankie : “Why?”
Fern : “I blew my tire.”
Swankie : “Well, go change **it**.”

Fern : “I don’t have a spare.”
Swankie : “You don’t have a spare? You’re out here in the boondocks and you don’t have a spare?!”
Timestamp: 0:33:25 -0:33:42

In the dialogue above, the third-person deictic expression “it” is used by Swankie twice. The first “it” in the sentence “It means I don’t wanna be disturbed” refers to the flag that Swankie has set up to indicate that she does not want to be disturbed. The second “it” in the phrase “Well, go change it” refers to Fern’s tire.

Spatial or Place Deixis

This dialogue occurs in the club where some nomads enjoy time dancing together. Dave approached Fern while she was sitting alone. He asks her to dance. He hesitates but eventually accepts.

Dave : “Looks like you got a hankering to go out **there**.”
Fern : “No.”
Dave : “You sure?”
Fern : “Okay.”
Dave : “Come on.”
Fern : “Alright.”
Timestamp: 0:29:00 -0:29:12

In the dialogue above, the place deictic expression “there” is used by Dave. The pronoun “there” refers to the dance floor where people are dancing. As a place deictic expression, “there” indicates a specific location where the dancing is taking place.

Temporal or Time Deixis

This dialogue occurs in the morning at Ceder Pass Campground. Fern walks around the campground, she was excited about her new job, offering coffee to campers.

Fern : “Hello, Coffee?”
Dave : “I know you.”
Fern : “Yeah, hi. Dave, right? Guess.”
Dave : “Fern.”
Fern : “Yes. I have your can opener.”
Dave : “Yeah yeah yeah, you do. Are you working here **now** or”
Fern : “Yeah, first year. So coffee?”
Dave : “Yeah sure.”
Timestamp: 0:46:59-0:47:21

In the dialogue above, the time-deictic expression “now” is used by Dave in his question, “Are you working here now or” The term “now” is a temporal deictic expression, referring to the reference time to the moment of the conversation.

Social Deixis

This dialogue occurs when Fern is smoking alone. Then, he sees Derek, one of the travelers in his early twenties, approaching him. He's straight out of a Walt Whitman novel, wearing suspenders and a deformed cowboy hat.

Derek : “Hello, **ma’am**. You by chance have an extra cigarette?”
Fern : “Yeah, sure.”
Fern : “Need a light”
Derek : “I’d love one.”
Timestamp: 0:32:30 -0:32:41

In the dialogue above, the social deictic expression “ma’am” is used by Derek when he addresses Fern. The term “ma’am” is a form of social deixis, which

refers to the use of language that reflects social relationships, status, and respect between the speakers. It is often used to show politeness and respect towards a woman, particularly one who is perceived to be older or in a position of authority.

Discourse Deixis

This dialogue happens when Fern's van is worked on by a mechanic. Swankie lectures Fern who tries to listen patiently.

Swankie : “You can die out here. You’re out in the wilderness, far from anybody. You can die out here. Don’t you understand **that**? You have to take **it** seriously. You have to have a way to get help. You have to be able to change your own tire.”
Fern : “I appreciate **it**, thanks Swankie.”
Timestamp: 0:33:46 -0:33:58

In the dialogue above, the discourse deictic expressions “that ” and “it” are used by Swankie and Fern to refer to previously mentioned parts of their conversation. Swankie's use of “that” in “Don’t you understand that?” refers back to her warning about the dangers of being in the wilderness. The first “it” in “You have to take it seriously” refers to the overall situation and the need for preparation in the wilderness. The second “it” in Fern's response, “I appreciate it, thanks Swankie,” refers to the advice and lecture Swankie has just given.

Application of Politeness Principles in “Nomadland” Movie

This part describes and shows the data of the Politeness Principles found in the movie. In this chapter, the writer uses one theory to help the writer analyze the second problem formulation, namely Politeness Principles applied by the characters in “Nomadland” movie, in communicating between fellow nomads. The theory used

is the Politeness Principles by Leech. In this chapter the writer finds 6 types of Politeness Principles. They are, Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, and Sympathy Maxim. The summary of analysis of Politeness Principles and their frequency of appearance in communication between nomads in “Nomadland” movie is drawn in the table below.

Table 2. Types of Politeness Principles and their frequency of appearance in “Nomadland” movie.

No	Kinds Of Politeness Principles	Numbers
1	Tact Maxim	1 utterances
2	Generosity Maxim	1 utterances
3	Approbation Maxim	2 utterances
4	Modesty Maxim	1 utterances
5	Agreement Maxim	1 utterances
6	Sympathy Maxim	1 utterances
Total Number Of Utterances		7 utterances

Tact Maxim

This dialogue occurs in the desert, around Fern’s van. Fern approaches Derek who sits alone by the fire and offers him a sandwich.

Fern : “Hi, want a sandwich? You hungry?”
Derek : “I think I’ve met you before.”
Fern : “Yes, I’m Fern. I was working at TRock in Quartzsite.”
Derek : “You let Noodle sell his rocks there, didn’t you?”
Fern : “Yep”
Derek : “**Would you like a beer?**”
Fern : “Yeah. I’ll trade you for a sandwich.”
Timestamp: 1:17:38-1:18:03

In the dialogue above, Derek's use of the phrase "Would you like a beer?" exemplifies Leech's Tact Maxim, which emphasizes minimizing the imposition on the listener while maximizing the benefit to them. By phrasing his offer as a question, Derek politely gave Fern the option to accept or decline the beer without feeling pressured. This polite form respects Fern's autonomy and makes the offer seem considerate and less intrusive. Derek's use of "Would you like a beer?" rather than a more direct statement like "Here, have a beer", shows his sensitivity to Fern's preferences and comfort, thus applying the Tact Maxim effectively. This approach not only offers something of value but also frames it in a way that highlights Fern's freedom of choice, increasing the politeness and reducing any potential imposition.

Generosity Maxim

This dialogue takes place in the desert, Fern just arrived in the land where a group of nomads gather. Fern meets Linda may and hugs her. Later, one of the nomads approaches and gives Fern a chair.

One of nomads : "Sit here ma'am. Keep the chair"

Fern : "Thank you."

Timestamp: 0:18:40-0:18:44

In the dialogue above, the nomad's statement "Sit here ma'am. Keep the chair" exemplifies Leech's Generosity Maxim, which involves minimizing the benefit to oneself and maximizing the benefit to the other person. By offering Fern a chair and suggesting she keep it, the nomad is demonstrating a generous act that prioritizes Fern's comfort and needs over his own. This expression of generosity shows the nomad's willingness to sacrifice their own use of the chair for Fern's

benefit, which aligns with the principle of maximizing the listener's benefit. Additionally, by addressing Fern respectfully with “ma’am”, the nomad increases the politeness of the offer.

Approbation Maxim

Dialogue 1

This dialogue takes place in the desert, around Fern’s van. She has a conversation with Derek by the fire.

Fern : “Got a girlfriend anywhere?”
Derek : “Well, to be truthfull, there is one. She lives up in the North Country, on a small farm. She is happy with her life there. I write letters to her.”
Fern : “**Smart man, very good. Letters are good.**”
Derek : “I just can’t ever write about anything I reckon she’d care about.”

Timestamp: 1:18:44-1:19:12

In the dialogue above, Fern's response was “Smart man, very good. Letters are good.” exemplifies Leech's Approbation Maxim, which emphasizes minimizing dispraise and maximizing praise of the listener. By calling Derek a “smart man” and approving of his letter-writing practice with “very good” and “letters are good”, Fern offers positive reinforcement and encouragement. This response increases Derek's self-confidence and validates his actions, making him feel valued and respected. Fern's praise shows Derek's concern and effort in maintaining his relationship with his girlfriend. The use of such affirming language helps build good relationships and creates a supportive atmosphere.

Dialogue 2

This dialogue takes place in the kitchen, Dave shows Fern a photo on his flip-phone, his son James and his wife Emily together. She is pregnant.

Dave : “That’s his wife, Emily.”

Fern : “**Oh, she is cute.** Hope she’s older than she looks.”

Dave : “She’s gonna have a baby.”

Timestamp: 1:03:07-1:03:12

In the dialogue above, Fern's response is “Oh, she is cute.” exemplifies Leech's Approbation Maxim, which involves minimizing dispraise and maximizing praise of the listener or a related third party. By complimenting Emily's appearance with “she is cute”, Fern is offering a positive remark that aligns with the principle of maximizing approval. This compliment served to affirm Dave's positive feelings toward his son's wife and created a friendly, supportive interaction. Compliments are a socially good way to show interest and approval, thereby contributing to a pleasant conversational tone.

Modesty Maxim

This dialogue occurs in the desert, around Fern’s van. She has a conversation with Derek by the fire.

Derek : “You gave me a lighter back in quartzite.”

Fern : “You still have it?”

Derek : “No, that’s long gone but I do have this for ya? Want you to have it.”

Fern : “Thanks. It’s really beautiful. What’s that stone?”

Derek : “That right there is dinosaur bone.”

Fern : “Really?”

Derek : “**I think so. But I only know what they tell me.**”

Fern : “Where are your mom and dad?”

Derek : “Back home in Wisconsin.”

Timestamp: 1:18:10-1:18:36

In the dialogue above, Derek's response "I think so. But I only know what they tell me." exemplifies Leech's Modesty Maxim, which involves minimizing praise of oneself and maximizing dispraise of oneself. By saying "I think so", Derek shows uncertainty and humility about the information he provides, which downplays his knowledge and expertise. Furthermore, by adding "But I only know what they tell me", Derek further reduces his authority on the matter, attributing his knowledge to others rather than taking credit for it himself. This modesty in Derek's response serves to avoid the impression of being arrogant or overconfident, thus making his statement more humble and self-effacing. This application of the Modesty Maxim increases the politeness of the interaction by ensuring that Derek does not appear arrogant, instead of presenting himself as a humble and modest person.

Agreement Maxim

This dialogue happens when Fern knocks on Swankie's car door and asks for help to take her to town because her car has a flat tire.

Swankie : "Didn't you see the flag?"
Fern : "Yeah, yeah. I'm sorry."
Swankie : "It means I don't wanna be disturbed."
Fern : "**I know**. I need a ride to town."
Swankie : "Why?"
Fern : "I blew my tire."
Timestamp: 0:33:25-0:33:35

In the dialogue above, Fern's statement "I know. I need a ride to town". proves her application of Leech's Agreement Maxim, which involves minimizing disagreement between speakers. By acknowledging Swankie's concern ("I know"), Fern shows understanding and agreement with Swankie's preference not to be

disturbed. This acknowledgment helps to maintain relationship and avoid conflict by validating Swankie's initial statement.

Sympathy Maxim

This dialogue takes place inside Fern's van, Swankie was seen coughing.

Fern : "You all right?"
Swankie : "Mmm hmm I guess I'm all right."
Fern : "You okay?"
Swankie : "Doctors told me that .. Well, I had cancer removed from my lung a while back and small cell carcinoma. And they told me it's spread to my brain. And they've only given me seven or eight months to live."
Fern : "I'm sorry ... I'm sorry."
Timestamp: 0:37:43-0:38:57

In the dialogue above, Fern's response "I'm sorry ... I'm sorry". Proves her application of Leech's Sympathy Maxim, which involves expressing concern and sympathy towards the other person. By repeating "I'm sorry," Fern acknowledges Swankie's difficult situation and shows genuine empathy. This repetition emphasizes Fern's emotional response and conveys her sincere feelings of compassion and regret upon hearing Swankie's diagnosis. Additionally, Fern's use of the Sympathy Maxim serves to validate Swankie's emotions and demonstrate support in a challenging moment. This response is both empathetic and respectful, showing Fern's readiness to listen and offer emotional comfort without intruding or minimizing Swankie's experience.

CONCLUSION

There are 17 data of Deictic Expressions found in this thesis. They come from 5 types of Deixis theory proposed by Brown and Levinson. They are Person

Deixis (11 data), Spatial or Place Deixis (1 data), Temporal or Time Deixis (1 data), Social Deixis (1 data) and Discourse Deixis (3 data). Additionally, There are 7 data of Politeness Principles found in this thesis. They come from 6 types of Politeness Principles theory proposed by Leech. They are Tact Maxim (1 data), Generosity Maxim (1 data), Approbation Maxim (2 data), Modesty Maxim (1 data), Agreement Maxim (1 data), Sympathy Maxim (1 data).

Context, which deixis deals with, is something that cannot be separated from the utterances uttered. Therefore, one should be able to give clear meaning by showing clear context when having a conversation one to another. Besides that, another aspect that one might often apply when having a dialogue is politeness principles which used to be considered polite and to maintain a good relationship with others. Both deixis and politeness seem to be unknown by many people although they often, or even always use it regularly. By knowing them, help everyone to be more aware of what has often been said.

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CONSTRUCTION OF LEADERSHIP DISCOURSE DURING COVID-19 PANDEMIC IN JAKARTA

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ABSTRACT

Using discourse analysis, this study aims at investigating construction of leadership discourse of the Jakarta Governor's utterances who served from 2017—2022 during the Covid-19 pandemic. Using Van Dijk's notion of propositions, one article of online newspaper articles published in 2020 is studied. The construction encompasses eight macro propositions obtained from the relation among micro propositions. The micro propositions in his speech also lead to the findings that they are dominantly classified into a directive type of illocutionary act which functions to order. Another type found is assertive which functions to inform the current situation, affirm his proposition, and express his opinion.

Keywords: *Covid-19 Pandemic; Illocutionary Act; Leadership, Proposition*

ABSTRAK

Dengan menggunakan analisis wacana, penelitian ini bertujuan untuk menginvestigasi konstruksi wacana kepemimpinan dari tuturan seorang Gubernur DKI Jakarta periode 2017—2022 selama masa pandemik Covid-19. Dengan menggunakan gagasan dari Van Dijk tentang proposisi, sebuah artikel berita daring yang diterbitkan pada 2020 dikaji. Delapan proposisi makro ditemukan dari hubungan antar proposisi mikro. Proposisi mikro tersebut juga membawa peneliti pada temuan bahwa proposisi tersebut secara dominan diklasifikasikan ke dalam jenis direktif dalam tindak ilokusi yang berfungsi untuk memerintah. Jenis tindak ilokusi lain yang ditemukan adalah asertif yang berfungsi untuk memberikan informasi terhadap situasi terkini saat itu, menegaskan proposisinya, dan mengekspresikan pendapatnya.

Kata Kunci: *Kepemimpinan; Pandemi Covid-19; Proposisi; Tindak Ilokusi*

INTRODUCTION

The covid-19 pandemic was a global phenomenon that happened all around the world, infected more than a million people and killed thousands of people in 2020 (Sallard et al., 2020). This massive health problem was inevitable for any regions or countries, especially Jakarta, Indonesia. To slow this spread, Indonesian governments controlled citizens' activities by implementing a lockdown-like policy (Syuhada et al., 2021). However, the number of cases escalated in the following year and Jakarta ranked the top region in Indonesia with the highest number of coronavirus cases (Azanella & Nugroho, 2020). Months later, these cases decreased significantly (Reuters, 2021).

Leadership carries the meaning of a person or thing that leads. It could be defined as function, capability, and position to lead others to success (Ayub et al., 2014). In other words, it is defined as one's competence to persuade others to attain their aims (Ayub et al., 2014; Saleem, 2015; Northouse, 2019). It is also closely related to a person with a position of authority to lead an organization and expected to provide responsibilities. A leader is associated with the capacity to rule (Ayub et al., 2014) and a crucial actor in disaster communication (Ewart et al., 2015). Politicians were involved in political leadership due to the fact that they were in the frontline delivery of information. They usually become spokespeople and representative of public face (Ewart et al., 2015).

Previous research investigating political leadership during the Covid-19 pandemic was conducted by Sambaraju (2022). Adopting a discourse analysis, he investigated discursive practices of Indian Prime Minister, Narendra Modi, on how he managed his concerns in his communication with the Indian polity on TV and radio broadcast. Findings revealed that Modi's discursive practice functioned to run political service and

duties. Another previous research was conducted by Tessema (2019). He investigated the construction of leadership in the business media using Foucauldian discourse analysis. The results suggested that the construction showed effect for both followers' and leaders' perception.

Halliday & Hasan (1976) see discourse as a bigger structure than sentences, for instance, a paragraph. It is also defined as the relationship between form and function in verbal communication. Its objective is to provide a description between forms of discourse elements and their functions in communication (Renkema & Schubert, 2018). In addition, it is seen as a social practice (Fairclough, 1992; Wang, 2017). Discourse is also a means of politics (Jaworska & Vásquez, 2022) and contributes to frame identity, subject position, and social relation (Fairclough, 1992; Fairclough, 2013). Fairclough (2013b) opines that discourse is a social practice due to the fact that language is a part of society, a social process, and a processed socially conditioned which is still a part of society. Thus, it could be viewed as how a text works in sociocultural practice. Van Dijk (Renkema & Schubert, 2018) formulates three discourse structures which are macrostructure, superstructure, and microstructure. The macrostructure is a global meaning of discourse, while superstructure is its framework, and microstructure is a relationship among sentences which can be represented through propositions.

The term 'proposition' is introduced by Van Dijk (2000) as a meaning unit conveying complete thought or an idea assumed as true or false. It is constructed in a simple clause encompassing a predicate and one or more arguments. Furthermore, Van Dijk also introduced concept of micro and macro propositions in discourse. The macro proposition is seen as a global thing, while micro is not. To conduct proposition analysis, three techniques, such as deletion, generalization, and construction are applied.

Deletion is conducted by deleting irrelevant propositions such as in the following example, *a girl in a yellow dress passed by*. This sentence could be broken down into three micro propositions such as: (1) *a girl passed by*; (2) *she was wearing a dress*; (3) *the dress was yellow*. Propositions (2) and (3) are irrelevant, thus only proposition (1) remains. The second technique is generalization which means some specific propositions are altered into a more general one, for instance, *Mary was drawing a picture. Sally was skipping rope, and Daniel was building something with Lego block*. This technique does not merely delete irrelevant propositions, but also specific propositions are also altered into *The children were playing*. The last technique is construction which constructs a new proposition obtained from existing propositions, such as *John went to the station. He bought a ticket, started running when he saw what time it was, and was forced to conclude that this watch was wrong when he reached the platform*. By applying the construction method, the alteration becomes *John missed the train* (Renkema & Schubert, 2018).

Speech act, a part of pragmatics, is defined as a study of how speakers and hearers use language. It is also an action performed through utterances (Yule, 1996). Searle, as one of the pioneers in pragmatics, classifies speech act into three categories, which are locutionary, illocutionary, and perlocutionary act (Searle, 1969). A locutionary act is the fundamental act of utterance, while illocutionary act is performed through the communicative force, and perlocutionary act is the effect of creating an utterance (Searle, 1979; Yule, 1996). In addition, there are five ways of using language, Searle says them as the five general categories of illocutionary acts. Searle (1979) opines that we tell people how things are (assertive), get them to do things (directive), commit ourselves to do things

(commissive), express our feelings and attitudes (expressive), and bring about changes in the world through utterances (declarative). By adopting Van Dijk's notion of proposition, this research focuses on how leadership discourse is constructed through a relation among propositions. The objective of this study is to (1) investigate macro propositions uttered by Jakarta Governor, Anies Baswedan, in his press briefing during the Covid-19 pandemic; (2) find out illocutionary acts based on the micro propositions.

METHOD

This research employs qualitative research and the data are taken from press briefings in March 2020 published by CNBCIndonesia.com. The data contain Government's regulations in tackling the corona virus spreading in Jakarta. The data are taken in 2020 due to the number of confirmed cases skyrocketing in that year. The press briefing was delivered by the former Jakarta Governor, Anies Baswedan, who was in charge in 2017—2022.

The analysis was started by grouping the utterances in similar topics which forms a group of propositions. Furthermore, the three techniques of proposition analysis—deletion, generalization, and construction, are applied. The results of proposition analysis become macro propositions. The following step is to find out illocutionary acts referring to micro propositions gathered in advance.

RESULT AND DISCUSSIONS

Macro Propositions

Referring to the first research objective which is finding out macro propositions, there are eight macro propositions obtained from the relation among propositions. They

encompass the Jakarta Governor's aims to tackle the spread of the covid-19 virus. They are presented as follows.

Table 1. Macro Propositions

Number	Macro Propositions
1	<i>Kita semua memantau perkembangan covid-19 di Ibukota.</i>
2	<i>Seluruh warga harus bekerja sama</i>
3	<i>Mencegah pencegahan harus dilakukan kita</i>
4	<i>Semua warga Jakarta harus melakukan yang disebut distancing measure</i>
5	<i>Hindari keramaian</i>
6	<i>Kedisiplinan adalah kunci</i>
7	<i>Setiap tindakan disiplin kita melindungi diri sendiri, keluarga, masyarakat, dan Semua</i>
8	<i>Kita semua akan bisa melewati masa penuh tantangan ini dengan baik</i>

Illocutionary Acts

Referring to Searle's (1976; 1979) notion of speech act, especially in a illocutionary act, the following findings are presented by classification of illocutionary acts emerging in text. The findings are as follows.

Table 2. Illocutionary Acts

Propositions	Types of Illocutionary Speech Act
<i>Penularan terjadi karena interaksi orang ke orang</i>	<i>Assertive: informing</i>
<i>Kita semua akan bisa melewati masa penuh tantangan ini dengan baik</i>	<i>Assertive: opinion</i>
<i>Sejak awal kami tegaskan jangan panik</i>	<i>Assertive: affirming</i>
<i>Kita harus disiplin dalam mengatur interaksi</i>	<i>Directive: order</i>
<i>Kita harus waspada</i>	<i>Directive: order</i>
<i>Jangan sekali-kali menganggap enteng</i>	<i>Directive: order</i>
<i>Jangan menganggap ringan atas masalah covid-19 ini</i>	<i>Directive: order</i>
<i>Seluruh warga harus bekerja sama</i>	<i>Directive: order</i>
<i>Kita semua harus ambil tanggung jawab</i>	<i>Directive: order</i>
<i>Kita semua harus terlibat</i>	<i>Directive: order</i>

<i>Semua warga Jakarta harus melakukan yang disebut distancing measure</i>	<i>Directive: order</i>
<i>Menjauhi tempat-tempat orang berkumpul banyak</i>	<i>Directive: order</i>
<i>Jangan keluar rumah kecuali amat penting</i>	<i>Directive: order</i>
<i>Hindari tempat-tempat yang berpotensi wahana penularan</i>	<i>Directive: order</i>
<i>Tunda semua kegiatan pengumpulan orang banyak</i>	<i>Directive: order</i>
<i>Tunda semua kegiatan yang sifatnya bersama-sama</i>	<i>Directive: order</i>
<i>Anak-anak tidak bepergian</i>	<i>Directive: order</i>
<i>Usahkan tidak bepergian ke luar kota</i>	<i>Directive: order</i>
<i>Cuci tangan dengan sabun sesering mungkin</i>	<i>Directive: order</i>
<i>Hindari jabat tangan</i>	<i>Directive: order</i>
<i>Gunakan masker jika flu dan batuk</i>	<i>Directive: order</i>
<i>Jangan sungkan untuk menjaga jarak sosial</i>	<i>Directive: order</i>
<i>Pesan ini disampaikan untuk dilaksanakan dengan sebaiknya</i>	<i>Directive: order</i>

Referring to this research objectives which are: (1) investigating macro propositions uttered by the Jakarta Governor, Anies Baswedan, in his press briefing during Covid-19 pandemic; and (2) identifying illocutionary acts obtained from the utterances, the analysis reveals that there are eight macro propositions. They are as a result of a proposition analysis by adopting deletion, generalization, and construction techniques. Based on the analysis, most of the macro propositions exhibit preventive actions which need to be carried out by all Jakarta citizens in order to stop the spread. These preventive actions exhibit how the Jakarta Governor, as a leader, performs his power and influence to reach objectives together. This point is similar to Sambaraju's finding (2022) that Modi, the Indian Prime Minister, gave specific orders regarding restriction during the plague. In addition, the eight macro propositions construct how the leader is viewed through his utterances which align with the idea that discourse is a building block constructing social identities, knowledge systems, and one's beliefs (Gowhary et al., 2015). Through propositions, the Jakarta Governor showed his belief that cooperation was the key to solving the plague. In his utterances, he emphasized that the spread depended on Jakarta

citizens, thus they had to be cooperative. Furthermore, discourse is also a complex communicative event which represents a situation among participants (Van Dijk, 1980).

In regard to the findings investigating illocutionary acts, most of the utterances are classified into directive which are nineteen directive categories in total and four assertive categories. This directive type is a speech act which aims to make interlocutors do something. By using a word *jangan* (do not), the utterances are clearly seen as directive type, especially an order. In addition, the Jakarta Governor also uses imperative sentences such as *hindari* (avoid), *tunda* (postpone), and *gunakan* (use) which show his order to his people to take preventive actions. These results show that as a leader, the Jakarta Governor gave orders to their people to obey regulations he made. In his utterances, he also emphasized his order by saying *harus* (must). Therefore, words can convey meaning implicitly or explicitly (Merrita, 2021), and text is connected through the use of words, phrases, or structures (Katznelson & Bernstein, 2017).

Moreover, an assertive type also emerges through propositions. It is a speech act type which ties a speaker to the truth of the proposition. It expresses the speaker's beliefs such as asserting, claiming, predicting, asserting, retelling, informing, concluding, stating, believing, explaining, and convincing (Alam, 2023). The Jakarta Governor used the assertive type to inform his knowledge regarding the cause of the virus spread which happened because of interaction among people. By stating this information, it shows that his statement is assertive, functioning to inform. The other type of assertiveness could also be found in a proposition *Kita semua akan bisa melewati masa penuh tantangan ini dengan baik*. He uttered his opinion that he and Jakarta citizens could pass through this

challenging condition well. Therefore, the proposition is an assertive type, functioning to express an opinion. Another type of assertive is *Sejak awal kami tegaskan jangan panik*. The use of *tegaskan* (emphasize) leads this proposition to an assertive type, functioning to affirm.

Using discourse analysis, this research presents the construction of leadership discourse by The Jakarta Governor, Anies Baswedan, during the Covid-29 pandemic in 2020. He constructed himself as a leader who gave orders to solve the problem which emerges through relations of propositions. In addition, the results of illocutionary acts also support this construction due to the existence of directive and assertive types. Meanwhile, Tessema (2019), by using discourse analysis found that the leadership construction grants primacy to leaders and obscures their people and secondary social actors. On the other hand, Sambaraju (2022), using discourse analysis, found that a leader's utterances he investigated, exhibit that the leader gave specific instructions regarding the covid-19 restrictions and developed two sets of non-electoral relations accross his communication between himself and his people and among his people.

CONCLUSION

Results and discussions convey the conclusion that there are eight macro propositions as a result of proposition analyses. The macro propositions consist of Anies Baswedan's orders to obey regulations regarding the virus spread. In addition, this result is supported by the finding that most of the propositions belong to a directive type of speech act which functions to give order, followed by an assertive type of spech act which functions to inform a situation, express an opinion, and affirm his utterance. Further research could

examine how other leaders construct their leadership through discourse in certain situations.

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**JOE WEIDER'S STRUGGLE
IN INTRODUCING BODY BUILDING IN GEORGE GALLO
FILM, BIGGER**

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ABSTRACT

Success is not an easy way, but it takes a long process. To succeed needs a lot of things to do, but it also needs ways or strategies. Film entitles Bigger is a film which tells about the man who has dreams to be successful in his business. This study aims to know the motivation of Joe Weider to succeed in his career. The method used in this study is a descriptive method, in the form of qualitative, with a motivational psychology approach. The writer applies the theory of Self - Driving. The analysis reveals that the major characters Joe and Ben Weider struggle and motivate themselves in order to succeed in business. The results of data analysis show that to succeed in a business people need some qualities and criteria- initiative, serving, navigating, having responsibility and self-discipline.

Key Words: motivation; self-driving; struggle; success

ABSTRAK

Kesuksesan bukanlah hal yang mudah diraih. Kesuksesan membutuhkan proses yang panjang. Untuk menjadi sukses tidak hanya membutuhkan usaha tetapi juga membutuhkan strategi. Film yang berjudul Bigger menceritakan tentang mimpi untuk menjadi sukses di dunia usaha. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini juga menggunakan pendekatan psikologi. Penelitian ini menggunakan teori self-driving. Hasil dari penelitian ini adalah karakter dari film ini, Joe dan Ben Weider berusaha keras untuk berhasil di dunia bisnis dan memiliki motivasi yang tinggi. Kesuksesan di dunia bisnis memerlukan karakter yang kuat. Kriterianya adalah inisiatif, pelayanan, navigasi, bertanggungjawab, dan disiplin.

Kata Kunci: motivasi; self-driving; usaha; kesuksesan

INTRODUCTION

Joe Weider was a leading figure within the wellness and lifting weights industry, known for his noteworthy commitments to the advancement and improvement of weight training. Joe's entrepreneurial soul driven him to form a line of wellness gear, supplements, and dietary items beneath the Weider brand. These items got to be staples in exercise centers and family units, contributing to the development of the wellness industry . Joe Weider's life story could be a confirmation to the control of enthusiasm, tirelessness, and advancement. His commitments to the wellness industry proceed to rouse and shape the lives of wellness devotees and bodybuilders around the world. Joe Weider's success in the business industry is marked by his ability to turn his passion for fitness and bodybuilding into a multi-faceted and highly influential business empire. Bigger film is a historical dramatization film that chronicles the lives of Joe Weider and his brother Ben Weider, who played important parts within the improvement of the wellness and working out industry. The film was discharged in 2018 and directed by George Gallo.

People can say that motivation is the result of a person's interaction with the particular situation they face. That is why there are differences in the strength of motivation shown by someone facing a certain situation compared to other people who face the same situation. (Siagian , Sondang P. 2012)

The researcher found out the research is purely never taken by anybody. However, the theory used by researcher, especially about motivational psychology, has been widely used by other researchers. But the uniqueness of this research is

seen from different angles. In addition, this research uses a psychological approach, especially motivational psychology. Therefore, this research is claimed to be able to make contributions to the development of literary field. This study aims to know the motivation of Joe Weider to succeed in his career.

METHOD

This research applied a descriptive qualitative method. According to Bogdan (2007), qualitative method is distinguished by five key characteristics. At first, it draws data from natural settings, allowing for an authentic representation of the phenomena under investigation. Secondly, data are analyzed and described using words rather than numerical measurements. Thirdly, the focus is on understanding the process rather than solely emphasizing the outcomes. Fourthly, theory and existing research knowledge are employed to interpret the findings. Lastly, qualitative research aims to explore meaning and gain insights from the participants' perspectives.

The researcher gathered all the resources that he could get from the internet, e-book, and library research to support his study. The researcher uses motivational psychology theory. In this research, the writer uses data source which is Bigger movie. Primary data will be based on the dialogues and the scenes within the movie and the secondary data are taken from book, E-book, academic literature and criticism journals.

RESULT AND DISCUSSION

RESULT

Film entitled Bigger could be a historical show film that tells the story of the Weider brothers, Joe and Ben, who played noteworthy parts in popularizing weight training as a don and wellness culture. Bigger film talks about aspiration and diligence, outlining how the Weider brothers overcame deterrents and misfortunes to attain their objectives. The film highlights the significance of assurance, difficult work, and versatility in pursuing one's dreams, indeed within the confrontation of restriction or skepticism from others.

Driver's Principles

Initiative

Initiative means working without anyone telling anybody, dare to take risky steps, be responsive, and quickly read symptoms. Within the film "Bigger," the writer has tried to see and observe fully through the characters of Joe and Ben Weider, who take bold and inventive steps to convert the world of lifting weights. The writer would like to elaborate on Joe Ben Weider initiative action conducted by him in the film. They are as follows:

Founding the Fitness Empire

Joe Weider, beside his brother Ben Weider, took the activity to build a wellness domain. They began little, distributing wellness magazine. This activity laid the establishment for their future victory within the wellness industry. (sequence : 28.40)

Creating the Mr. Olympia Competition

Joe Weider took the activity to make the Mr. Olympia competition, which got to be one of the foremost prestigious weight training competitions in the world. This activity not as it was given a stage for bodybuilders to grandstand their abilities but moreover made a difference to lift the wear of working out to modern statues. (sequence: 47 : 50)

Introducing Nutritional Supplements

Recognizing the significance of sustenance in weight training, Joe Weider took the activity to present wholesome supplements to the showcase. He created a line of items, counting protein powders and vitamins, pointed at making a difference bodybuilders accomplish their wellness objectives. This activity revolutionized the way competitors drawn nearer nourishment and supplementation. (sequence : 35: 52)

Promoting Fitness Education

Joe Weider was enthusiastic around teaching individuals approximately wellness and weight training. He took the activity to set up instructive programs and certifications for wellness trainers and enthusiasts. Through activities just like the Weider Standards of Preparing, he given profitable direction and information to trying bodybuilders and wellness devotees around the world. (sequence: 41.36- 42: 56)

Advocating for Bodybuilding as a Sport

Joe Weider took the activity to advocate for weight training as a authentic wear. He worked resolutely to advance lifting weights competitions, secure

sponsorships, and pick up acknowledgment for bodybuilders as competitors. His endeavors made a difference raise the status of working out and cleared the way for future eras of competitors. (sequence: 46; 18- 47: 51)

Serving

As stated in Rhenald Kasali's book Self Driving, page 41, one of the principles of driving is initiative. It means working without anyone telling you, dare to take risky steps, be responsive, and quickly read symptoms. In this film major character Joe Weider take initiative steps to do. Within the film Bigger which tells the story of Joe Weider, the celebrated bodybuilder and wellness business person, there are a few activity steps taken by Joe Weider delineated all through the story.

Navigating

Exploring is sort of having the abilities to bring the carriage to the goal, know the heading, are able to coordinate, empower and join together activities. Keeping up the vehicle to urge to the goal. Navigating actions taken by Joe Weider, reflecting his strategic thinking, determination, and adaptability. (sequence :53: 51)

Having Responsibility

Obligation includes self-management and self-discipline to prioritize errands, oversee time viably, and take activity to achieve objectives and targets. Joe Weider took responsibility in the film Bigger like responsibility to family, responsibility as a businessman, responsibility to the bodybuilding community, responsibility in mentorship, responsibility in personal relationship. (Sequence: 1:09 :57)

Things a Driver Must Have

Self -Discipline

In the film, Joe Weider's life is seen as a noteworthy show of self-discipline as he drives the opportunities of seeking after his dreams in the wellness industry. He applied his self - discipline in order to succeed in his business industry. Joe Weider practices several ways to practice self-discipline in gaining his target in the fitness industry. Weider homes viable time administration strategies to optimize his efficiency and minimize squandered time. He sets particular due dates for errands, breaks down bigger ventures into littler, reasonable errands, and employs devices such as calendars and to-do records to remain organized. By overseeing his time viably, Joe guarantees that he makes the foremost of each day and remains on track towards accomplishing his objectives. (sequence : 1: 19: 34)

DISCUSSION

The result of the analysis will be discussed in this part. The writer found several scenes and the dialogue as proof of the analysis based on the movie by applying the theory and concepts.

Initiative

Initiative means working without anyone telling anybody, dare to take risky steps, be responsive, and quickly read conditions. Joe Weider, beside his brother Ben Weider, took the initiative to create a wellness domain. They began little, distributing wellness magazines such as "Your Physical make-up," which afterward

advanced into "Muscle & Wellness" and "Shape" magazines. This activity laid the establishment for their future victory within the wellness industry

Founding the Fitness Empire

Joe Weider's commitment to working out is fantastic, not only through the creation of the Mr. Olympia competition but too in how he raised the standard, counting its representation in film and broader media.

Joe : I have a big dream. I want something bigger. And so I knew ..you know the marriage had to end....the whole point of marriage is that two people come together and create something , something special, strive for something life that is worth living...people who get together and drop their dream and hope. That just was not for me..(sequence : 28.40)

Joe Weider, regularly called the "Father of Working out," played a essential part in popularizing weight training and changing it into an organized wear with a worldwide following. It is not fair to make a weight training competition; he set up a domain that in a general sense formed the wellness industry and lifting weights culture. His commitments to the world of weight training are multifaceted, counting the foundation of lifting weights competitions, the distribution of wellness magazines, and the advancement of wholesome supplements.

Creating the Mr. Olympia Competition

Joe Weider, beside his brother Ben Weider, established the Universal League of Weight training & Wellness (IFBB) in 1946. This organization was urgent in advancing lifting weights as a authentic don. One of their most critical

commitments to the lifting weights world was the creation of the Mr. Olympia competition in 1965. Mr. Olympia was outlined to keep Mr. Universe victors competing and to supply a platform for them to win a living through the don. This competition rapidly got to be the foremost prestigious occasion in working out, pulling in competitors from around the globe.

Joe : The champion bodybuilders came to see ..we are the IFBB,...

Body builder : We came to compete Harry...You take this way...we will make you regret...

Agen : Fine..fine.....this competition will go on...we will discuss rules and regulations , with you....with IFBB *at later time, good luck...* (sequence: 47 : 50)

From the dialogue above the writer would like to conclude that Joe Weider has the ambition to open the new bodybuilding to fulfill his ambition. He is the man of his great obsession.

Promoting Fitness Education

Joe Weider was eager to instruct people around wellness and weight preparing. He took the movement to set up educator programs and certifications for wellness coaches and devotees. Through exercises rather like the Weider Benchmarks of Planning, he given productive course and data to attempting bodybuilders and wellness lovers around the world.(sequence: 41.36- 42: 56)

Joe : Mom. Look at this before and after

Woman : Remarkable...what is the secret....

Joe : just what he is doing..here..repetition..that is all ..anyone can do it...Weider weights come with a set of instructions....and a list of my favorites exercises..these exercises will tone and shape your

body.. which will in turn free your spirit...

The film would start by building up Joe Weider's vision for advancing wellness instruction. Weider's character would be portrayed as an enthusiastic advocate for the transformative control of wellness, accepting that everybody ought to have access to data and assets to progress their wellbeing and well-being.

Serving

As expressed in Rhenald Kasali's book *Self Driving*, page 41, one of the standards of driving is activity. It implies working without anybody telling you, set out to require unsafe steps, be responsive, and rapidly study indications. Through its depiction of Joe Weider's advancement of wellness instruction, the film would communicate a message of strengthening, highlighting the potential for people to require control of their wellbeing and well-being through instruction and activity. Weider's story would serve as an update of the transformative control of information and the significance of making wellness open to all.

Joe Weider's approach to serving the world through worldwide weight training competitions, counting the Mr. Olympia challenge, was multifaceted and impactful. Here's an investigation of how he served the worldwide lifting weights community through these competitions: Weider recognized the potential for lifting weights to rise above national borders and bring individuals together from assorted foundations. He initiated endeavors to globalize weight training by organizing worldwide competitions just like the Mr. Olympia challenge. These occasions gave a stage for competitors from diverse nations to exhibit their gifts, trade thoughts,

and cultivate camaraderie, contributing to a sense of solidarity and shared reason inside the worldwide working out community.

In brief, Joe Weider served the world through universal working out competitions by advancing social trade, hoisting the wear, giving openings for competitors, and cultivating a sense of community. His vision and authority made a difference to join together individuals from assorted foundations in their shared interest of wellness and greatness, clearing out an enduring bequest that proceeds to motivate eras of bodybuilders around the globe.

Navigating

In a bigger film, the depiction of Joe Weider's part in exploring the world of working out and wellness would be multifaceted, displaying his key thinking, flexibility, and authority within the confront of different challenges. Here are things conducted by Joe and his brother Ben Weider (sequence:53: 51)

Visionary Leadership

The film would highlight Joe Weider's visionary authority in exploring the complexities of the weight training industry. From the beginning, Weider would be portrayed as a trailblazer with a clear vision for long haul of wellness, recognizing rising patterns and openings for development. Through interviews, authentic film, and sensational reenactments, watchers would pick up understanding into Weider's key approach to directing his company of lifting weights toward victory.

Weider	: Jack how in the world did you get a bank?
Jack	: I didn't . there is no way they would lend me the money. They all think we're loonies.
Weider	: You know, I learned the hard way.

Jack : Come on..why even thinking about building another gym in the first place? And don't be so hasty..? I am your friend , I am not Billy Hulk. I have all of your work. I have your weight, I have your magazines

From the conversation above Weider comes to Jack gym in order to supervise his dream gym.

Business Acumen

Weider's trade intuition would be a central center of the film, outlining his capacity to explore the monetary, calculated, and competitive challenges characteristic within the wellness industry. Watchers would see Weider arranging profitable sponsorship bargains, extending his distributing domain, and deliberately situating his brand to capitalize on showcase patterns. Through key turning points and turning focuses, the film would highlight Weider's sharp decision-making and entrepreneurial soul.

Adaptability and Innovation

A repeating topic within the film would be Weider's versatility and eagerness to grasp advancement in reaction to changing circumstances. Whether it is presenting unused preparing strategies, propelling groundbreaking supplements, or leveraging developing media stages, Weider would be depicted as a forward-thinking innovator who isn't anxious to require dangers and challenge the status quo. Watchers would witness Weider's capacity to turn and advance within the confrontation of moving shopper inclinations and industry flow.

Having Responsibility

In the film "Bigger," which portrays the life of Joe Weider, the concept of responsibility is depicted through Joe's actions and decisions in various aspects of his

life and career. Here's an analysis of how Joe Weider demonstrated responsibility in the film:

Responsibility to Family: Throughout the film, Joe Weider demonstrates a sense of responsibility towards his family, particularly his younger brother Ben Weider. Despite their differences and occasional conflicts, Joe takes on the role of a protector and mentor to Ben. He feels responsible for guiding his brother and supporting him in their shared endeavors in the fitness industry.

Responsibility as a Businessman: As an entrepreneur, Joe Weider takes his responsibilities seriously when it comes to building and expanding his fitness empire. He understands the impact of his business decisions not only on his own success but also on the livelihoods of his employees and partners. Joe shows a commitment to ethical business practices and takes responsibility for the welfare of those involved in his ventures.

Things a Driver Must Have

Self -Discipline

In Bigger film, Joe Weider's life seen a vital appear of self-discipline as he drives the openings of looking for after his dreams within the wellness industry. He connected himself - teaching in order to succeed in his trade industry.

The analysis of how Joe Weider's journey reflects the theme of self-discipline:

Commitment to Physical Wellness

From a youthful age, Joe Weider illustrates a solid commitment to physical wellness and weight training. He perseveringly takes after preparing regimens, follows strict diets, and pushes himself to exceed expectations within the wear. Joe's teaching in keeping up his claim of physical wellness serves as the establishment for his afterward victory as a weight training business person.

Steady Work Ethic

All through the film, Joe Weider shows a reliable work ethic characterized by devotion, tirelessness, and assurance. He approaches his endeavors with a sense of reason and urgency, working energetically to attain his objectives. Whether it's distributing magazines, organizing competitions, or propelling unused items, Joe keeps up a restrained approach to his work, never permitting mishaps or impediments to discourage him from his targets.

Setting and Seeking after Objectives

Joe Weider sets driven objectives for himself and seeks after them with immovable assurance. He envisions a future where weight training is recognized as a genuine don and works resolutely to form this vision a reality. Joe's capacity to set clear, noteworthy objectives and remain restrained in their interest empowers him to overcome challenges and accomplish momentous victory within the wellness industry.

CONCLUSION

The film pictures the story of Joe and Ben Weider, focusing on their journey from zero to hero, becoming influential figures in the fitness industry. Here is the

conclusion of the film. Enthusiasm for Lifting weights: Joe's profound energy for weight training and wellness may be essential inspiration. His own transformation through weight lifting and his conviction within the benefits of a sound way of life fuel his assurance to spread this information to others. Individual Challenges: Developing up in a destitute foreigner family, Joe confronted various individual challenges, counting money related hardship and a need of assets. These struggles instilled in him a solid work ethic and a want to form a distant better; much better; higher; stronger, better life for himself and his family.

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**PROSIDING – DISEMINASI NASIONAL HASIL PENELITIAN DAN
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MICRO-LINGUISTIC SIGNIFICANCE IN APPLIED LINGUISTICS

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ABSTRACT

Oral aspect of language lies in all areas of linguistics, including pre-linguistics (comprising phonetics) and micro-linguistics (comprising phonology, morphology, syntax, and minor discussions of semantics). Written aspect of language lies in micro-linguistics (excluding phonology) and meta-linguistics (comprising semantics, pragmatics, sociolinguistics, and other branches of linguistics.). Pre-linguistics and meta-linguistics belong to an area so-called macro-linguistics. Applied linguistics is an area in which the primary concern is the application of linguistic theories, methods, and findings to the elucidation of language problems. This article discusses the significance of micro-linguistic principles in applied linguistics. The discussions are grouped into (1) phonological, (2) morpho-phonemic, and (3) syntactic principles. Examples given in the discussions involve relevant linguistic phenomena found in Indonesian and English, i.e. the major foreign language in Indonesia. The results of the discussions show the significance of the principles and propose some suggestions for overcoming problems might occur in applied linguistics. The applied linguistic areas cover language teaching (teaching Indonesian as the educational language in Indonesia, teaching Indonesian as a foreign language [especially for English-language speakers], and teaching English as a foreign language in Indonesia), lexicography, language planning and policy, translation, and landscape linguistics.

key words: applied linguistics; micro-linguistics; micro-linguistic principles

ABSTRAK

Aspek kelisanan bahasa berada dalam semua ranah yang berkaitan dengan linguistik, di antaranya adalah pra-linguistik (meliputi fonetik) serta mikrolinguistik (meliputi fonologi, morfologi, sintaksis, dan pembahasan minor tentang semantik). Aspek tulis bahasa berada dalam mikro-linguistik (tetapi tidak mencakupi fonologi) dan meta-linguistik (mencakupi semantik, pragmatik, sosiolinguistik, dan sejumlah cabang linguistik lain). Pra-linguistik dan meta-linguistik termasuk ke dalam ranah yang disebut makro-linguistik. Linguistik terapan adalah ranah yang di dalamnya penerapan teori, metode, dan temuan linguistik pada pemaparan permasalahan kebahasaan menjadi perhatian utama. Artikel ini membahas signifikansi prinsip-prinsip mikro-linguistik dalam linguistik terapan. Pembahasan dikelompokkan ke dalam prinsip-prinsip (1) fonologis, (2) morfo-fonemik, dan (3) sintaktis. Contoh yang diberi dalam pembahasan mencakupi gejala-gejala kebahasaan yang relevan dan ditemukan dalam bahasa Indonesia dan bahasa Inggris, yakni yang menjadi bahasa asing utama di Indonesia. Hasil pembahasan menunjukkan signifikansi prinsip-prinsip tersebut di atas dan menganjurkan saran untuk mengatasi permasalahan yang mungkin muncul dalam linguistik terapan. Ranah linguistik terapan yang dimaksud mencakupi pengajaran bahasa (pengajaran bahasa Indonesia sebagai bahasa edukasional di Indonesia, pengajaran bahasa Indonesia bagi penutur asing [terutama bagi penutur bahasa Inggris], dan pengajaran bahasa Inggris sebagai bahasa asing di Indonesia) leksikografi, perencanaan dan kebijakan bahasa, penerjemahan, dan linguistik lanskap.

kata kunci: linguistik terapan; mikro-linguistik; prinsip-prinsip mikro-linguistik

INTRODUCTION

Language is a means of communication; and communication is an interaction for the purpose of information-exchange. When involving utterance as its medium, the interaction is called oral communication; when involving orthographic system, it is called written communication. Both oral and written communications are verbal interactions. There are non-verbal aspects involved in communication; and the medium used are gestures. In non-formal written-language use, like texting through *WhatsApp* platform, gestural signs expressing emotions used in oral communications are often represented by icons, so-called emoticons.

Oral interaction is predominantly used in daily communication. Therefore, the very-basic discussions of linguistics need to involve subject matter of utterance. In phonetics (a branch of linguistics discussing the production, transfer, and perception of utterance), utterance is discussed as *speech*, i.e. a notion which is seen as a medium of transmission for language (Crystal, 2008, p.445). A single speech is predominantly produced by a single exhalation, separated from another by a pause, and comprising segments, i.e. phonetic units which are categorized into *consonants*, *vowel*, and *diphthongs*. There are supra-segmental features accompanying the production of speech: *syllabic-structure*, *stress*, *length*, and *pitch* (*tone* and *intonation*).

The discussion of the distinctiveness of segments (sounds) and supra-segmental features lies in phonology, i.e. a branch of linguistics which studies the sound-system of language. The distinctive (meaningful) features can be obtained from phonemic analysis. The distribution of phonemes (distinctive segments) in a language can be

obtained from minimal-pair and/or minimal-set analysis. Crystal (2008) defined *minimal pair* as two words differ in meaning when only one sound is changed, i.e. *pig – big*, and *minimal set* as a group of words differentiated by each having only one segment different from all others, i.e. *pig, big, tig, dig, rig, wig, ...*

Morphologically, word is a linguistic unit consisting of morpheme(s), can either a single free morpheme or free morpheme(s) together with bound morpheme(s). Simply, morphology is a branch of linguistics which studies how morphemes are used to construct words. Related to the phonological aspect of words, there is morpho-phonemics, i.e. an area in which phonological alternations of morphemes in word-formation processes are discussed.

Syntax is a branch of linguistics which studies how words are used to construct bigger linguistic units, i.e. phrases, clauses, and sentences. Simply, syntax discusses how a single word co-occurs with another/others in a string of words so-called syntactic unit. Analysis of the co-occurrence of words in a syntactic unit requires the concept of *grammatical categories*, i.e. a notion popularly known as *parts of speech*. Besides, syntactic analysis deals with the functions of words and bigger syntactic units i.e. phrases, clauses, and sentences.

Semantics is a branch of linguistics devoted to the study of meaning in language (Crystal, 2008). Harimurti (2008) pointed out that semantics deals with the meaning of speech (the subject matter discussed in phonology as phoneme); so, semantics, indeed, deals with the meaningfulness of phonemes. Meanwhile, Bréal in the late 19th century (check Matthews, 1997) perceived semantics as an emerging science opposed

to phonetics; the perception is associated to the fact that the meaningfulness of speech or segments is never discussed in phonetics.

Word meaning is discussed in the area of so-called *lexical semantics*. The term *lexical* is related to the term *lexeme*, i.e. a semantic term referring to a unit of vocabulary. Lexical relations become the main discussions in lexical semantics; both denotative and connotative meaning of words in are discussed. Dealing with the co-occurrence of linguistic units in a string of words, unlike syntax that primarily discusses the functions of linguistic units, semantics discusses their roles. Simply, rather than syntactic functions, semantic (thematic) roles are discussed in semantics. Closely related to semantics, there is pragmatics, i.e. a branch of linguistics that studies the meaning of linguistic units when they are already contextually-used.

The discussions of phonemic and morpho-phonemic matters primarily deal with oral (phonological) aspects of language. Besides dealing with oral aspects, the discussions of morphemic, phrasal, clausal, sentential matters also deal with written (orthographic) aspects. The discussions of meanings of linguistic units, either in semantics or pragmatics, deal with both oral and written aspects of language.

LINGUISTICS AND APPLIED LINGUISTICS

Phonology, morphology, and syntax lie in *micro-linguistics*, a notion coined by G. L. Trager in the late 1940s (check Matthews, 1997). Crystal (2008) contrasted *micro-linguistics* to *pre-linguistics* (comprising phonetics) and to *meta-linguistics* (subject-matter of which is the relationship between language and all extralinguistic features of

communicative behaviour; sociolinguistics is exemplified as a branch of linguistic lying in meta-linguistics).

Pre-linguistics and meta-linguistics are categorized by Crystal into *macro-linguistics*. Besides involving phonology, morphology, and syntax, Crystal (2008, p.305) also pointed out that the discussions of semantics dealing with denotative meanings lie in micro-linguistics. In other words, the discussions of semantics dealing with connotative/associative meanings no longer lie in micro-linguistics; instead, they lie in macro-linguistics. Together with semantics, based on what was pointed out by Crystal mentioned in the previous paragraph, pragmatics, socio-linguistics, anthropo-linguistics, and psycho-linguistics lie in macro-linguistics.

Applied linguistics is defined by Crystal (2008, p.31) as “a branch of linguistics where the primary concern is the application of linguistic theories, methods, and findings to the elucidation of language problems which have arisen in other areas of experience”. Language teaching, linguistic analysis of language disorders (clinical linguistics), the use of language in mother-tongue education (educational linguistics), lexicography, translation, and stylistics are exemplified by Crystal (2008) as applied-linguistic fields.

The notion of *interdisciplinary* becomes an important concept in applied linguistics (check Peniro & Cyntas (2019, p.9). More than the fields pointed by Crystal above, Peniro & Cyntas (2019) pointed out that bilingualism (along with multilingualism), conversation analysis, contrastive linguistics, sign linguistics, language assessment, literacies, discourse analysis, language pedagogy, language acquisition, language planning and policy, inter-linguistics, pragmatics, literary

studies, gender studies, censorship, professional communication, and media studies also lie in applied linguistics. In line with the primary concern of applied linguistics mentioned in the previous paragraph, this article discusses the significance of micro-linguistic principles in applied linguistics.

MICRO-LINGUISTIC PRINCIPLES

This section discusses the principles of micro-linguistics: (1) phonological principles, (2) morpho-phonemic principles, and (3) syntactic principles; as only limited discussions in semantics lie on micro-linguistics, semantic principles are not included. Linguistic phenomena exemplified in discussing the principles are taken from Indonesian and English, i.e. the major foreign language in Indonesia. The significance of the principles in applied linguistics will be summarized in the section of conclusions and suggestions.

1. Phonological Principles

1.1 Phonemes

Together with other segments (sounds), each of /v/, /ə/, /ð/, /ʒ/, /tʃ/, /dʒ/, /æ/, /ɜ/, /ɑ/, and /ɒ/ becomes an English phoneme. The distinctiveness of each segment can be seen in the minimal pairs listed below. However, they do not belong to the distribution of segments in Indonesian phonology. Consequently, Indonesian-language speakers might face difficulties in pronouncing English words containing the segments.

fail /feɪl/

veil /veɪl/

day /deɪ/

they /ðeɪ/

tree /tri:/

three /θri:/

tremor /tre.mər/

treasure /tre.ʒər/

close /kləʊz/

clothe /kləʊθ/

choke /tʃəʊk/

joke /dʒəʊk/

cat /kæt/
cart /kɑ:t/

bed /bed/
bird /bɜ:d/

sack /sæk/
sock /sɒk/

Together with other segments, each of /C/, /J/, and /p/ becomes an Indonesian phoneme; the distinctiveness of each can be seen in the following minimal pairs: *cari* ‘find’ /Ca.ri:/ – *jari* ‘finger’ /Ja.ri:/ and *nyior* ‘palm’ /ɲI.jor/ – *liur* ‘saliva’ /li.jor/. However, they do not belong to the distribution of segments in English phonology. Therefore, it is assumed that English-language speakers might face difficulties in pronouncing Indonesian words containing the segments.

1.2 Phonotactics and Phonotactic Constraints

Difficulties faced by Indonesian-language speakers when producing English sounds also deal with phonotactic constraints. English phoneme /g/ can occur as onset like in *gun*, *be.gin*, and *pen.ta.gon* and also as coda like in *dog*, *de.sig.nate*, and *ca.ta.log*. Indonesian phoneme /g/ has two allophones, i.e. /g/ and /k/. The allophones are in complementary distribution: /g/ is realized when the phoneme occurs as onset like in *gu.ru* ‘teacher’ and *pe.gang* ‘hold’; /k/ is realized when the phoneme occurs as coda like in *dog.ma* ‘dogma’ and *gu.bug* ‘hut’.

Similar phenomenon covers other Indonesian phonemes with complementarity-distributed allophones, i.e. /b/ and /d/ along with /C/ and /J/ (check Hasan, 2014, pp.67–68); n.b.: the two last-mentioned segments do not belong to English phonology. Consequently, the phonotactic constraints might cause Indonesian-language speakers to face difficulties in pronouncing English words containing /b/, /d/, and /g/ g/ occurring as coda.

Difficulties caused by phonotactic constraints might be also faced by English-language speakers when producing Indonesian sounds. Indonesian phoneme /ŋ/ can occur as onset in a syllable with /a/, /u/, and /o/ as the nucleus like in *bu.nga* ‘flower’ /bu.ŋa:/, *ter.ma.ngu* ‘dazed’ /tər.ma.ŋu:/, and *ngo.pi* ‘drink coffee’ /ŋo.pi:/. Although /ŋ/ is an English phoneme, English phonotactics refrains the segment from occurring as onset in a syllable with /a/, /u/, and /o/ as the nucleus. Similarly, Indonesian phoneme /h/ can occur as onset like in *ha.ri* ‘day’ /ha.ri/ or *ba.hu* ‘shoulder’ /ba.hu/ and can occur as coda like in *syah.wat* ‘lust’ /ʃʌh.wat/ or *ba.sah* ‘wet’ /bʌ.sʌh/. Although /h/ is an English phoneme and can occur as onset in English words, English phonotactics refrains the segment from occurring as coda. Consequently, English-language speakers might face difficulties in pronouncing Indonesian words containing /ŋ/ occurring as onset in a syllable with /a/, /u/, and /o/ as the nucleus and the ones containing /h/ occurring as coda.

Dealing with phonotactics, Hasibuan (1996; in Fauzi, 2015) reported that consonant-cluster may occur both as onset and coda in Indonesian words. However, the words are not originally-Indonesian words. Instead, the words (as listed below) are the ones borrowed/copied from other languages, i.e. from Sanskrit, Dutch, and English (check, Jones, 2008).

/pr/ in <i>pro.mo.si</i>	/pl/ in <i>pla.kat</i>	/ps/ in <i>psi.ko.so.ma.tik</i>
/kn/ in <i>kna.l.pot</i>	/kr/ in <i>krea.tif</i>	/kl/ in <i>po.li.kli.nik</i>
/dr/ in <i>dra.ma</i>	/dw/ in <i>ja.dwal</i>	/fr/ in <i>frak.si</i>
/fl/ in <i>flo.ra</i>	/gr/ in <i>gra.nat</i>	/gl/ in <i>glo.bal</i>
/tr/ in <i>tra.di.si</i>	/sf/ in <i>sfing</i>	/sl/ in <i>slo.gan</i>
/sm/ in <i>sme.san</i>	/sn/ in <i>sno.bis.me</i>	/sp/ in <i>spor.tif</i>
/sr/ in <i>sri.kan.di</i>	/st/ in <i>sta.mi.na</i>	/sw/ in <i>swa.da.ya</i>
/str/ in <i>struk.tur</i>	/spr/ in <i>spra.yer</i>	/skr/ in <i>skrip.si</i>

/skl/ in *skle.ro.sis*

/ɾt/ in *sport*

/ɾm/ in *a.larm*

/lm/ in *helm*

/lf/ in *golf*

/ns/ in *sti.mu.lans*

/ft/ in *lift*

/ɾs/ in *pers*

/ɾf/ in *i.so.morf*

/lt/ in *volt*

/lp/ in *pulp*

/ps/ in *e.lips*

/ɾps/ in *korps*

/ɾn/ in *mo.dern*

/ɾk/ in *mark*

/lk/ in *kalk*

/nt/ in *front*

/ks/ in *kon.teks*

/rts/ in *herts*

2. Morpho-phonemic Principles

2.1 Grapheme-Phoneme Correspondences

Hasibuan's report mentioned in 3.1.2 deals with lexicography. Crystal (2008, p.278) pointed out that lexicography can be seen as a branch of "applied lexicology" and he defined *lexicology* as a term used in semantics for overall study of a language's vocabulary. Grapheme-phoneme correspondences is an important notion in lexicography. The notion was defined by Field (2004, p.124) as rules specifying the relationship between a written letter and the phoneme which it conventionally represents.

Grapheme is popularly known as *spelling* and its Indonesian equivalent is *ejaan*. Based on *Pedoman Umum Ejaan Bahasa Indonesia* 'General Guidelines for Indonesian Spelling' published by Badan Pengembangan dan Pembinaan Bahasa Republik Indonesia 'Board of Language Development of the Republic of Indonesia' (2016), the current Indonesian spelling system is the improvement of *Ejaan Suwandi* (Suwandi Spelling-system). The spelling system uses Latin alphabets (check Harimurti 2008, p.55). Detailed grapheme-phoneme correspondences in Indonesian were explained by Hasan (2014). In addition, as can be seen in the following list, Fauzi (2018) reported particular grapheme-phoneme correspondences found in Indonesian words copied/borrowed from English.

- No grapheme corresponds to a particular phoneme: no orthographic form corresponding to each of /ɹ/ and /j/ in *a.ne.mi.a* /ɹa.ne.mi.ja:/ and no orthographic form corresponding to each of /ɹ/ and /w/ in *in.flu.en.za* /ɹIn.flu.wen.za:/.
- Each of two different single graphemes also corresponds to different phonemes but the phonemes are manifested as an identical phonetic realization: *f* corresponding to /f/ in *fax* /faks/ and *v* also corresponding to /f/ in *va.se.lin* /fΛ.sə.lIn/.
- A single grapheme corresponds to a sound-cluster: *x* -- /ks/ in *fax* /fΛks/.
- Double graphemes correspond to a single phoneme: *tt* -- /t/ in *watt* /wΛt/.

2.2 Morphemes and Allomorphs

Morphemes are elements of words; and certain morphemes have alternations or are realized as more than one variant. The variants are called allomorphs, i.e. morphological units explained by Yavaş (2011, p.47) as different manifestations (realizations) of the same morpheme. He exemplified that regular past-tense suffix *-ed* in English verbs has three predictable phonological realizations, i.e. /əd/, /t/, and /d/. Sound-cluster /əd/ is realized if the verb final sound is an alveolar (/t/ or /d/) like in *tested* /tɛstəd/ or *blended* /blændəd/. Voiceless /t/ is realized if the verb final sound is voiceless like in *walked* /wɔkt/. Voiced /d/ is realized if the verb final sound is voiced like in *seemed* /si:md/.

2.3 Morpho-phonemics

Morpho-phonemics is explained by Crystal (2008, p.315) as a branch of linguistics referring to the analysis and classification of the phonological factors which affect the appearance of morphemes. The points below discuss morphophonemic rules in the

word-formation process both in Indonesian and English. Some points deal with morphological notions which are related to the notions of morpho-phonemic rules.

(a) assimilation

The realizations of /t/ or /d/ as the allomorphs of suffix *-ed* exemplified in 2.2 show assimilation, i.e. a phenomenon that occurs when a speech sound undergoes a change in articulation in connected speech, becoming more like another immediately or otherwise adjacent sound (Malmkjær, 1991, p.35). Assimilation is also found in some realizations of English bound morpheme *in-*, which at least has three allomorphs: /ɪn/ like in *informal* /ɪnfɔ:məl/, /ɪm/ like in *imbalance* /ɪmbæləns/, and /ɪr/ like in *irregular* /ɪregjələɪ/. The realization of nasal-bilabial /m/ in *imbalance* is in order the segment is more alike its adjacent sound, i.e. plosive-nasal /b/ b/ as the initial sound of root *balance*. Furthermore, the realization of trill /r/ in *irregular order* is in order the segment is identical to /r/, i.e. the initial sound of root *regular*.

(b) prolexeme

Due to its occurrence in the initial position of a word, *in-* is often assumed as an English prefix. Contrary to the assumption, the writers of this article do not consider it so. Instead, it is considered a prolexeme. The consideration is based on the fact that it has ‘not’ as its lexical meaning, as Harimurti (2008, p.200) explained prolexeme as a non-expandable bound lexical-unit (bound morpheme) which has a lexical meaning. Prolexemes are different from prefixes, i.e. bound morphemes which have grammatical meaning but not lexical meaning. Indonesian bound morphemes *me-* /mə/

and *pe-* /pə/ are prefixes; and the allomorphs they have are discussed in points (d), (e), (f), and (g).

(c) Indonesian and English prolexemes

Since it has ‘after’ as its lexical meaning, Indonesian bound morpheme *pasca-* like in *pascabayar* ‘post-paid’, *pascanikah* ‘post-marriage’, or *pascapanen* ‘post-harvest’ is considered as a prolexeme. Similarly, since it has ‘before’ as its lexical meaning, Indonesian bound morpheme *pra-* like in *prabayar* ‘prepaid’, *pranikah* ‘pre-wedding’, or *prasejarah* ‘prehistory’ is also a prolexeme. Another Indonesian prolexeme is *antar-* like in *antaragama*, *antarbangsa*, and *antarpulau*, and their English equivalents are respectively *interfaith*, *international*, and *interinsular*. Thus, bound morpheme *inter-* occurring in those English words can be considered a prolexeme in English.

(d) allomorph of Indonesian prefixes

Indonesian prefixes *me-* /mə/ and *pe-* /pə/, as can be seen in the list below, can attach words with nasals (/m/ in 1, /n/ in 2, /ɲ/ in 3, and /ŋ/ in 4), trill /r/ (in 5), lateral /l/ (in 6), and approximant (/w/ in 7 and /j/ in 8) as the initial sound. In addition to /mə/ and /pə/, each prefix has other allomorphs, i.e., *mem-* /məm/ – *pem-* /pəm/ (in 9–11), *men-* /məŋ/ – *pen-* /pəŋ/ (in 12–14), *meny-* /məɲ/ – *peny-* /pəɲ/ (in 15), *meng-* /məŋ/ – *peng-* /pəŋ/ (in 16–19), and *menge-* /mə . ŋə/ – *penge-* /pə . ŋə/ (in 20).

1.	<i>makan</i> ‘eat’	→	<i>memakan</i> ‘eat’	<i>pemakan</i> ‘eater’
2.	<i>nilai</i> ‘value’	→	<i>menilai</i> ‘assess’	<i>penilai</i> ‘assessor’
3.	<i>nyanyi</i> ‘sing’	→	<i>menyanyi</i> ‘sing’	<i>penyanyi</i> ‘singer’
4.	<i>ngorok</i> ‘snore’	→	<i>mengorok</i> ‘snore’	<i>pengorok</i> ‘someone who snores’
5.	<i>rasa</i> ‘taste’	→	<i>merasa</i> ‘taste’	<i>perasa</i> ‘taster’
6.	<i>latih</i> ‘train’	→	<i>melatih</i> ‘train’	<i>pelatih</i> ‘trainer’

7.	<i>wangi</i> ‘fragrant’	→	<i>mewangi</i> ‘scent’	<i>pewangi</i> ‘fragrance ingredient’
8.	<i>yudisium</i> ‘graduate’	→	<i>meyudisium</i> ‘grant the graduate’	<i>peyudisium</i> ‘graduate awardee’
9.	<i>pakai</i> ‘use’	→	<i>memakai</i> ‘use’	<i>pemakai</i> ‘user’
10	<i>bawa</i> ‘carry’	→	<i>membawa</i> ‘carry’	<i>pembawa</i> ‘carrier’
11	<i>fitnah</i> ‘slander’	→	<i>memfitnah</i> ‘slander’	<i>pemfitnah</i> ‘slenderer’
12	<i>tukar</i> ‘change’	→	<i>menukar</i> ‘change’	<i>penukar</i> ‘changer’
13	<i>dayung</i> ‘paddle’	→	<i>mendayung</i> ‘row’	<i>pendayung</i> ‘paddler’
14	<i>syarah</i> ‘lecture’	→	<i>mensyarah</i> ‘give lecture’	<i>pensyarah</i> ‘lecturer’
15	<i>salin</i> ‘copy’	→	<i>menyalin</i> ‘copy’	<i>penyalin</i> ‘copier’
16	<i>kuat</i> ‘strong’	→	<i>menguat</i> ‘get stronger’	<i>penguat</i> ‘amplifier’
17	<i>gali</i> ‘dig’	→	<i>menggali</i> ‘dig’	<i>penggali</i> ‘digger’
18	<i>ambil</i> ‘take’	→	<i>mengambil</i> ‘take’	<i>pengambil</i> ‘taker’
19	<i>hasut</i> ‘incite’	→	<i>menghasut</i> ‘incite’	<i>penghasut</i> ‘instigator’
20	<i>bom</i> ‘bomb’	→	<i>mengebom</i> ‘bomb’	<i>pengebom</i> ‘bomber’

(e) assimilation-associated insertion

Nasal insertions are found in 9–19: bilabial /m/ (in 9–11), alveolar /n/ (in 12–14), palatal /ɲ/ (in 15), and velar /ŋ/ (in 16–19). Sound-cluster /ŋə/ insertion is found in 20. Sound insertions in 9–19 associate with assimilation because they associate with the sound occurring as the initial sound of the words attached by the prefixes.

- Bilabial /m/ inserted (in 9–11) associates with bilabial-fortis /p/ (in 9), bilabial-lenis /b/ (in 10), and labiodental-fortis /f/ (in 11); the place of articulation of labiodentals is close to the place of articulation of labials.
- Alveolar /n/ inserted (in 12–14) associates with alveolar-fortis /t/ (in 12), alveolar-lenis /d/ (in 13), and postalveolar-fortis /ʃ/ (in 14); the place of articulation of postalveolars is close to the place of articulation of alveolars.
- Palatal /ɲ/ inserted (in 15) associates with alveolar-fortis /s/; the place of articulation of alveolars is close to the place of articulation of palatals.

- Insertion of velar /ŋ/ (in 16–19) associates with velar-fortis /k/ (in 16), velar-lenis /g/ (in 17), fricative-glottal /Ɂ/ (in 18), and fricative-glottal /h/ (in 19); the place of articulation of glottals is close to the place of articulation of velars.

(f) allomorph attaching Indonesian monosyllabic words

Insertion of sound-cluster /ŋə/ (in 20) associates with a morphophonemic rule that governs allomorph /mə . ŋə/ or /pə . ŋə/ attaches monosyllabic words. An exception is explained by Hasan (2013) that Indonesian monosyllabic word like *klip* ‘clip’ is not attached by the allomorphs, but by /məŋ/ or /pəŋ/. Therefore, the results of the attachments of the prefixes to the words produces *mengklip* /məŋ . klɪp/ or *pengklip* /pəŋ . klɪp/.

(g) deletion

Sound deletions are found in some the attachments of prefixes *me-* and *pe-*. The initial sound of the attached word is deleted: bilabial-fortis /p/ (in 9), plosive-alveolar-fortis /t/ (in 12), fricative-alveolar-fortis /s/ (in 15), velar-fortis /k/ (in 16), and glottal-fortis /ʔ/ (in 18). The recapitulation shows that the deletions only involve fortis consonants.

(h) alternation or replacement

In English *ir.re.gu.lar* /ɹɪ.re.gjʊ.ləl/, trill /ɹ/ (the initial sound of the word attached by *in-*) is deleted. Nasal /n/ as the final sound of *in-* is altered or replaced by /ɹ/. In addition, unlike /n/ which occurs as coda, /ɹ/ resulted from the sound alternation, is syllabically-moved and occurs as onset of the antepenultimate in *ir.re.gu.lar*.

(i) insertion, deletion, and alternation in English words

Sound insertions, deletions, and alternations are found in the attachment of English suffix *-al*. In *psy.cho.lo.gy* → *psy.cho.lo.gi.cal*, velar /k/ is inserted and becomes the onset of the final syllable. In *gram.mar* → *gram.ma.ti.cal*, approximant /ɹ/ (the final sound of the word attached by the suffix) is deleted. Sound-cluster /tɪk/ is inserted: /tɪ/ becomes penultimate and /k/ becomes onset of the final syllable. At least, two sounds are altered: front vowel /æ/ occurring as nucleus in the initial syllable of *grammar* is altered into mid vowel /ə/ (schwa) and still occurs as the nucleus of the initial syllable in *grammatical* and /ə/ occurring as nucleus in the final syllable of *gram.mar* is altered into /æ/ and occurs as nucleus of antepenultimate in *gram.ma.ti.cal*. The sound alternations associate with a particular rule of stress-distribution in English: schwa is realized in unstressed syllables.

(j) alternation and movement

Certain sound alternations and movements are caused by the attachment of Indonesian suffix *-an*. In *ja.wab* ‘reply’ /JΛ.wΛp/ → *ja.wa.ban* ‘answer’ /JΛ.wΛ.bΛn/, bilabial-fortis /p/ occurring as coda in the final syllable in *ja.wab* is altered into bilabial-lenis /b/ and is syllabically moved. In *mau.lud* ‘birthday of Prophet Muhhammad’ /mΛw.lʊt/ → *mau.lu.dan* ‘celebration of *maulud*’ /mΛw.lʊ.dΛn/, alveolar-fortis /t/ occurring as coda in the final syllable in *mau.lud* is altered into alveolar-lenis /d/ and is also syllabically moved. The sound alterations associated with the complementary distribution of

phoneme /b/ and /d/ discussed in 3.1.2. Each of the sound movements causes the altered sound to occur as onset in the final syllable, i.e. in *ja.wa.ban* and *mau.lu.dan*.

(k) infixes

Bound morphemes *-em-*, *-er*, and, *-el-* are infixes in Indonesian; and the attachment of each successively can be seen in *ge.tar* ‘vibrate’ /gə.tʌr/ → *ge.me.tar* ‘shiver’ /gə.mə.tʌr/, *gi.gi* ‘tooth’ /gi.gi/ → *ge.ri.gi* ‘serration’ /gə.ri.gi/, and *gem.bung* ‘bloated’ /gəm.bʊŋ/ → *ge.lembung* ‘bubble’ /gə.ləm.bʊŋ/. The attachments of the infixes cause sound movements. In the words resulted from the attachment, the initial sound of each infix occurs as nucleus of the initial syllable and the final sound of each infix occurs as onset of penultimate; and nucleus of the initial syllable of the words attached by the infix is syllabically moved and becomes nucleus of penultimate of the words resulted from the attachment. In *gembung* → *gelembung*, nucleus + coda of the initial syllable in *gembung* is syllabically-moved and occurs as the nucleus + coda of the penultimate in *gelembung*.

(l) circumfixes

Bound morphemes *ke-an* and *pe-an* are circumfixes in Indonesian; and the attachment of each to a root successively can be seen in *sama* ‘same’ /sa.ma:/ → *ke.sa.ma.an* ‘similarity’ /kə.sʌ.mʌ.ʔʌn/ and *mandi* ‘bath’ /mʌn.di:/ → *pe.man.di.an* ‘bathing place’ /pə.mʌn.dɪ.jʌn/. The attachment of each circumfix to a stem (a word already attached by an affix, i.e. prefix *ber-*) can be found in *bersama* ‘together’ /bər.sa.ma/ →

ke.ber.sa.ma.an ‘togetherness’ /kə.bər.sə.mə.ʔən/ and *ber.man.di* ‘be bathed’ /bər.mən.di:/ → *per.man.di.an* ‘baptism’ /pər.mən.dI.jən/. The attachments of the circumfixes cause single-sound insertions: plosive /ʔ/ in *ke.sa.ma.an* and *ke.ber.sa.ma.an* and approximant /j/ in *pemandian* and *permandian*. An insertion of another segment, i.e. approximant /w/, is also caused by the circumfix attachment like in *sa.tu* ‘one’ /sa.tu:/ → *ke.sa.tu.an* ‘unity’ /kə.sə.tu.wən/, *ber.sa.tu* ‘unite’ /bər.sa.tu:/ → *ke.ber.sa.tu.an* ‘unitenes’ /kə.bər.sə.tu.wən/, and *ber.sa.tu* ‘unite’ /bər.sa.tu:/ → *per.sa.tu.an* ‘unity’ /pər.sə.tu.wən/.

(m) haplology of /bə/ from /bər/

The attachment of *pe-an* causes sound-cluster deletion. In *bersama* → *per.sa.ma.an*, *ber.mandi* → *per.man.di.an*, and *ber.sa.tu* → *per.sa.tu.an*, sound-cluster /bə/, the first two segments of prefix *ber-* is deleted. The deletion is *haplology*, i.e. a term explained by Crystal (2008, p.224) to refer to the omission of some of the sounds occurring in a sequence of similar articulations. Thus, the deletion of /bə/ is caused by the occurrence of a particular similar sound-cluster, i.e. /pə/ (the initial part of the circumfix). The haplology causes the words resulted from the attachment realized as /pər.sə.mə.ʔən/, /pər.mən.dI.jən/, and /pər.sə.tu.wən/, instead of */pə.bər.sə.mə.ʔən/, */pə.bər.mən.dI.jən/, and */pə.bər.sə.tu.wən/.

(n) haplology of /mə/ from /mən/

Haplology also happens in *pe-an* attachment to a stem with prefix *me-*. Besides in *bertukar* ‘to exchange’ → *pertukaran* ‘switch-over/change’, haplology also happens in

menukar ‘to switch/replace/exchange’ → *penukaran* ‘exchange’; the haplology of /mə/ (the first two segments of allomorph *men-* in *me.nu.kar*) is also caused by the occurrence of a certain similar sound-cluster, i.e. /pə/ (the initial part of circumfix *pe-an*). Haplology causes the words resulted from the attachment of circumfix *pe-an* realized as /pər.tu.kʌ.rʌn/, and /pə.nu.kʌ.rʌn/, instead of */pə.bər.tu.kʌ.rʌn/, and */pə.mə.nu.kʌ.rʌn/. Instead of sound insertion like in *kesamaan*, *persamaan*, *kebersamaan*, *pemandian*, *permandian*, *kesatuan*, *persatuan*, *kebersatuan*, sound movement happens in *pertukaran* and *penukaran*: coda of the final syllable of the stems is syllabically moved and becomes onset of the words resulted from the circumfix attachment.

(o) assimilation-associated alternation

Sound alternations are also found in the attachment of the circumfix exemplified in points (l), (m,) and (n). Tense vowels in the words attached by the circumfixes are altered into lax vowels in the words resulted from the circumfix attachment. The alteration is associated with assimilation because the realizations of lax vowels are influenced by the occurrence of lax vowels in the circumfix.

(p) dissimilation

In English, suffix *-th* /θ/ is grammatically used as ordinal-number marker. The attachment of the suffix can be seen in *fourth* /fɔːθ/, *fifth* /fɪft/, *sixth* /sɪkst/, *se.venth* /se.vənθ/, *eighth* /eɪtθ/, etc. Instead of as fricative /θ/, the suffix is altered and realized as plosive /t/ in *fifth* and *sixth*. The alternation is caused by the occurrence

of fricative /f/ in *fifth* and fricative /s/ in *sixth*. The alternation of fricative /θ/ to plosive /t/ deals with the effort to refrain two fricatives (two similar sounds) from occurring adjacently. In contrast to assimilation, the phenomena discussed in this point is dissimilation, which is defined by Harimurti (2008, p. 51) as an alternation happening when two similar (identical) sounds change into dissimilar sounds. He exemplified that one of trills /r/ occurs in *ber-* /bər/ + *ajar* /ʔʌ.Jʌr/ is altered to /l/. Consequently, instead of resulting **berajar* /bə.rʌ.Jʌr/, the attachment of prefix *ber-* to root *ajar* ‘learn’ results *belajar* ‘learn’ /bə.lʌ.Jʌr/.

3. Syntactic Principles

3.1 Phrases

Unlike clause, a syntactic unit comprising subject and predicate, phrase is a syntactic unit lacking subject-predicate structure. Crystal (2008, p.225) explained that *head* is a term used in the grammatical description of some phrase types; and it refers to the central element of a phrase. In Indonesian and English, at least, there are four types of phrases (Fauzi and Maulana, 2020).

	type	Indonesian Phrase	English Phrase
(1)	noun phrase or NP: a noun as the head	<i>gadis cantik</i>	<i>beautiful girl</i>
(2)	verb phrase or VP: a verb as the head	<i>akan datang</i>	<i>will come</i>
(3)	adjective verb or AP: an adjective as the head	<i>cukup baik</i>	<i>good enough</i>
(4)	prepositional phrase or PP: a preposition as the head	<i>sejak kemarin</i>	<i>since yesterday</i>

Noun, verb, adjective, and preposition (including adverb, article, conjunction, interjection, pronoun, and particle) are explained by Crystal (2008, p.352) to be

included as part of speech or traditional term for grammatical class of words. In explaining syntactic relations between elements of phrase, Fauzi and Maulana (2000) used *grammatical category* to refer to *part of speech*. Here, *grammatical category* is also preferred to be used. The preference is based on the Crystal's (2008, p.66) explanation that a grammatical category is used in the analysis of word-class to identify the syntactic relationship between words in a sentence".

The notion of *head* above-mentioned is one of syntactic functions. In Indonesian NP *gadis cantik* and its English equivalent *beautiful girl*, noun *gadis* or *girl* functions as the head, while adjective *cantik* or *beautiful* functions as a modifier. Slot of modifier in a NP is not always filled by an adjective as in Indonesian NP *kotak pensil* and its English equivalent *pencil box*, noun *kotak* or *box* functions as the head, while noun *pensil* or *pencil* functions as a modifier; such modifier is often discussed as *noun adjunct* in grammar. Meanwhile, in Indonesian NP *seorang gadis* and its English equivalent *a girl*, instead of functioning as a modifier, article *seorang* or *a* functions as a determiner.

In Indonesian VP *akan datang* and its English equivalent *will come*, verb *datang* or *come* functions as the head, while particle *akan* or *will* functions as a modality-marker. In Indonesian VP *belajar bahasa Inggris* and its English equivalent *study English*, verb *belajar* or *study* functions as the head, while each of NP *bahasa Inggris* and noun *English* functions as an object. In Indonesian VP *belajar bersama* and its English equivalent *study together*, besides functioning as a modifier which modifies the verb as the head, adverb *bersama* or *together* functions as an adverbial. Adverbial can also be seen in VP *belajar dengan tekun* and its English equivalent *study hard* and

in VP *belajar di rumah* and its English equivalent *study at home*. PP *dengan tekun* or adverb *hard* functions as an adverbial; and PP *di rumah* or *at home* also functions as an adverbial.

In Indonesian AP *sangat cantik* or *cantik sangat* and its English equivalent *very beautiful*, adjective *cantik* or *beautiful* functions as the head, while particle *sangat* or *very* functions as an intensifier. When occurring before the head like in *sangat cantik* and *very beautiful*, the syntactic unit is called pre-intensifier; when occurring after the head like in *cantik sangat*, the syntactic unit is called post-intensifier. Similarly, due to its occurrence after the head in *gadis cantik*, adjective *cantik* functions as a post-modifier; and due to its occurrence before the head in *beautiful girl*, adjective *beautiful* functions as a pre-modifier. Due to its occurrence after the head in *buku ini*, pronoun *ini* functions as a post-determiner; and due to its occurrence before the head in *this book* (as the equivalent for *buku ini*), pronoun *this* functions as a pre-determiner.

PP is explained by Bussmann (1996, p.935) to have three different representations: preposition + NP like *along the step*, preposition + adverb like *since yesterday*, and pro-prepositional phrase like *hereby*. Indonesian equivalents for those three exemplified PP, i.e. *sepanjang jalan setapak*, *sejak kemarin*, and *dengan ini* are also exemplified by Fauzi and Maulana (2020) as PP-s in Indonesian.

3.2 Clause

At the level of clause, subject is a syntactic function which should co-occur with another syntactic function so-called predicate. Quoting Quirk and Greenbaum (1973), Fauzi and Maulana (2020, p.109) pointed out that grammatical categories functioning

as a subject comprise noun, NP, or pronoun as can be seen in the following English clauses along with their Indonesian equivalents.

(a)	noun as in	<i><u>John</u> carefully searched the room</i>	or	<i><u>John</u> mencari ruangan itu dengan berhati-hati</i>
(b)	NP as in	<i><u>his brother</u> grew happier gradually</i>	or	<i><u>saudara laki-laknya</u> semakin lincah</i>
(c)	pronoun as in	<i><u>she</u> is a teacher</i>	or	<i><u>dia</u> seorang guru or <u>dia</u> guru</i>

Each of VP *carefully searched the room* and its Indonesian equivalent VP *mencari ruangan itu dengan berhati-hati*, VP *grew happier gradually* and its Indonesian equivalent AP *semakin lincah*, VP *is a teacher* and its Indonesian equivalent NP *seorang guru* or noun *guru* function as a predicate. They show that only VP can function as a predicate in English clauses; while an English clause *he yawned* (Indonesian equivalent of which is *dia menguap*) shows that a single verb can also function as a predicate in an English clause. The exemplified clauses above, the one exemplified in the previous sentence, and the acceptability of *dia cantik* ‘she is beautiful’ as a clause in Indonesian grammar show that noun, NP, verb, VP, adjective, and AP can function as a predicate in an Indonesian clause.

Other notions, i.e. *object*, *complement*, and *adverbial* are syntactic functions which also lie at the level of clause. In clause (a) exemplified above, each NP *the room* and *ruangan itu* functions as an object. In *the teacher gave the students the books* and its Indonesian equivalent *sang guru memberi para siswa buku-buku itu*, there two types of objects: each of NP *the books* and *buku itu* functions as a direct object, while each of NP *the students* and *para siswa* functions as an indirect object. The occurrence of preposition *to* and its Indonesian equivalent *kepada* when the clauses are transformed into *the teacher gave the books to the students* and *sang guru memberi*

buku-buku itu kepada para siswa becomes the marker that NP *the students* and *para siswa* function as indirect objects.

In *she is beautiful*, the adjective *beautiful* is a complement; and in its Indonesian equivalent *dia cantik*, besides functioning mainly as a predicate, *cantik* also functions as a complement. Similarly, in *she is a teacher*, NP *a teacher* is a complement and in its Indonesian equivalent *dia seorang guru* or *dia guru*, besides functioning mainly as a predicate, each NP *seorang guru* or noun *guru* also functions as a complement. Such a complement in grammar is often explained as a subjective complement. In *she is beautiful* and *she is a teacher*, verb functions to link the subject to its complement; that becomes the reason why grammarians categorize it as a linking verb.

In addition, there is an objective complement. Adjective *happy* or *bahagia* in *you make me happy* and its Indonesian equivalent *kau membuat aku bahagia* functions as an objective complement because each adjective complements pronoun *me* or *aku* functions as an object. Noun *king* or *raja* in *she makes the man king in the palace of her heart* and its Indonesian equivalent *dia menjadikan pria itu raja di istana hatinya* also functions as objective complement because each noun complements NP *the man* or *pria itu*, each of which functions as an object.

In clause (a) exemplified above, adverb *carefully* and PP *dengan berhati-hati* functions as an adverbial. In grammar such adverbial is called adverb of manner. Other types of adverbs comprise adverb of time, adverb of place, adverb of frequency, adverb of certainty, interrogative adverb, and conjunction adverb. Rather than at the level of clause, some of those adverbs show their functions more at the level of sentence.

3.3 Sentence

Orthographically, a sentence is defined as a string of words that begins with a capital letter and ends with a particular punctuation mark; and the string at least consists of one clause. A declarative sentence ends with a dot or a full-stop; an exclamative sentence ends with an exclamation mark; and interrogative sentence end with a question mark. Syntactically, in English and Indonesian, at least, there are four types of sentences: simple sentence which consists of one clause, compound sentence which consists of at least two independent causes, complex sentence which consists of an independent clause and a dependent clause, and compound-complex sentence which consist of more than two clauses: one of which is an independent clause and one of the others should be a dependent clause (check Fauzi and Maulana, 2020).

Interrogative adverbs function to mark interrogative sentences. English words and their Indonesian equivalents exemplified in the following sentences are interrogative adverbs, i.e. the ones which are underlined.

<u>What</u> are you doing?	<u>Apa</u> yang sedang kau kerjakan?
<u>Who</u> helped to find the address?	<u>Siapa</u> yang membantumu menemukan alamat itu?
<u>When</u> will you finish your assignment?	<u>Bila</u> Anda akan menyelesaikan tugas Anda?
<u>Where</u> did you meet your wife for the first time?	<u>Di mana</u> Anda pertama kali bertemu dengan istri Anda?
<u>Why</u> are you sad?	<u>Mengapa</u> kau bersedih?
<u>How</u> did you succeed to deal with the problem?	<u>Bagaimana</u> Anda berhasil mengatasi masalah itu?

Each of English conjunctions *and*, *but*, and *or* (their Indonesian equivalents respectively are *dan*, *tetapi*, and *atau*) can function as a coordinator which coordinates (connects) two independent clauses in a compound sentence: *and* or *dan* coordinates two independent clauses which do not show any contrary meaning; *but* or *tetapi*

coordinates two independent clauses which show certain contrary meaning; and *or* or *atau* coordinates two independent clauses which alternates each other. Due to their functions as coordinators, in grammar they are popularly known as coordinate conjunctions. The following compound sentences exemplify the occurrence of the coordinate conjunctions.

*I like swimming
and I do it in my spare time.*

*Aku suka berenang
dan aku melakukannya di waktu senggangku.*

*Some students have good voice
but they are reluctant to join students choir.*

*Beberapa siswa memiliki suara yang bagus
tetapi mereka enggan bergabung dengan
kelompok paduan suara mahasiswa.*

*Do you want to have a simple breakfast
or do you prefer having an enormous brunch?*

*Apakah kau mau sarapan yang sederhana
atau apakah kau lebih menyukai hidangan porsi
besar sebagai gabungan sarapan dan makan
siang?*

In addition to coordinate conjunctions, there are sub-ordinate conjunctions which are explained by Harimurti (2008, p.131) as the ones used to to begin a dependent clause and function to relate the dependent clause to a main clause (an independent clause) in a complex sentence. Harimurti exemplified *meskipun*, *kalaupun*, and *bahwa* (their English equivalents respectively are *although*, *if*, and *that*) as sub-ordinate conjunctions. The following complex sentences exemplify the occurrence of the coordinate conjunctions.

*Meskipun ia berasal dari keluarga tidak mampu,
ia mampu bersekolah sampai ke
jenjang perguruan tinggi.*

*Kalaupun tidak ada upaya perlindungan oleh
pemerintah,
sejumlah bahasa daerah di wilayah timur
Indonesia terancam punah.*

*Banyak penelitian menunjukkan
bahwa bahasa-bahasa yang dipertuturkan di
Hawaii berkerabat dengan bahasa-bahasa di
Nusantara.*

*Although he came from a poor family,
he was able to pursue his study up to university
level.*

*If there are no protective efforts done by the
government, some local languages in eastern
Indonesia are endangered.*

*Many researches show
that the languages spoken in Hawaii
are related to languages in the archipelago.*

Unlike coordinate conjunctions and subordinate conjunctions which function to connect syntactic units within a sentence (intra-sentential connectors), conjunction adverbs like *however* and *therefore* (their Indonesian equivalents respectively are *namun*, and *oleh karena itu*) function as inter-sentential connectors. How the conjunction adverbs connect (relate) two adjacent sentences can be seen in the following examples.

<i>John is notorious for his bad attitude and behavior. <u>However</u>, Mary is still willing to be his girlfriend.</i>	<i>John dicap buruk karena sikap dan perilakunya. <u>Namun</u>, Mary tetap bersedia menjadi kekasihnya.</i>
<i>Malay had been widely used in the Archipelago. <u>Therefore</u>, the founding fathers of Indonesia decided it to derive Indonesian language from Malay.</i>	<i>Bahasa Melayu telah digunakan secara luas di Nusantara. <u>Oleh karena itu</u>, para tokoh pendiri bangsa Indonesia memutuskan untuk menderivasi bahasa Indonesia dari bahasa Melayu.</i>

Conjunctive adverbs *however* or *namun* and *therefore* or *oleh karena itu* occur in the initial position of a sentence and function to connect the sentence to the previous sentence. The two adjacent sentences can be combined into a single sentence. However, the conjunctive adverbs, functioning as inter-sentential connectors, should be replaced to syntactic units functioning as intra-sentential connectors. The replacements can be seen in the following sentences.

<i>John is notorious for his bad attitude and behavior <u>but</u> Mary is still willing to be his girlfriend.</i>	<i>John dicap buruk karena sikap dan perilakunya <u>tetapi</u> Mary tetap bersedia menjadi kekasihnya.</i>
<i>Malay had been widely used in the Archipelago; <u>so</u>, the founding fathers of Indonesia decided to derive Indonesian language from Malay.</i>	<i>Bahasa Melayu telah digunakan secara luas di Nusantara <u>sehingga</u> para tokoh pendiri bangsa Indonesia memutuskan untuk menderivasi bahasa Indonesia dari bahasa Melayu.</i>

CONCLUSION

Phonemic differences between Indonesian and English are discussed in 1.1. In order to be able to train students to produce oral language appropriately, the practitioners of teaching English to Indonesian speakers and teaching Indonesian to English-speakers

needs to bring the differences into consideration when teaching. Phonotactic constraints, which are discussed in 1.2, also need to be considered by the practioners in order they can train students to deal with the problematic pronunciations.

Practitioners of translation, especially oral translation (interpreting) should be able to recognize the phonemic differences and phonotactic-constraints above-mentioned. The recognition will really help them in perceiving language accurately and producing language appropriately when translating (interpreting). When doing written translation, rules of grapheme-phoneme correspondences which are discussed in 1.2 and 2.1 need be brought into consideration by practioners of translation. Paying attention to the rules of grapheme-phoneme correspondences will help them in using appropriate orthographic forms both in English and Indonesian.

Hasibuan's (1996) report which is discussed in 1.2 contributes to the area of Indonesian lexicology and lexicography. Further investigation on phonotactics and phonotactic constraints in Indonesian-word formation processes, especially the ones copied/borrowed from other languages, need to be conducted for the purpose of further development of Indonesian lexicology and lexicography. Practioners of teaching Indonesian, both as the educational language in Indonesian and as a foreign language, need to be well-informed with the development.

Concerns given by Indonesian and/or English teaching practioners for predictability of the phonological realizations of morphemes disccused in 2.2 & 2.3 and their concerns for morphophonemic phemomena discussed in 2.3 comprising assimilation [in (a), (e) & (o)], dissimilation [in (p)], insertion [in (e), (f), (i), & (l)], deletion [in (g) & (i)], alternation [in (h), (i), (j), & (o)], movement [in (j), & (k)], and haplology [in

(m) & (n)] really help them in helping students when facing problem dealing with word-formations in Indonesia and English, both orally and orthographically. Indonesian and/or English teaching practioners' concerns also need to be given for particular phenomena like the existence of prolexeme [discussed in 2.3 (b) & (c)] and the distributions of infixes [discussed in 2.3 (k)] and circumfix [discussed in 2.3 (l), (m) & (n)].

The development of lexicology and lexicography (in which morphophonemic rules are implemented) is useful for the Indonesian governmental institution which deals with language planning and policy. The institution can use the results of the development for the efforts of sustainable development of Indonesian grammar. The institution can also use them for the purpose of issuing regulations dealing with language in public use, i.e. regulations which relate to the area of lanscape linguistics.

Along with the similiarities between Indonesian and English, syntactic differences are also found in the discussions of syntactic structures in 3.1 -- 3.3. Concerns given by practitioners of language teaching, practitioners of translation (both oral and written translation), stake-hoders of language planning and policy, are needed for the syntactic similarities and differences. Therefore, (a) successfulness of teaching Indonesian as the educational language, teaching Indonesian as a foreign language, and teaching English as a foreign language, (b) appropriateness in the area of Indonesian-English translation and vice versa, (c) sustainability in the development of lexicology and lexicography carried out by Indonesian institution functioning as the language-planner, and (d) appropriateness use of Indonesian as an official language and appropriateness

use of English as a major foreign language in Indonesia, especially in the public area, can be obtained.

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TRANSLATING *ELEPHANT IN THE ROOM*

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ABSTRACT

This study focuses on metaphor translation by novice translators for a specific phrase, 'elephant in the room'. This study also intends to close a gap by examining how novice translators translate this particular phrase and whether they can distinguish between literal and metaphorical meanings. This research employs Kövecses' concepts on metaphor translation. The data was collected from the questionnaire that was filled out by the participants. There are five sentences with literal and metaphorical meanings containing the phrase 'elephant in the room' are translated by the participants. Besides that, there are some questions related to the strategies the participants applied while translating. The results show that the phrase 'elephant in the room' with metaphorical meanings is challenging to translate. The participants also applied the concepts given by Kövecses. The conclusions of this study are the 'elephant in the room' reveals important insights into the complexity of metaphorical translation. It emphasizes the interaction of language, culture, and cognition in communicating implicit meanings across linguistic and cultural boundaries.

Keywords: elephant in the room; metaphor; translation

ABSTRAK

Penelitian ini berfokus pada penerjemahan metafora oleh penerjemah pemula untuk frasa 'elephant in the room'. Penelitian ini juga bermaksud untuk menutup kesenjangan penelitian terdahulu dengan mengkaji bagaimana penerjemah pemula menerjemahkan frasa khusus ini dan apakah mereka dapat membedakan antara makna literal dan makna metaforis. Penelitian ini menggunakan konsep yang diusung oleh Kövecses dalam penerjemahan metafora. Data dikumpulkan dari kuesioner yang diisi oleh peserta. Ada lima kalimat dengan dua kalimat yang memiliki makna literal dan tiga kalimat yang bermakna metaforis mengandung frasa 'elephant in the room' yang diterjemahkan partisipan. Selain itu, ada beberapa pertanyaan terkait strategi yang diterapkan peserta saat menerjemahkan. Hasilnya menunjukkan bahwa frasa 'elephant in the room' dengan makna metaforis sulit untuk diterjemahkan. Partisipan juga menerapkan konsep yang diberikan oleh Kövecses. Kesimpulan dari penelitian ini adalah 'elephant in the room' mengungkapkan pentingnya memiliki wawasan atau pengetahuan mengenai kompleksitas penerjemahan metaforis. Hal ini menekankan perlu adanya interaksi antara bahasa, budaya, dan kognisi dalam mengkomunikasikan makna implisit melintasi batas-batas linguistik dan budaya.

Kata kunci: elephant in the room; metafora; penerjemahan

INTRODUCTION

Translation studies are one of the branches of applied linguistics. Thus, the mastery of understanding linguistics plays an important part in the discussion related to translation. However, these two disciplines have a unique relationship (Rojo & Iibarretxe-Antuano, 2013; Kalda & Uusküla, 2019). One of which is when discussing metaphor. As Mohammed (2023) pointed out, discussions about metaphors may interest practitioners from the other fields as they require them to find the right equivalents to express metaphors in other languages. Li and Dai (2023, p. 776) added that “metaphor and metonymy, as a complicated linguistic device and cognitive mechanism, has long been ignored although it helps create abundant implications and aesthetic value in poetry”. It means that there are relationships between linguistics and meaning in metaphor.

Lakoff and Johnson (1980) affirmed that metaphor is a cognitive tool for understanding and experiencing abstract concepts through a more apparent context. Chakir (2023) supported Lakoff and Johnson by highlighting that metaphors are considered as literary devices so that the writer can attract the interest of readers. Metaphor is a figurative language that is often found in literary works, especially novels (Darmapратиwi & Prатиwi, 2024). For example, the metaphor of ‘*elephant in the room*’.

The phrase ‘*elephant in the room*’ refers to an obvious, significant issue or problem that everyone is aware of but avoids discussing, typically because it is uncomfortable, sensitive, or controversial. This metaphorical *elephant* represents the conspicuous nature of the issue that cannot be easily ignored. In everyday language, the ‘*elephant in the room*’ refers to “*a serious problem that everyone is*

aware of but which they ignore and choose not to mention.” (Farlex Partner Idiom Dictionary). This phenomenon can occur in various settings, including social gatherings, workplaces, families, or even public discourse. However, people consciously or unconsciously choose not to acknowledge or address it directly in conversation or action.

The term is believed to have its roots in the early 20th century. As Grammarist.com stated, the phrase *elephant in the room* was first used in America in the early 1950s by Charleston Gazette who said, "Chicago, it's an old Indian word that means to get the elephant out of your room." The phrase underscores situations where everyone is aware of a problem or issue. However, no one acknowledges it directly. It highlights the discomfort or awkwardness associated with discussing sensitive topics. Besides, it points to the unspoken tension or discomfort that arises from avoiding important discussions. By not addressing the ‘elephant,’ people may unintentionally allow misunderstandings or unresolved issues to persist. In addition to that, ignoring the ‘*elephant in the room*’ can strain relationships and hinder effective communication. It can lead to missed opportunities for problem-solving or conflict resolution.

Hence, in the field of translation studies, dealing with the phrase ‘*elephant in the room*’ poses interesting challenges due to its cultural and linguistic implications. The ‘*elephant in the room*’ may not have direct equivalents in all languages. Translators need to find culturally appropriate expressions that convey the same meaning and connotation (Zhao, 2024). This involves understanding how different cultures perceive and handle sensitive or uncomfortable topics.

Translating metaphors like '*elephant in the room*' also requires capturing not just the literal meaning but also the metaphorical essence. It involves finding expressions or idioms in the target language that evoke a similar image of something obvious yet unaddressed. As Newmark (1988, p. 104) said, a metaphor serves two main purposes: first, it can be used to referentially describe an idea, person, object, quality, action, or mental process more fully and succinctly than can be achieved through literal or physical language; second, it can be used pragmatically to simultaneously appeal to the senses, pique interest, clarify, please, delight, or surprise. In addition, metaphor is a cultural mediator between the human mind and the living and non-living beings that surround it which allows the development of knowledge to occur (Mohammed, 2023). Meanwhile, in the words of Wang, Liu, and Jia (2023) and Wang (2024), they emphasized that translators should not just focus on the meaning of the words literally, but they are also necessarily to consider the differences in ways of thinking and cultural modes between the source text and the target text.

Newmark added that that metaphor incidentally demonstrates a resemblance, a common semantic area between two or more or less similar things, namely the image and the object. Identifying and addressing the '*elephant in the room*' appropriately can affect the coherence and flow of the text. Failing to translate this metaphor effectively could lead to confusion or loss of the intended message. Thus, when encountering a grammatical but nonsensical sentence, it is important to consider its metaphorical meaning and cultural knowledge's compatibility (Alghbban & Maalej, 2023). Even if the writing is faulty, it is unlikely

that someone would intentionally write nonsense in a sensible text (Newmark, 1988, p. 106).

Consideration of how the target audience will interpret the metaphor is crucial. Translators must ensure that the chosen expression resonates with the cultural and linguistic expectations of the readers or listeners. Mandelblit, as cited in Dagnev and Chervenкова (2024), asserted that in metaphor translation, translators can have two choices, namely choose an equivalent target metaphor, or render the source text (ST) metaphor by choosing a target text (TT) simile, or by a paraphrase, a footnote, an explanation, or omission.

In addition to the idea of how metaphors are expressed interlingually, Kövecses (2005) recommended the following concepts:

1. Metaphors of similar mapping conditions and similar lexical realization;
2. Metaphors of similar mapping conditions but different lexical realization;
3. Metaphors of different mapping conditions but similar lexical realization;
4. Metaphors of different mapping conditions and different lexical realization.

Several studies related to metaphor translation have been conducted. First, Al-Jarf (2023) conducted a study on time metaphors in English and Arabic. She investigated the parallels and contrasts between English and Arabic time metaphorical expressions, as well as the challenges that student translators face in

translating them, the translation strategies they employ, and the reasons for translation flaws. The findings showed that several translation strategies were used to translate the time expression, such as literal translation, partial translation, paraphrasing, synonyms, and superfluous translations.

Research by Qiu (2023) analyzed metaphorical phenomena in idioms and suggests that various translation strategies, including literal translation concepts, free translation connotations, and cultural transformation, can effectively convey deep meanings and semantic functions. He used the relevance translation theory by Gutt in analyzing his data.

Another study by Dagnev and Chervenкова (2024) examined the relationship between linguistic competence requirements specified by EMT, analyzed by PACTE, and conceptual metaphor research. This study evaluates an experiment with three groups of translators: two non-professionals and one group of professional translators/university lecturers. Although not definitive, the findings indicate that metaphoric ability is important for translators. Although not directly related to Conceptual Metaphor Theory, metaphoric awareness is essential for high-quality translation.

This conceptual idea on metaphors has been discussed by various scholars. Khmelnytskyi (2024) stressed that there are differences between conceptual metaphors in a source text and target text. For example the word *anger* which has a negative connotation and negative conceptual in the source text. However, if *anger* is perceived as *struggle*, then its conceptual meaning is positive.

Thus, research focusing on metaphor translation with a neutral concept, such as the phrase '*elephant in the room*' has not been analyzed. Therefore, this

research aims to fill the gap by analyzing whether or not they can identify which sentences have literal meanings and which sentences have metaphorical meanings and analyzing how novice translators translate this phrase by following Kövecses (2005) concepts in translating metaphor.

For this research, the writer utilizes Kövecses' concepts on how metaphors are translated. The findings of this research are expected to investigate which concept is chosen by novice translators, especially to translate the phrase '*elephant in the room*'.

METHODS

The research applies the descriptive qualitative method in metaphorical translation by using Kövecses' concepts. This qualitative research is expected to provide a fresh explanation of metaphor translation and translation strategies.

The data is taken from the questionnaires that are given to novice translators at Universitas LIA. By novice translators here are student translators who are in the sixth semester and above. The novice translators are asked to answer a questionnaire which has two parts. The first part is they are asked to translate five sentences that contain the phrase '*elephant in the room*', while the second part is answering open-ended questions related to their experience while translating those sentences. The data are then analyzed by cross-checking the accuracy of their translation to the answers in part two of the questionnaire to check whether or not they succeeded in translating the phrase '*elephant in the room*'.

RESULTS AND DISCUSSION

The results are presented from the answers on the questionnaire given to 20 novice translators. The responses on the source text were analyzed to answer the first question. The analysis shows that novice translators can identify the sentences with the phrase *elephant in the room* have literal meaning and which have metaphorical meaning.

As we can see from Figure 1, most students said that sentences number 1 and number 2 are easy to translate. The distribution of participants who answer number one is 17 participants or 85%, while for number 2 has 16 answers (80%). It is true that sentences 1 and 2 have only the literal meaning of the phrase *elephant in the room*.

1. Which sentences are easy to translate? (You can pick several choices)
20 responses

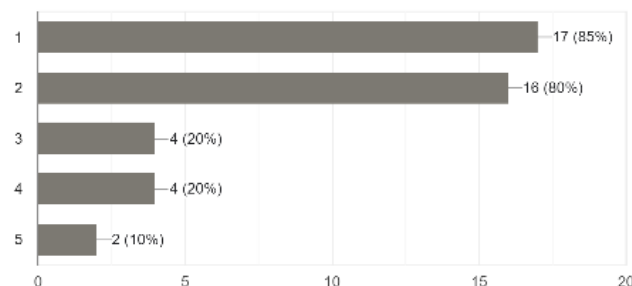


Figure 1. Students' Responses on the Sentences that are Easy to Translate

As for question number 2 on which sentences are difficult to translate, participants answered that sentences number 3 to 5 are difficult to translate with the distributions of 9 answers (45%), 10 answers (50%), and 17 answers (85%) respectively. The answers are shown in Figure 2 below.

2. Which sentences are difficult to translate? (You can pick several choices)

20 responses

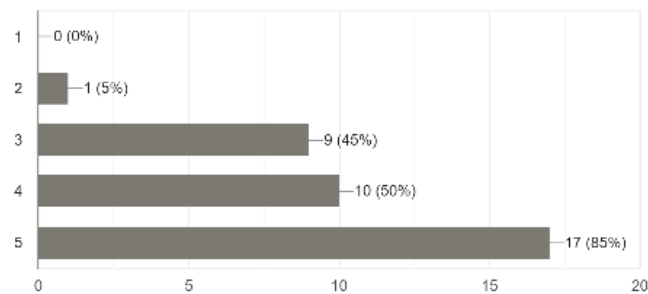


Figure 2. Students' Responses on the Sentences that are Difficult to Translate

Congruent with the participants' answers in Figure 1, the response in Figure 3 shows that they can identify that sentences number 1 and 2 have literal meanings.

3. Which sentences have literal meanings? (You can pick several choices)

14 responses

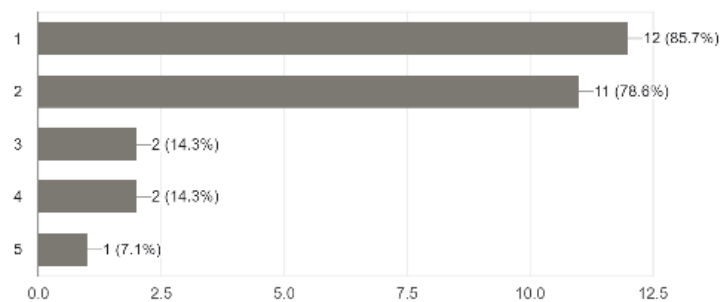


Figure 3. Students' Responses on the Sentences With Literal Meaning

Similarly, the participants are also able to identify that sentences number 3 to 5 have metaphorical meanings. This can be seen from Figure 4.

4. Which sentences have metaphorical meanings? (You can pick several choices)

14 responses

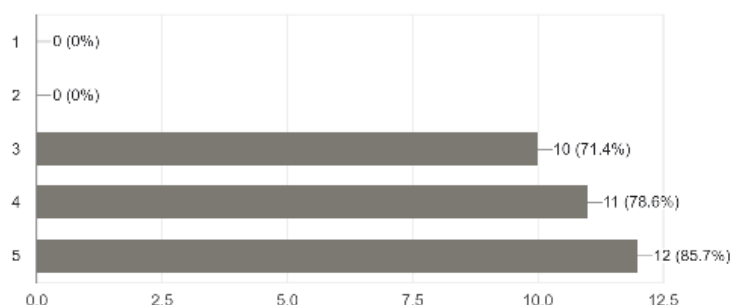


Figure 4. Students' Responses on the Sentences With Metaphorical Meaning

In addition to how participants translated the source text, Figure 5 presents data on the participants' use of dictionaries during the translation process. It highlights the frequency and reasons behind consulting dictionaries, underscoring their role in aiding the understanding and translation of complex phrases.

5. Did you consult any dictionaries while translating?

20 responses

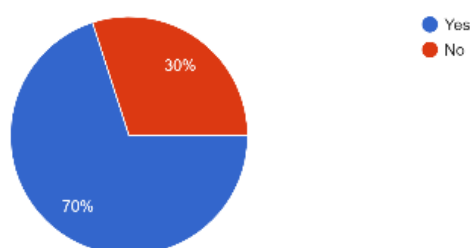


Figure 5. Students' Responses on the Use of Dictionaries

Meanwhile, Figure 6 delves more into the reasons why participants used dictionaries. This figure helps elucidate the specific challenges faced by the translators, such as unfamiliar vocabulary or complex idiomatic expressions.

6. If your answer for number 5 is YES, why did you use dictionaries while translating?

16 responses

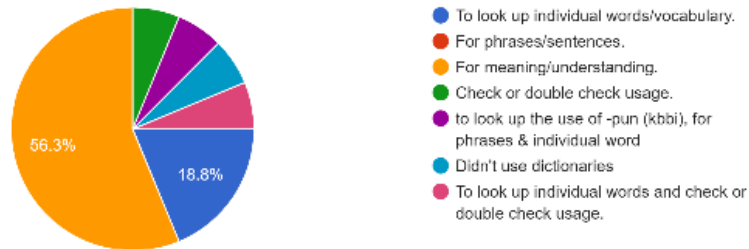


Figure 6. Students' Responses on the Reasons of Using Dictionaries

The interesting thing from the answers to the questionnaire is about the difficult words or phrases to translate in general, not necessarily focusing on the metaphor *elephant in the room*. Table 1 shows words or phrases that participants found challenging to translate, along with the percentage of participants who identified each word as difficult. For instance, "skirmish" was difficult for 62% of participants, "the elephant in the room" for 56%, and "wildlife" for 32%. This table helps pinpoint specific lexical challenges encountered during the translation process.

Table 1. Frequency on Difficult Words to Translate

No	Word/Phrase/Sentence	Percentage (%)
1	Skirmish	62
2	Peace talks	12.5
3	The elephant in the room	56
4	Wildlife	32
5	Despite	12.5
6	Border	12.5
7	Exhibit	6.25
8	Life-sized	6.25
9	The children's birthday party was jungle-themed..	6.25

Figure 7 details how frequently participants relied on online sources for translation assistance. This figure provides insight into the tools and resources used by novice translators to overcome translation challenges.

8. Did you open certain websites to help you translating?
20 responses

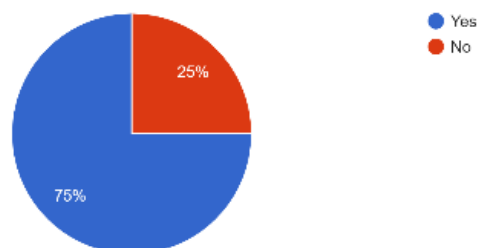


Figure 7. Students' Responses on the Use of Online Sources

Figure 8 explores which websites were most frequently consulted by participants. It gives an overview of the digital resources that novice translators find most useful.

9. If your answer for number 8 is YES, what are the websites did you open?
17 responses

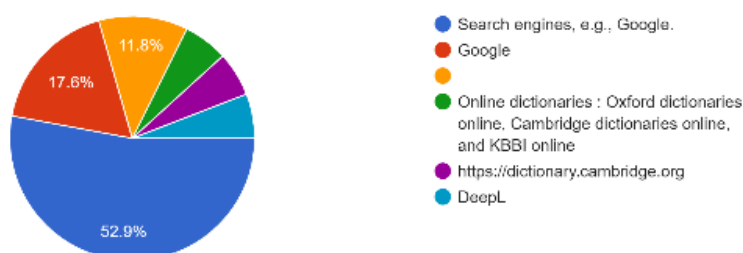


Figure 8. Students' Responses on the Uses of Website

Figure 9 below focuses on the use of machine translation by participants. It illustrates the extent to which machine translation tools were used and the reasons behind their usage, highlighting their role in the translation process.

10. Did you use any machine translation (MT), for example Google Translate, to help you translate?
20 responses

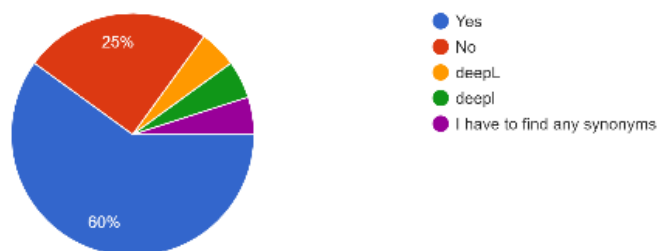


Figure 9. Students' Responses on the Uses of Machine Translation

Figure 10 provides an analysis of why participants chose to use machine translation. Understanding these reasons can offer insights into the perceived benefits and limitations of machine translation tools among novice translators.

11. If your answer for number 9 is YES, why did you use machine translation?
16 responses

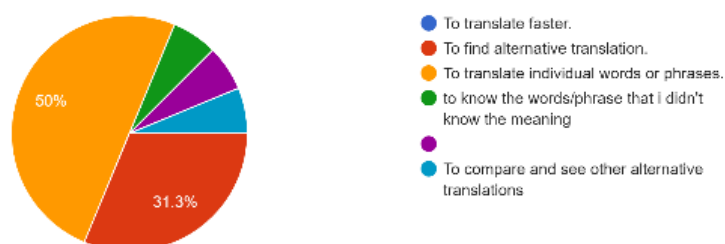


Figure 10. Students' Responses on the Reasons of Using Machine Translation

Table 2 categorizes the translation techniques used by participants based on Kövecses' concepts. It shows the frequency of different mapping conditions and lexical realizations employed in the translations. This table helps to understand the

strategies applied by novice translators to convey the metaphorical meaning of the phrase ‘*elephant in the room*’.

Table 2 shows that for the sentences number 1 and 2, the participants successfully translated the phrase ‘*elephant in the room*’ by using similar mapping conditions and similar lexical realization. It means that the participants are aware that the sentences have literal meanings. Meanwhile, sentences number 3 to 5 have metaphorical meanings. Many participants are unable to render the phrase correctly as they just translated the phrase as it is. Thus, the translations are considered void. The good thing is that there are still some participants who can grasp the meaning of the phrase although they are paraphrasing it. The equivalent for *elephant in the room* in Indonesian is *buah simalakama* or the term ‘*ngeri-ngeri sedap*’ which was quite popular a few years ago. Both of these metaphors describe difficult situations or major problems that people ignore or avoid, even if the problem is obvious and has a significant impact. However, the meaning between the two is not the same. *Buah simalakama* specifically refers to a situation where all the options present carry bad consequences, similar to how ‘*elephant in the room*’ indicates a big problem that is not talked about or faced. Another choice for a more direct metaphor of the *elephant in the room* is *gajah di pelupuk mata*, which also implies a significant issue or problem that is being ignored or not addressed, even though it is obvious and impactful.

**Table 2. Frequency of Translation Techniques to Translate
‘*elephant in the room*’**

No	Translation Techniques	%
1a	= mapping condition, = lexical realization	100%
b	= mapping condition, ≠ lexical realization	0
c	≠ mapping condition, = lexical realization	0

d	≠ mapping condition, ≠ lexical realization	0
2a	= mapping condition, = lexical realization	100%
b	= mapping condition, ≠ lexical realization	0
c	≠ mapping condition, = lexical realization	0
d	≠ mapping condition, ≠ lexical realization	0
3a	= mapping condition, = lexical realization	0
b	= mapping condition, ≠ lexical realization	0
c	≠ mapping condition, = lexical realization	0
d	≠ mapping condition, ≠ lexical realization	35%
4a	= mapping condition, = lexical realization	0
b	= mapping condition, ≠ lexical realization	0
c	≠ mapping condition, = lexical realization	0
d	≠ mapping condition, ≠ lexical realization	45%
5a	= mapping condition, = lexical realization	0
b	= mapping condition, ≠ lexical realization	0
c	≠ mapping condition, = lexical realization	0
d	≠ mapping condition, ≠ lexical realization	45%

This study's results align with previous research conducted by **Dagnev and Chervenкова (2024)**. They stated that the ability to understand metaphorical meanings in the source text will be beneficial for participants in translating the source text successfully. If participants can understand that the sentences have metaphorical meanings, then they will be cautious in rendering the sentences. They can do research or consult the dictionaries to find the meanings first before translating.

In addition to the techniques in translating metaphorical meanings, this study presents fresh input on how metaphor can be translated. The previous studies by **Al-Jarf (2023)** and **Qiu (2023)** provided a classic approach on translation strategies on metaphor. Meanwhile, Kövecses provides a different point of view on translating metaphors.

CONCLUSION

The '*elephant in the room*' phenomenon holds significant relevance within translation studies, offering key insights into the challenges and strategies translators face when dealing with implicit meanings and cultural nuances. Originating from a metaphorical expression denoting an obvious but unaddressed issue, this phenomenon underscores the complexities of translating idiomatic and culturally specific phrases across languages.

One of the primary insights from the '*elephant in the room*' in translation studies is the importance of context and cultural sensitivity. Translators must navigate not only linguistic differences but also cultural contexts that shape the interpretation and impact of idiomatic expressions. For example, while the literal translation of '*the elephant in the room*' into Indonesian would be 'gajah di ruangan,' conveying its metaphorical meaning requires understanding how Indonesians perceive and discuss unspoken issues.

Furthermore, the '*elephant in the room*' phenomenon underscores the challenges of preserving metaphorical richness and rhetorical devices in translation. Metaphors play a crucial role in language by encapsulating complex ideas and emotions through imaginative comparisons. Translating metaphors requires not only linguistic proficiency but also creativity and cultural insight to capture the metaphor's figurative meaning and evoke a similar response in the target audience.

In conclusion, the '*elephant in the room*' offers valuable insights into the complexities of metaphorical translation within translation studies. It underscores the interplay between language, culture, and cognition in conveying implicit meanings across linguistic and cultural boundaries. By examining this metaphor, scholars and practitioners can gain a deeper understanding of the challenges,

strategies, and ethical considerations involved in translating idiomatic expressions and metaphors, contributing to more effective cross-cultural communication and linguistic mediation.

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**PENERAPAN MATERI PEMBELAJARAN TERBALIK
DALAM PENGAJARAN BAHASA INGGRIS: STUDI
TENTANG GURU LIA DI WILAYAH JABODETABEK**

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ABSTRAK

Penelitian ini menyelidiki penerapan materi pembelajaran terbalik di kalangan guru bahasa Inggris LIA di wilayah Jabodetabek. Pembelajaran terbalik, yang membalik metode pengajaran tradisional dengan mengharuskan siswa mempelajari konten di rumah dan berpartisipasi dalam pembelajaran aktif di kelas, telah mendapatkan perhatian yang signifikan baru-baru ini. Meskipun potensinya untuk meningkatkan keterlibatan dan hasil belajar siswa diakui secara luas, pemahaman tentang penerapannya dalam pengajaran bahasa Inggris masih terbatas. Penelitian ini meneliti bagaimana guru LIA memanfaatkan materi pembelajaran terbalik dan mengidentifikasi tantangan yang mereka hadapi. Dengan pendekatan campuran, data dikumpulkan melalui kuesioner dan wawancara semi-terstruktur dengan 53 guru dari lima cabang LIA. Temuan menunjukkan bahwa 79% guru percaya pada efektivitas pembelajaran terbalik, tetapi hanya 39% yang menerapkannya secara konsisten. Tantangan utama meliputi ketidaktahuan siswa terhadap model ini dan beban kerja yang berat dari sekolah formal, yang menghambat penyelesaian tugas pra-kelas mereka. Meskipun ada hambatan ini, guru mengakui manfaat pembelajaran terbalik dalam mempromosikan pemahaman yang lebih mendalam dan partisipasi aktif di kelas. Studi ini menekankan perlunya pelatihan tambahan, sumber daya, dan dukungan institusional untuk membantu guru dan siswa mengadopsi pembelajaran terbalik secara lebih efektif dan memaksimalkan manfaat potensialnya.

Kata kunci: pembelajaran terbalik; pengajaran Bahasa Inggris

ABSTRACT

This study investigates the implementation of flipped learning materials among LIA English teachers in the Jabodetabek region. Flipped learning, which reverses traditional teaching methods by requiring students to learn content at home and participate in active learning in the classroom, has recently gained significant attention. While its potential to enhance student engagement and learning outcomes is widely recognized, understanding its application in English language teaching remains limited. This research examines how LIA teachers utilize flipped learning materials and identifies the challenges they face. Using a mixed-method approach, data were collected through questionnaires and semi-structured interviews with 53 teachers from five LIA branches. Findings indicate that 79% of teachers believe in the effectiveness of flipped learning, but only 39% consistently implement it.

Major challenges include students' unfamiliarity with the model and heavy workload from formal school, which hinders the completion of pre-class tasks. Despite these obstacles, teachers acknowledge the benefits of flipped learning in promoting deeper understanding and active participation in the classroom. The study highlights the need for additional training, resources, and institutional support to help teachers and students adopt flipped learning more effectively and maximize its potential benefits.

Key words: flipped learning; English language teaching

PENDAHULUAN

Dalam beberapa tahun terakhir, konsep pembelajaran terbalik telah mendapatkan perhatian signifikan dalam pendidikan, menawarkan metode pengajaran di kelas yang baru. Pembelajaran terbalik melibatkan pembalikan metode pengajaran tradisional, di mana siswa berinteraksi dengan materi instruksional di luar kelas, biasanya melalui sumber daya online, dan kemudian menggunakan waktu kelas untuk pembelajaran aktif, diskusi, dan kegiatan pemecahan masalah. Lembaga Bahasa Inggris (LIA) menganggap pentingnya penerapan pembelajaran terbalik di kelas dan telah mengadopsinya sejak tahun 2019.

Namn, sangat mendesak untuk mengevaluasi penerapan pendekatan ini setelah lima tahun, terutama mengingat periode pandemi COVID-19 dan tahun-tahun berikutnya. Meskipun banyak penelitian telah mengeksplorasi efektivitas pembelajaran terbalik pada hasil siswa, masih ada kesenjangan dalam memahami bagaimana guru melihat dan menggunakan materi terbalik, terutama dalam konteks pengajaran bahasa Inggris.

Wibowo et al. (2021) dari Universitas Negeri Yogyakarta melakukan penelitian tentang model pembelajaran terbalik, menunjukkan bahwa guru, orang

tua, dan siswa memiliki persepsi positif terhadap pembelajaran online menggunakan metode kelas terbalik selama pandemi COVID-19. Namun, penelitian ini berfokus pada persepsi guru terhadap model pembelajaran terbalik pada tahun-tahun setelah pandemi.

Penelitian ini bertujuan untuk menyelidiki penerapan materi pembelajaran terbalik di kalangan guru bahasa Inggris LIA di lima cabang di wilayah Jabodetabek. Penelitian ini bertujuan untuk mengisi kesenjangan dengan mengeksplorasi perspektif dan praktik guru bahasa Inggris LIA, memberikan wawasan baru ke dalam pemahaman dan penerapan materi pembelajaran terbalik. Temuan dari penelitian ini dapat memberi informasi kepada lembaga dan guru tentang efektivitas dan tantangan dalam menerapkan pembelajaran terbalik dalam pengajaran bahasa Inggris. Selain itu, hasilnya dapat memandu inisiatif pengembangan profesional yang bertujuan untuk meningkatkan praktik pedagogis guru dan keterampilan literasi digital dalam memanfaatkan pendekatan pembelajaran terbalik.

Definisi Pembelajaran Terbalik

Jaringan Pembelajaran Terbalik (FLN) mendefinisikan pembelajaran terbalik sebagai: "Sebuah pendekatan pedagogis di mana instruksi langsung dipindahkan dari ruang belajar kelompok ke ruang belajar individu, dan ruang kelompok yang dihasilkan diubah menjadi lingkungan belajar dinamis dan interaktif di mana pendidik membimbing siswa saat mereka menerapkan konsep

dan berpartisipasi secara kreatif dalam materi pelajaran" (Jaringan Pembelajaran Terbalik, 2014).

Definisi ini menyoroti perubahan mendasar dalam peran guru dan siswa. Dalam pembelajaran terbalik, model kelas tradisional dibalik: siswa pertama kali mendapatkan paparan materi baru di luar kelas, biasanya melalui kuliah video, dan kemudian menggunakan waktu kelas untuk memperdalam pemahaman melalui diskusi dan kegiatan pemecahan masalah dengan teman sekelas dan guru. Pendekatan ini menekankan pembelajaran aktif, di mana siswa terlibat dalam tugas berpikir tingkat tinggi selama kelas (Savery, 2006).

Pembelajaran terbalik mengandalkan penerapannya pada empat pilar inti, seperti yang diusulkan oleh FLN, yang membentuk dasar lingkungan pembelajaran terbalik yang efektif, yang secara kolektif dikenal sebagai pilar F-L-I-P (Jaringan Pembelajaran Terbalik, 2014).

Empat Pilar Inti dalam Pembelajaran Terbalik

1. **Lingkungan Fleksibel:** Pembelajaran terbalik memungkinkan berbagai mode pembelajaran. Pendidik sering mengatur ulang ruang belajar mereka untuk mengakomodasi pelajaran atau unit, mendukung kerja kelompok atau studi mandiri. Mereka menciptakan ruang fleksibel di mana siswa memilih kapan dan di mana mereka belajar. Selain itu, guru yang membalik kelas mereka fleksibel dalam harapan mereka terhadap waktu belajar siswa dan dalam penilaian pembelajaran siswa (Hamdan et al., 2013; Sams & Bergmann, 2013).

2. **Budaya Belajar:** Dalam model pembelajaran terbalik, terjadi pergeseran yang disengaja dari kelas yang berpusat pada guru ke pendekatan yang berpusat pada siswa. Siswa secara aktif terlibat dalam konstruksi pengetahuan saat mereka berpartisipasi dalam dan mengevaluasi pembelajaran mereka dengan cara yang bermakna secara pribadi. Pembelajaran terbalik mendorong budaya di mana siswa bertanggung jawab atas pembelajaran mereka sendiri.
3. **Konten yang Disengaja:** Guru yang terbalik terus memikirkan bagaimana mereka dapat menggunakan model terbalik untuk membantu siswa mengembangkan pemahaman konseptual serta kefasihan prosedural. Guru menggunakan konten yang disengaja untuk memaksimalkan waktu kelas, mengadopsi strategi pembelajaran aktif yang berpusat pada siswa tergantung pada tingkat kelas dan mata pelajaran.
4. **Pendidik Profesional:** Peran pendidik profesional bahkan lebih penting, dan sering kali lebih menuntut, dalam kelas terbalik dibandingkan dengan kelas tradisional. Selama waktu kelas, mereka terus mengamati siswa mereka, memberikan umpan balik tepat waktu, dan menilai pekerjaan mereka. Pendidik profesional reflektif dalam praktik mereka, terhubung satu sama lain untuk meningkatkan pengajaran mereka, menerima kritik konstruktif, dan menoleransi kekacauan terkontrol di kelas mereka.

Desain Materi Terbalik untuk EFL

Materi pembelajaran terbalik harus dirancang dengan hati-hati untuk mencapai tujuan pembelajaran untuk setiap sesi pengajaran. Guru harus

memberikan akses ke materi pembelajaran pra-kelas ini sehingga siswa dapat mempelajarinya sebelum datang ke kelas.

Jenis Materi Pra-Kelas

Materi terbalik dapat mencakup:

- **Video dan Tutorial:** Video tentang aturan tata bahasa, panduan pengucapan, pelajaran kosakata, dan penggunaan bahasa. Video singkat dan menarik (5-10 menit setiap video) efektif (Bishop & Verleger, 2013).
- **Bacaan:** Artikel, cerita pendek, dialog, atau kutipan buku teks. Teks harus pada tingkat bahasa yang sesuai untuk memastikan pemahaman, dengan waktu yang dialokasikan 15-20 menit (Roehl et al., 2013).
- **Latihan Interaktif:** Kuis online, aplikasi bahasa, dan latihan tata bahasa interaktif bermanfaat (Bergmann & Sams, 2012). Ini dapat mencakup pertanyaan pilihan ganda, aktivitas isi-kosong, dan latihan pencocokan, dengan setiap latihan memakan waktu 10-20 menit.
- **Kegiatan Mendengarkan:** Rekaman audio atau podcast dapat meningkatkan keterampilan mendengarkan. Ini dapat membantu siswa melatih keterampilan mendengarkan dan pemahaman, serta dapat diselesaikan dalam 10-20 menit (Aljohani, 2017).

Pertimbangan lain dalam merancang materi pembelajaran terbalik adalah menyeimbangkan beban kerja bagi siswa. Mengintegrasikan empat keterampilan bahasa (membaca, menulis, mendengarkan, berbicara) dalam aktivitas pra-kelas dapat memberikan pengalaman pembelajaran bahasa yang seimbang (Prince, 2004). Menggunakan berbagai materi dan aktivitas untuk menjaga keterlibatan

siswa dengan pelajaran juga penting, seperti menggabungkan video tata bahasa singkat dengan latihan mendengarkan dan tugas pemahaman membaca. Aktivitas harus dibimbing dengan menyediakan pertanyaan panduan, glosarium untuk kosakata yang sulit, dan pertanyaan pemahaman untuk mendukung pemahaman (Wood et al., 1976). Selain itu, keberadaan umpan balik, termasuk alat penilaian diri dan mekanisme umpan balik langsung dalam kuis online dan latihan interaktif, membantu siswa mengukur pemahaman mereka.

Materi Pembelajaran Terbalik di Lembaga Bahasa LIA

Lembaga Bahasa LIA (LB LIA) menyediakan materi terbalik untuk guru yang mengajar General English for Teens (GET), General English for Adults (GEA), dan Conversation for Business (CvB). Program bahasa Inggris untuk anak-anak (GEYL) tidak dilengkapi dengan materi terbalik karena buku komersial yang digunakan didukung oleh MEE (MacMillan Education Everywhere). Sebelum mengajar, guru dapat memberikan siswa tautan ke materi terbalik untuk topik tertentu 48 jam sebelum sesi belajar dimulai.

Materi terbalik LIA mencakup empat keterampilan bahasa dan elemen bahasa, seperti tata bahasa, pengucapan, dan kosakata. Jenis materi terbalik termasuk video, file audio untuk latihan mendengarkan, contoh dialog, dan teks bacaan. Setelah mempelajari materi, siswa harus menyelesaikan latihan dalam bentuk pertanyaan pilihan ganda. Latihan ini dapat diselesaikan oleh siswa dalam waktu kurang dari 10 menit dan kemudian dikirimkan secara online.

Di dalam kelas, guru diharuskan memeriksa pemahaman siswa melalui aktivitas dan mendiskusikannya jika diperlukan. Aktivitas kelas berfokus pada

praktik apa yang telah dipelajari siswa dari materi terbalik, memaksimalkan sesi satu setengah jam untuk meningkatkan keterampilan bahasa siswa. Dengan demikian, tahap presentasi sering dilewati, menghasilkan lebih banyak produksi bahasa siswa selama sesi.

METODE

Peserta

Penelitian ini melibatkan 53 guru bahasa Inggris LIA dari berbagai cabang di wilayah Jabodetabek yang telah mengadopsi pembelajaran terbalik. Kriteria inklusi meliputi:

1. Guru bahasa Inggris LIA dengan pengalaman minimal tiga tahun.
2. Guru yang secara aktif menggunakan pendekatan pembelajaran terbalik dalam pengajaran mereka.
3. Kesiediaan untuk berpartisipasi dalam penelitian.

Guru yang dipilih mengajar berbagai level, mulai dari pemula hingga tingkat lanjut, dan usia mereka berkisar antara 25 hingga 45 tahun.

Instrumen Pengumpulan Data

Pengumpulan data melibatkan survei dengan kuesioner dan wawancara semi-terstruktur untuk wawasan mendalam. Kuesioner berisi pertanyaan tentang pemahaman guru mengenai materi pembelajaran terbalik dan penerapannya di kelas. Kuesioner berbentuk pertanyaan dengan pilihan, dan pertanyaan dengan jawaban pendek. Wawancara mendalam dilakukan untuk menjelaskan jawaban kuesioner dan memberikan wawasan yang lebih mendalam.

Analisis Data

Metode kualitatif deskriptif digunakan untuk analisis kuantitatif, dengan statistik deskriptif dalam bentuk persentase yang menganalisis data kuesioner. Untuk analisis kualitatif, analisis tematik digunakan untuk menganalisis transkrip wawancara, mengidentifikasi tema dan pola yang berulang terkait pemahaman dan penerapan materi pembelajaran terbalik oleh guru.

HASIL DAN PEMBAHASAN

Temuan penelitian diperoleh dari kuesioner dan wawancara. Kuesioner menginvestigasi pemahaman dan penerapan materi pembelajaran terbalik oleh guru di kelas, sementara wawancara mengumpulkan informasi rinci mengenai jawaban kuesioner.

Hasil Kuesioner

LIA telah menerapkan model pembelajaran terbalik selama lima tahun, dan guru diwajibkan untuk menggunakan model ini di kelas mereka. Data menunjukkan bahwa 79% guru percaya pada model pembelajaran terbalik. Namun, hanya 39% guru yang "selalu" menerapkan model ini di kelas, 21% "sering" menggunakannya, dan 19% "kadang-kadang" menggunakannya. Sebagian kecil guru tidak pernah menerapkan model ini, menunjukkan bahwa tidak semua guru percaya atau secara konsisten menggunakan model pembelajaran ini.

Guru menghadapi tantangan saat menerapkan model pembelajaran terbalik. Tantangan utama adalah ketidaksiapan siswa terhadap model pembelajaran ini, karena mereka tidak familiar dengannya dan sudah memiliki banyak tugas dari sekolah formal mereka. Akibatnya, mereka sering tidak menyelesaikan tugas yang

disediakan dalam materi terbalik. Masalah ini lebih terlihat pada kelas tingkat rendah, di mana siswa yang menyelesaikan tugas masih tampak tidak siap dan tidak terlibat, tidak seperti siswa tingkat tinggi. Tantangan-tantangan ini menghambat guru untuk sepenuhnya menerapkan model pembelajaran terbalik.

Mengenai materi terbalik yang disediakan oleh lembaga, 85% guru merasa materi tersebut cukup untuk mempersiapkan siswa pada tahap penerapan (latihan keterampilan, mencapai tujuan akhir, dan perpanjangan/personalisasi). Namun, 66% guru membuat materi terbalik mereka sendiri karena mereka percaya materi yang disediakan kurang memadai.

SIMPULAN

Setelah lebih dari lima tahun menerapkan model pembelajaran terbalik, guru menghadapi beberapa tantangan. Meskipun mereka percaya bahwa model ini membantu siswa dalam pembelajaran, tidak semua guru secara konsisten menerapkannya di dalam kelas. Sementara itu, guru melihat siswa mengalami kesulitan dalam menyelesaikan tugas karena ketidakfamiliaran dengan pembelajaran terbalik dan kurangnya waktu untuk menyelesaikan materi pembelajaran terbalik. Untuk materi pembelajaran terbalik, guru memiliki sikap positif terhadap materi terbalik yang disediakan oleh Lembaga Bahasa (LIA), karena materi tersebut cukup untuk mempersiapkan siswa pada tahap penerapan.

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**THE LANGUAGE STYLE TYPES AND MILES’
IMPLEMENTATION OF POLITENESS PRINCIPLE
DEPICTED IN THE SPIDER-MAN: INTO THE SPIDER-VERSE
(2018) MOVIE**

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ABSTRAK

Tujuan dari tesis ini adalah: (1) mengidentifikasi tipe tipe gaya bahasa apa saja yang digunakan para karakter seperti (Miles, Jefferson, Aaron, Ms. Calleros, Gwen, Peter B Parker, Spider-Man, Store owner, dan Rio) dalam berinteraksi; (2) mencari tahu bagaimana Miles menerapkan prinsip kesopanan terhadap karakter lain. Metode penelitian yang digunakan dalam skripsi ini menggunakan pendekatan kualitatif, dengan metode deskriptif kualitatif. Penulis menggunakan 2 pendekatan, yaitu Sociolinguistic dan *Pragmatics*. Sedangkan teori yang digunakan adalah Language Style oleh Joos, Social factor oleh Holmes dan *Politeness Principle* oleh Leech. Hasil dari penelitian ini ditemukan bahwa ada 3 tipe gaya bahasa yang digunakan oleh para karakter untuk berinteraksi yaitu: (1) *Consultative Style* (tujuh data) (2) *Casual Style* (delapan data) (3) *Intimate Style* (4 data). Sedangkan untuk penerapan prinsip kesopanan yang dilakukan oleh Miles ditemukan 6 jenis yaitu: (1) *Tact Maxim* (tujuh data) (2) *Generosity Maxim* (tiga data) (3) *Approbation Maxim* (lima data) (4) *Modesty Maxim* (lima data) (5) *Agreement Maxim* (empat data) (6) *Sympathy Maxim* (empat data). Ini berarti di film ini gaya bahasa yang paling banyak digunakan adalah gaya casual dengan delapan kali penggunaan. Dan prinsip kesopanan yang paling sering Miles terapkan adalah *Tact Maxim* dengan tujuh kali penggunaan

Kata kunci: Gaya Bahasa, Interaksi, Prinsip Kesopanan.

ABSTRACT

The purpose of this thesis namely: (1) to identify the types of language style used by the characters such as (Miles, Jefferson, Aaron, Ms. Calleros, Gwen, Peter B Parker, Spider-Man, Store owner, and Rio) in their interaction, (2) to find out how Miles implements the politeness principles towards other characters. The method used in this thesis is Qualitative, with descriptive and qualitative methods. The writer uses two approaches namely: Sociolinguistic and Pragmatic. The theories used are Language Style by Martin Joos, Social Factors by Janet Holmes, and Politeness Principles by Geoffrey Leech. The results of this study found there are 3 types of Language styles used by the characters to communicate with namely (1) Consultative Style (7 data), (2) Casual Style (8 data), and (3) Intimate Style (4 data). For the Politeness Principle implemented by Miles found there are 6 types such as: (1) Tact Maxim (7 data) (2) Generosity Maxim (3 data) (3) Approbation Maxim (5 data) (4) Modesty Maxim (5 data) (5) Agreement Maxim (4 data)

(6) Sympathy Maxim (4 data). It means in this movie the most used Language style is Casual style with 8 times usage. The most used by Miles is Tact Maxim with 7 times of usage.

Keywords: Language style; Interactive: Politeness Principles.

INTRODUCTION

Humans need to have interaction with other humans, and to interact they use a language as a media to communicate. Communication involves using code that is done with eyes, body movements, or sounds made with the voice (Tannen in Riskiati, Nurdin Noni, 2011) There are two types of communication, verbal and non-verbal. Linguistics is the study of language. Saiful Akmal, Rahmat Yusni stated, Linguistics is a study of language and the structure of the language itself, this study discusses language structure, language meaning, language in context (2017: 9). This study uses Sociolinguistics and Pragmatics approach, and the writer uses some theories namely: Language Style by Joos, Social Factors by Holmes, and Politeness Principles by Leech.

There are several branches of linguistics: Sociolinguistic and Pragmatics. Both of them study about language but in different domains. Sociolinguistic studies about language and society, Pragmatics studies about meaning of language based on context. Sociolinguistics is a discipline that studies language and the relationship it has with the social and cultural context in which it is generated (Naibaho, 2020). Social factors are some factors that can influence the choice of language style. According to Holmes (2013), there are 4 social factors that can influence the choice of language style, such as:

1. Participants

Different participants use different styles, usually people tend to use different styles within different contexts and with different people they talk to.

2. Setting

Setting refers to the place and time (2013: 30). Setting is crucial to appropriate language choice, in a mosque or at a formal occasion, the suitable language style will be different from that used after the event is over.

3. Topics

Something that is being discussed or talked about can influence language choice.

4. Purpose

What is the objective of people talking to each other. The aim of the interaction can influence the choice of language because people need to manage their language depending on the aim of this interaction. Language style is a form of language that a speaker adopts and is characterized by a degree of formality (Joos, 1976). There are 5 types of language style according to Joos such as:

1. Frozen style

Frozen style is used in very formal situations such as state ceremony, presidential languages. It is a type style that is meant to be used in very formal situations and places such as in a palace and or church ritual.

2. Formal style

The formal style is used in situations in which the speakers are very careful about maintaining the word choice, pronunciation and sentence structure are defined as formal style. This kind of style is usually used in formal situations such as formal language, ceremony, etc. Formal style is characterized by having only a single topic, using sentence structure that shows less closeness between speaker and listener and using standardized forms.

3. Consultative style

The consultative style will show our basic manners to the foreigner who can speak our language but their personality is different from ours. Consultative style usually occurs in the conversation between small groups, someone who has just gotten acquainted, between seller and buyer, teacher and student and to strangers. This style is considered formal enough but this style is lower than formal style. Consultative style usually characterized by the used of some words such as “Uh”, “I see”, “Well”, “Right”, “Uh Huh”, and “Huh”

4. Casual style

Casual style is a language style that is usually used in conversation with informal situations like a conversation between friend, worker, and

colleague. Casual style has characteristics that is the use of slang words, usually short sentences, the pronunciation is rapid and often slurred, and sometimes use colloquial words

5. Intimate style

Intimate style is defined by Joos in (Krisdiana, 2019: 14) as a completely intimate language that develops in between families, lovers, and closest friends and is paired by intimate labels such as dear, darling, honey, mom, dad and other possible nicknames to use in this situation.

Pragmatics according to Levinson in Erlinda Pragmatics is the study that focuses on the relations between languages and context that are basic to an account of language understanding (2016). Politeness principle according to Leech stated in Isnu is a behavior that is expressed in a good or ethical way (2017: 2). Lakoff stated in Culpeper (2011) The purpose of politeness principle is preserving the friendly relations and the social balance that allow us to think that our interlocutors are cooperative from the start of communication According to Leech in Isnu there are 6 principles, such as; Generosity maxim, Approbation maxim, Tact maxim, Sympathy maxim, Modesty maxim, and Agreement maxim (2017).

1. Tact Maxim

Leech stated the point of Tact maxim is that the participants of the communication should comply with the maxim of reducing their own profit and maximizing others profit in communication (qtd. in Isnu, 2017).

2. Generosity Maxim

According to Leech in Isnu the point of Generosity maxim is to make our profit as little as possible on the other side, make our loss as big as possible or maximize cost to self and minimize benefits to self (2018).

3. Approbation Maxim

Approbation maxim is that the speaker and listener should be humble by reducing the praise of them or minimizing the disrespect of others and maximizing respect of others.

4. Modesty Maxim

Modesty maxim refers to minimizing praise of self and maximizing dispraise of self, in modesty maxim the participants are required to be polite or humble by minimizing the praise of them.

5. Agreement Maxim

Agreement maxim is to minimize the disagreement expression between ourselves and others and maximize the agreement expression between ourselves and others.

6. Sympathy Maxim

Sympathy maxim is to reduce antipathy towards ourselves and other people and increase sympathy between ourselves and others.

METHOD

This study uses a qualitative approach, which in this research the writer uses data collection technique and analysis method with observations. According to Fauzobihi et al, research methodology is a study that can discuss an activity conducted to solve problems or as a development of science using scientific methods (2022). This study uses qualitative descriptive methods because the data sources of this study are from words, dialogues, and movie script. The research method used in this study are:

1. The object of research:

The object of research in this study is the movie “Spider-Man: Into the Spider-Verse (2018)”. The writer analyzes the scene and dialogues in the film so that some problems formulations are formulated in this study.

2. Data source:

The data are taken from the dialogue that describes the language style and politeness principle from the *Spider-Man: Into the Spider-Verse* movie

3. Research techniques

Firstly the writer watches the movie *Spider-Man: Into the Spider-Verse* movie, secondly The writer collects the data from watching movie, e-journals, e-books, e-articles, official websites that relate to this movie , thirdly the writer selects the specified data on Language style and Politeness principle and lastly the writer also reads some references that relate to help the writer observe the approach, theory, and data.

RESULTS AND DISCUSSION

1. Language styles in Spider-Man: Into the Spider-Verse movie

In this chapter the writer tries to analyze and discuss Language style that consist of Consultative style, Casual style, and Intimate style by showing the proofs from the Spider-Man: Into the Spider-Verse movie that are dialogues performed by the characters

a. Consultative style

. Consultative style usually occurs in the conversation between small groups, someone who has just gotten acquainted, between seller and buyer, teacher and student and to strangers. This style is considered formal enough but this style is lower than formal style. Consultative style is usually characterized by the use of some words such as “Uh”, “I see”, “Well”, “Right”, “Uh Huh”, and “Huh”.

The first proof can be seen through scene 21.57 - 21.58, where Spider-Man asks Miles about his appearance .

Spider-Man: “Did you know your shoes are untied?”

Miles: “**Uh huh.**”

The datum shown above is the conversation between Miles and Spider-Man, where it was the first time they met each other. Miles' answer was “Uh huh” it means “yes”, Miles' answer indicates that he uses Consultative style which is characterized by the word “uh huh”, Moreover it is supported by the social factors such as the participants and setting.

The second datum can be seen through scene 07.29 - 07.32, where Miles gets caught sneaking into Ms Calleros' class.

Ms Calleros: **“Mr. Morales, moving in the dark. You’re late again.”**

Miles: **“Einstein said time was relative right? Maybe I’m not late. Maybe you guys are early”**

The datum above shows the conversation between Ms Calleron and Miles where Ms Calleros is Miles’ teacher. There they used a consultative style which is indicated by the word “right” that was performed by Miles. They use a Consultative style because their relationship is as a teacher and student. And supported by some Social Factors such as the participants and the setting.

b. Casual style

Casual style is a type of style that is characterized by the use of slang or jargon words, usually short sentences, the pronunciation is rapid and often slurred, and sometimes use colloquial words. First evidence can be seen through scene 06.41 it is a dialogue between Miles and other new members of Visions Academy

Miles: “Hey good morning, **how you doing?**... Weekend was short, **huh?**”

Other student: *No respond*

The datum shows the use of casual style by Miles to greet his new friends. The language he uses to greet the other new students is considered as casual style. This style can be recognized by the use of slang words “how you doing” which is not in accordance with the normal grammatical structure, the normal grammatical

structure there should be “To Be” and the suitable one is “are” because the subject is “you”. It is also can be seen in another scene 06.43 that shows Casual style, this scene contains the dialogue between Miles and other new member of Visions Academy.

Miles: “**Oh my gosh**, this is embarrassing, we wore the same jacket.”

Other student: *No respond*

This dialogue shows the use of casual style by Miles to greet his new friends. He is trying to adapt to the new environment. When he greets other members he uses Casual style which is characterized by the use of slang words in the phrase “Oh my gosh” which is considered slang words for “oh my god”. And it is supported by social factors such as the participants,

c. Intimate style

Intimate style is a completely intimate language that develops in between families, lovers, and closest friends. Characteristics of intimate style is the use of intimate labels such as dear, darling, honey, mom, dad and other possible nicknames to use in this situation, and has vocabulary that is personal with the interlocutor. The first data can be seen through scene 03.20 – 03.22. Miles’ dad offered Miles to go with him to school.

Jefferson: “If you want me to drive you we gotta go now”

Miles: “**No dad**, I’ll walk”

The datum above shows the conversation between Miles and his father, Jefferson. On Miles' first day of school, Miles' dad is offering Miles to leave together by car, In their conversation Miles uses an intimate style that is characterized by the use of the nickname “dad” to call his father, where Miles shows the intimate relationship between he and his father, he uses an intimate nickname in his family. And it is supported by some Social Factors such as the participant and the setting. The second data can be seen through scene 03.31 – 03.40. It is a conversation between Miles and his Mom before he goes to school.

Miles: “**Mom**. I gotta go..”

Rio: “In a minute”

Rio: “**Papa!** Llamame! See you on Friday!”

(Papa, call me).

Miles: “Okay, **mami**. Hasta luego!” (See you later).

The dialog is between Miles and his mother, Rio. In their conversation they are performing an intimate style that is characterized by the use of nicknames used by them within the scope of family.

2. MILES’ IMPLEMENTATION OF POLITENESS PRINCIPLE

In this chapter the writer tries to analyze and discuss Politeness Principle that consist of Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, and Sympathy Maxim, by showing the proofs from the Spider-Man: Into the Spider-Verse movie that are dialogues performed by Miles towards other characters

a. Tact Maxim

Tact Maxim means reducing their own profit and maximizing others profit in communication. The first data can be seen through scene 1.33.46 - 1.33.50. It is a dialogue between Miles and Peni, where Miles gives Peni a chance to get into the portal and get back to her universe.

Miles: **“I got the portal open. You first Peni.”**

Peni: “Thank you, Miles. From both of us.”

The conversation above between Miles and Peni, Miles is giving an opportunity to Peni to go back to the universe where she belongs. In Miles’ utterance, he performs Tact Maxim that can be recognized when he is trying to make his listener’s benefits as many as possible and make his benefits as least as possible. The second data can be seen through scene 58.38 - 58. 41, where Miles and Gwen are having a conversation about being Spider-Man.

Gwen: “I know how hard this is, to have to figure this stuff out on your own. It’s kinda nice not being the only Spider person around.

Miles: **“Yeah, if you ever decide to do friends again, I could always open up a slot.”**

Gwen: “I’ll keep you posted.”

Miles: “Cool”

In the conversation above between Miles and Gwen, they talk about how it feels to become a Spider-Person, Miles performs Tact Maxim towards Gwen which is characterized by the sentence “If you ever decide to make friends again, I could always open up a slot” that sentence is considered as Tact Maxim.

b. Generosity Maxim

The point of Generosity maxim is to make our profit as little as possible on the other side, make our loss as big as possible or maximize cost to self and minimize benefits to one-self. The first data can be seen through the scene 47.18- 47.22 it is a conversation between Miles and Peter, Miles wants to help Peter in doing his action.

Peter: "C'mon! you're stepping on my foot!"

Miles: "Move a little to your right"

Peter "Go back outside"

Miles: **"No, I can't sit there and just let Spider-Man die without doing anything about it, I'm not doing that again."**

The conversation above is between Miles and Peter, Peter is telling Miles to stay in a safer place instead of following him to the place that can endanger both of their lives. From Miles's dialogue it is recognized that he uses Generosity Maxim, he is trying to make his profit as least as possible and maximize his loss. The utterance "No, I can't sit there and just let Spider-Man die without doing anything about it" Miles' intention is to make himself useful to Peter. The second data can be seen in the scene 1.03.39 - 1.03.51. It is a dialogue between Miles and the other Spider-People, when Miles gives his opinion that he is the one who will be turning off the machine.

Miles: **"None of you can stay here. If you stay here, you'll die. I'm the guy who's going to turn it off and I'm going to get you all home before I do. Look, I made a promise. So I have to keep it."**

The dialogue above shows clearly when Miles tries to explain about the action that he wants to do and the result if he is not the person who takes the responsibility. In his utterance we can see that he is implementing the Generosity Maxim that means Miles is trying to make his loss as big as possible and make his profit as little as possible by doing all the stuff to turn off the machine,

c. **Approbation Maxim**

The point of Approbation maxim is that the speaker and listener should be humble by reducing the praise of them or minimizing the disrespect of others and maximizing respect for others. The first data can be seen through scene 51.18 – 51.25, Peter gives Miles some advice to Miles so that he can swing between trees using Spider-web.

Peter: “Aim with your hips. Look where you want it to hit. Square your shoulders. Don’t forget to follow through, don’t shoot off your back foot.”

Miles: “That’s too many things!”

Peter: “Then stop listening to me!”

Miles: “**That’s the best idea you’ve had all day!**”

The conversation above between Peter and Miles when Peter gives Miles some advice while practicing swinging in between trees. There Miles performs Approbation Maxim that can be considered from his utterance “That’s the best idea you’ve had all day!”, in this utterance Miles is trying to maximize praise to Peter and minimize despraise to him. The second data can be seen through scene 1.07.1 this scene shows Miles looks desperate after some big events happened to him.

Miles: “Dear Uncle Aaron, I gotta do something and I don’t know if I can do it. I’m a scared man. I’m just tired of letting everybody down. **You’re the only one I can talk to.** I just wish you were here.

The datum above shows when Miles is writing a letter for his uncle, he looks desperate because he is just experiencing bad and scary things. In Miles’ letter he performs Approbation Maxim that can be considered from the sentence “You’re the only one I can talk to”, in this sentence Miles trying to maximize praising his uncle and minimize dispraising his uncle

d. Modesty Maxim

Modesty maxim refers to minimize praise of self and maximize dispraise of self.

The first data can be seen through scene 35.07, it is when Miles blaming himself for everything that happened.

Miles: “I’m sorry, Mr. Parker... that thing you gave me, that key.. **I think I really messed it up.** I want to do what you asked. I really do, but... **I’m sorry, I’m not sure I’m the guy. I can’t do this without you.**”

The datum above shows when Miles looks desperate and doesn’t know what to do.

In Miles’s utterance, he performs Modesty Maxim that can be recognized by the sentence “I think I really messed it up” and the sentence “I’m sorry, I’m not sure I’m the guy. I can’t do this without you,”. The first sentence shows when Miles is dispraising himself, The second sentence shows when Miles is dispraising himself, he regrets that he cannot fulfill Peter’s wish. The second data can be seen through scene 1.17.19 – 1.17.25 when Miles blames himself and gets calmed down by Spider-Ham.

Spider-Ham: “Miles, the hardest thing about this job is you can’t always save everybody”

Miles: “Look, **it was my fault**. You wouldn’t understand”

The conversation between Spider-Ham and Miles is when Miles feels depressed, he performs Modesty Maxim that can be recognized by the sentence “it was my fault”, in this sentence Miles is trying to maximize the dispraise to himself by blaming himself and minimizing praise to himself.

e. Agreement Maxim

The point of Agreement Maxim is to minimize disagreement towards other people and maximize agreement towards other people. The first data can be seen through scene 04.27 - 04. 32 conversation between Miles and his father in the morning discussing about new coffee shop

Jefferson: “Sooo... Look at that, another new coffee shop... you see that Miles?”

Miles: ”**Totally, yeah**”

The conversation above between Miles and his father, Jefferson. In the car, they are talking about a new coffee shop that is just open around their neighborhood. In the conversation, Miles performs Agreement Maxim to answer his father’s question, Miles is trying to avoid disagreement in the conversation with his father and trying to make an agreement with his father’s statement. The second data can be seen through scene 04.49 - 04. 56 the conversation between Miles and his father discussing about Spider-Man

Jefferson: “Spider Man. I mean this guy swings in once a day zip zap zop in his little mask and answers to no one, right?”

Miles: “**Yeah, Dad, yeah**”

The conversation between Miles and his father, Jefferson doesn’t really suit Spider-Man because he thinks Spider-Man is too reckless. Miles gives a response to his father’s statement by performing Agreement Maxim, he is trying to avoid disagreement with his father and trying to make more agreement in the conversation

f. Sympathy Maxim

The point of Sympathy Maxim is to minimize antipathy to other people and maximize sympathy to other people The first data can be seen through scene 39.37 when Miles hangs onto Peter’s body and there’s an accident.

Miles: “**Sorry**”

Peter :”..... “

This dialogue above is between Miles and Peter when they are trying to run from the police who are chasing them. Miles is performing Sympathy Maxim, because he is sorry for him and cannot do anything to help him while they are being chased by the cops. Miles’ intention in performing this Maxim is to minimize antipathy and maximize sympathy to Peter as his listener

The second data can be seen through scene 58.18 – 58.19 Miles feels sorry to Gwen because she lost her friend.

Miles: “**I’m sorry about your friend.**”

Gwen: “Thanks, Miles”

The conversation above between Miles and Gwen, Miles is feeling grief after listening to Gwen's story about her best friend who died because of an accident. In their conversation, Miles is performing Sympathy Maxim that can be recognized by the word "I'm sorry", his intention in performing Sympathy Maxim to Gwen is to minimize antipathy and maximize sympathy,

CONCLUSION

In this thesis found there are 19 data of Language Style. The analysis is based on Martin Joos five styles of Language style Theory such as Frozen style, Formal style, Consultative style, Casual style, and Intimate style. In the movie the writer found 3 types of Language style namely: Consultative style (2 data), Casual style (2 data), and Intimate style (2 data). The writer found 26 data from the Politeness Principle. The analysis is based on Leech's Politeness principle. They are Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim and Sympathy Maxim. The writer found all of the types of Politeness principle those are Tact Maxim (2 data) Generosity Maxim (2 data) Approbation Maxim (2 data) Modesty Maxim (2 data) Agreement Maxim (2 data) and Sympathy Maxim (2 data). To be able to manage a good relationship with our neighborhood, the speaker should be able to maintain the suitable choice of language style, also from the social factors that can influence the choice of language style, we should be able to choose the right style based on the situation, participants, topic, etc. And we should implement the Politeness principle to be considered polite and maintain a good relationship with the neighborhood.

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AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT

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ABSTRAK

Menulis Bahasa Inggris menjadi tantangan bagi pelajar Indonesia yang menerima Bahasa Inggris sebagai Bahasa Asing. Kesulitan tersebut terjadi karena adanya perbedaan tata bahasa pada Bahasa Inggris dengan Bahasa Indonesia, sehingga seringkali membuat kesalahan pada menulis. Penelitian ini bertujuan untuk mencari tahu kesalahan tata bahasa pada teks *Recount* yang ditulis oleh Siswa Menengah Pertama. Penelitian ini menggunakan metode kualitatif dengan penjabaran hasil secara deskriptif pada sampel 40 teks *recount*. Dari hasil analisis data ditemukan bahwa siswa masih sering melakukan kesalahan pada penggunaan tenses. Hal ini bisa terjadi karena adanya kesalahan *interlanguage* yang berasal dari pengaruh kaidah tata bahasa Indonesia.

Keywords: Tata Bahasa, Kesalahan Grammar, Teks Recount

ABSTRACT

Writing English is a challenge for Indonesian students who perceive English as a foreign language. This struggle occurs because there are differences in English grammar and Indonesian. Thus, Errors are often made in writing. This research aims at finding out grammatical errors in Recount texts written by Junior high School Students. This research uses a qualitative method with descriptive explanation of the results on a sample of 40 recount texts. From the results of data analysis, it was found that students still often make errors in tenses. This can happen due to interlanguage errors from the influence of Indonesian grammatical rules.

Keywords: *grammatical errors, tenses, recount text*

INTRODUCTION

Writing English becomes very challenging for Indonesian students who perceive English as a foreign language. It is rather complicated because its grammatical rules are different from Indonesian language, so it is sometimes

resulting in negative transfer. For instance, in English it is known as tense to mark time in a sentence which is divided into 3 main tenses including, present tense, past tense, and future tense (Irawan 2018). Meanwhile, Indonesian does not have tenses, instead, it uses the adverbial of time to indicate time in sentences, that makes Indonesian students often possess difficulties in determining the accurate tenses both in oral and in writing communication.

The English lesson in Indonesian curriculum is designed based on student needs and is aimed to raise the functional level of English comprehension. One of which is learning and producing functional text. Functional Text is a short text that has a purpose and provides information and directions to the reader (Alisa and Rosa 2013). Recount text is one of the topics of discussion in the form of functional text found in English learning at the junior high school level. Recount text is text that functions to tell or explain an event or events that have passed. Recount text has a writing framework in the form of orientation, events, and re-orientation (Nurkholijah and Hafizh 2020). Past Tense is a tense featured in Recount Text where the verb used is Past verb or Verb 2.

Based on existing research, there are two factors that influence students in writing recount texts, namely internal factors which include students' own abilities and external factors which include teachers, materials, facilities, etc. (Sinta and Astutik 2019). Apart from that, mastery of writing recount text is also influenced by both interlingual transfer and intralingual transfer, and vocabulary mastery (Harris, Ansyar, and Radjab 2014). Research related to writing recount text has been conducted by Sartika, Khairinisaak, and Asmara (2022) stated Junior

highschool students obtained difficulties in the content of the text. Another study from Salawazo et al. (2020) discovered that language features are the most often difficulty students face in writing recount text. Therefore, there is a need for further research to discuss students' grammatical errors in writing recount text. This research aims at discovering the most frequent errors in writing recount text encountered by junior high school students.

There are two components in a grammar, they are morphology which is related to word structure and syntax which regulates sentence structure (Dixon 2005). These two components have an important role in conveying the message. Therefore, the components of morphology and syntax in learning a language really need to be paid attention to and understood. In the morphological component, there are five classes of words such as nouns, verbs, adjectives, adverbs, and prepositions, while syntax regulates patterns of groups of words to form phrases, clauses, sentences, and paragraphs. These two components are interrelated and influence the grammatical system.

However, most Indonesian students, especially public-school students, are not familiar with the rules of English grammar. Therefore, Errors are still often found in students' writing. In actual fact, errors in EFL students' writing are considered normal because these mistakes are part of the second language learning process. Vera, Haryudin, and Herdiyanti. (2019) states that every foreign or second language learner will definitely make mistakes caused by a lack of understanding of the second language. Error analysis is one approach to correcting grammatical errors so that these errors are not repeated by students. Error analysis is also needed

to build second language knowledge (Wijaya, Nugraheni, and Bram 2019). By recognizing the errors, teachers can plan the learning strategies needed to correct the errors.

METHOD

This study employed a descriptive qualitative design approach in which the data obtained was described in a narrative manner. The first stage of analysis was identifying and classifying into ten categories namely Prepositions, Adjectives, Articles, Singular/Plural, Irregular verbs, Tenses, Concord, Passive/active sentences, Adverbs, Possessive Case. After classifying the categories, tabulation of data was conducted to count the numbers of errors of each category.

The sample was 40 students of SMP N 25 Depok. Sample selection using purposive sampling by considering access to the object of study. The purpose of sampling such as this is so that the research can be carried out effectively and efficiently, especially in terms of supervision, the condition of the research subject, the research time set conditions and licensing procedures.

RESULT AND DISCUSSION

Of the 40 recount texts written by students, there were 77 grammatical errors with the majority of errors located in tenses amounting to 49 errors (64%), then grammatical errors in prepositions had 14 errors (18%), adverbs with 2 errors (3%), passive/active with 1 errors (1%), concord or subject-verb agreement with 2 errors (3%), singular/plural with 4 errors (5%), articles with 3 errors (4%) and possessive case has 1 errors (1%), and irregular verbs has 1 error (1%).

Tabel 1. Frequencies of grammatical errors

Categories of Grammatical Errors	Frequency	Percentage
Tenses	49	64%
Preposition	14	18%
Singular/plural	4	5%
Adjectives	0	0%
Articles	3	4%
Irregular verbs	1	1%
Concord/s-v agreement	2	3%
Passive/active	1	1%
Adverb	2	3%
Possessive case	1	1%
Total	77	100%

According to the data obtained, it appears that errors in tenses are most often found in student texts. errors in tenses often occur because there are several variations of tenses in English which are very different from tenses in Indonesian. In recount text, the tenses used are past tense. Students are not used to using past tense, resulting errors in using the verb. Most errors found discovered that students often use verb one or present verb instead of verb two or past verb. Following sentences are sample of errors in tenses:

Sentence 1 : “from the top of the temple we can see such beautiful scenery” Above sentence has a modal function as an ability to see. However, since the text needs to be in the past, then the modal has to be in the past as well. Thus, the recommended sentence is “from the top of the temple we **could** see such beautiful scenery”.

Another sentence showing errors in tenses is seen in below sentence:

Sentence 2 : “there are so many small temples around the location”

Above sentence is a nominal sentence with the predicate “are”, while the past form of “are” is “were”, hence the recommended sentence is “there **were** so many small temples around the location.”

The result of this study is in accordance with previous research by Setiawan and Abbas (2018) who discovered that verb tenses were the most common errors in students' writing. Interlanguage also plays a role in the occurrences of errors in students writing (Puspita 2019). These kinds of errors happen because of the interlanguage difficulties. Interlanguage is assumed to be the result of the learners' attempts to produce the target language rules. In other words, interlanguage errors are the consequence of students' cognitive process in learning a new language (Anggraini 2018).

CONCLUSION

According to the results and discussion, errors in tenses are mostly found in students' recount text. These kinds of errors may happen because of the interlanguage error known as influence of native language. Besides, Indonesian grammar does not have past tense and only uses the adverb of time instead. To minimize the errors on students' writing, teachers are expected to emphasize on the grammar and plan the lesson interactively. In addition, repetitive exercise on writing can also make the students be used to identifying the verb tenses.

To expand this study, it is recommended to conduct further research focusing on factors that cause students' errors. In addition, this research can also be

reconducted by adding more participants and instruments to obtain more valid and reliable results.

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CHALLENGES AND COPING STRATEGIES OF ENGLISH LECTURERS IN TEACHING ENGLISH SKILL SUBJECTS IN THE NEW NORMAL

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ABSTRACT

This research aims to identify the obstacles faced by lecturers teaching English language skills courses and to examine the strategies they employ to overcome these challenges. A purposive sampling technique was employed to identify the study participants from the English Department of LIA University, Jakarta. Data were collected using a researcher-designed interview guide questionnaire. Thematic analysis was conducted to derive emerging themes. The results identified three main challenges faced by English teachers: challenge is to find a medium of teaching that is user friendly, lack of student's participation, and challenges in designing tasks appropriate to students' cognitive levels. Respondents reported several coping strategies, including updating with the latest technology, particularly the newest features offered, is crucial in improving the effectiveness of teaching English skills, keeping up with the latest advance and being committed to professionalism as an educator to give the best for the students. The study suggests that English teachers should continue to uphold their enthusiasm to provide quality education and make learning more accessible and interactive.

Key words: English skills; new normal; teaching strategies; teaching English

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi hambatan yang dihadapi oleh dosen yang mengajar mata kuliah keterampilan bahasa Inggris serta untuk mengeksplorasi strategi yang mereka terapkan untuk mengatasi tantangan ini. Teknik purposive sampling digunakan untuk mengidentifikasi partisipan penelitian dari Departemen Bahasa Inggris Universitas LIA, Jakarta. Data dikumpulkan menggunakan panduan wawancara berbentuk kuesioner yang dirancang oleh peneliti. Analisis tematik dilakukan untuk menemukan tema-tema yang muncul. Hasil penelitian mengidentifikasi tiga tantangan utama yang dihadapi oleh guru bahasa Inggris: sulitnya menemukan media pengajaran yang ramah pengguna, kurangnya partisipasi mahasiswa, dan tantangan dalam merancang tugas yang sesuai dengan tingkat kognitif mahasiswa. Responden melaporkan beberapa strategi penanganan, termasuk memperbarui diri dengan teknologi terbaru,

khususnya fitur-fitur terbaru yang ditawarkan, yang sangat penting dalam meningkatkan efektivitas pengajaran keterampilan bahasa Inggris, serta tetap mengikuti perkembangan terbaru dan berkomitmen pada profesionalisme sebagai pendidik untuk memberikan yang terbaik bagi mahasiswa. Studi ini menyarankan agar para guru bahasa Inggris terus mempertahankan semangat mereka untuk memberikan pendidikan berkualitas dan membuat pembelajaran lebih mudah diakses dan interaktif.

Kata Kunci : Keterampilan berbahasa Inggris; Normal baru; strategi mengajar

INTRODUCTION

In the wake of the global COVID-19 pandemic, the landscape of education has undergone a seismic shift, compelling educators worldwide to adapt rapidly to the demands of remote or hybrid teaching environments. Educators need to understand the approach to learning in the new normal to carry out learning while still avoiding COVID-19 exposure (Mertayasa & Indraningsih, 2020). Among the academic disciplines significantly affected, English language instruction stands out as a focal point of challenge and innovation. This research delves into the experiences of English lecturers grappling with the intricacies of teaching English skill subjects amidst the "new normal." From navigating digital platforms to maintaining student engagement, educators face an array of hurdles in delivering effective instruction. However, amidst these challenges, emerges a narrative of resilience and adaptation, as instructors develop and employ coping strategies to navigate this unprecedented terrain. This study seeks to illuminate the multifaceted dynamics of teaching English in the digital age and explore the innovative approaches employed by lecturers to overcome obstacles and foster meaningful learning experiences for their students.

The sudden shift in the teaching and learning process due to the global pandemic has introduced numerous challenges for both English language teachers and learners. According to Atmojo and Nugroho (2020), English language teachers in Indonesia faced difficulties in designing materials and providing feedback. Additionally, English teachers struggle with implementing effective methodologies and activities to enhance engagement. Teaching English at the high school level is particularly challenging due to the complexity of English concepts. In an online classroom setting, teachers encounter obstacles such as internet connectivity issues, which hinder the teaching process. Teachers now require students to complete activities and exercises at home, with online assistance guiding them through the learning process. The preparation, discussion, and execution of these activities pose significant challenges for English teachers. An article concluded that re-orienting the curriculum towards student-centeredness positively impacted student performance, learning experience, and subject evaluation. Specifically, student-centered strategies fostered a strong social context for learning and provided students with a shared experiential framework to explore the technical aspects of the curriculum (Barraket, 2005).

The theoretical framework for this research topic, drawing upon Social Cognitive Theory, posits that the challenges faced by English lecturers in teaching English skill subjects in the new normal are influenced by their cognitive processes, observational learning experiences, self-efficacy beliefs, and coping mechanisms. According to Social Cognitive Theory, individuals learn through observation, imitation, and modeling of others' behaviors, as well as through their own direct experiences.

In the context of teaching English skill subjects in the new normal, English lecturers observe and learn from their own experiences as well as those of their peers and colleagues. Their self-efficacy beliefs, or their confidence in their ability to successfully perform teaching tasks, play a crucial role in how they perceive and respond to challenges. English lecturers with high self-efficacy are more likely to perceive challenges as manageable and to employ effective coping strategies to address them, while those with low self-efficacy may experience greater difficulty in adapting to the new normal and may be more prone to stress and burnout.

Moreover, the modeling of coping strategies by experienced colleagues or mentors can serve as a valuable source of support and guidance for English lecturers facing challenges in the new normal. Observational learning and social modeling processes enable English lecturers to learn from the successful coping strategies employed by others and to adapt these strategies to their own teaching contexts.

Overall, Social Cognitive Theory provides a theoretical lens through which to examine the cognitive processes, observational learning experiences, self-efficacy beliefs, and coping mechanisms of English lecturers in the face of challenges in teaching English skill subjects in the new normal. By understanding these factors, educational institutions and policymakers can develop targeted interventions and support mechanisms to enhance the resilience and effectiveness of English lecturers in digital learning environments.

METHOD

This is a narrative inquiry inspired research design that allowed for participants to share their teaching experiences in English without much input on questions from the researchers as they partook of it. This technique will give the participants a lot of time to share their experiences.

The researchers conducted open-ended interviews as the main data collection instruments using a structured questionnaire. [In this case, an open question was used to make it so that people could take part in the survey and get their opinion across Porst 2011] To keep respondents on track, interviewers prompted them with brief clarifying statements and asked further questions to get at specific details (Dillman & Christian, 2005). The interviewers recorded responses, which means that researchers had to note down answers for each respondent in the questionnaire. An open and semi-structured interview guideline was designed by the research team comprising a few question items directly related to challenges under consideration.

Tabel 1

No.	Male/Female	Level of Education	Experience	Age	Level of students
P1	M	Master	.>10 years	32	All levels
P2	F	Master	> 10 years	35	intermediate
P3	F	Master	>10 years	46	intermediate
P5	F	Doctor	> 10 years	44	All levels

The data for this study were collected through interviews using a semi-structured approach, with questions concentrating on their experiences during teaching in class. The questions were asked to the lecturers and the researcher took note and summarized the answers. Data obtained from interviews were analyzed using thematic analysis to identify patterns or themes (Braun, 2006). Figure 1 illustrates the process of analyzing data through thematic analysis. Initially, the interview data were transcribed

verbatim and thoroughly reviewed to develop initial focus codes. Coding involves labeling and organizing the interview data to uncover different themes. An inductive coding approach was used, where codes were derived directly from participant statements.

The researcher initially labeled words or phrases that indicated significant and frequently repeated themes. Subsequently, the codes were categorized based on the identified patterns. The categories identified in this study include challenges related to large class phenomena and actions taken to address these issues. Each label was assigned a different color to represent a broadly defined category. The process continued with integrating categories using selective coding to identify themes that answer the research questions. Conclusions drawn from the final themes were then compared to existing theories and research. To ensure the trustworthiness of the data analysis, researchers conducted triangulation and member checking with all participants to achieve validity based on data saturation (Creswell, 2015; Rifah et al., 2021). Triangulation, by examining a single phenomenon from multiple perspectives, helps establish a reliable level of truth. Researchers verified information from informants through in-depth interviews and then filtered the data to extract key information.

RESULT AND DISCUSSION

Teaching in the new normal significantly differs from previous practices. The COVID-19 pandemic has altered lifestyles across various aspects, including educational approaches. Lecturers in English classes, particularly those focusing on

skills, have found teaching increasingly challenging. They must adapt to the evolving learning patterns of students, which differ markedly from those of previous cohorts.

In this research, participants shared the challenges they have faced in teaching English language skills classes since the onset of the new normal period.

Participant 1

“The biggest challenge is to find the media of teaching that are user friendly. Several media were supposedly set to do a video call only, and did not include relevant features for teaching.”

From the interview, user-friendly instructional materials appear as one of the main sticking points in digital education. This creates a problem where technology limitation, inconsistency of the instructor and students are influencing its quality, alignment with digital learning outcomes

Technological Limitations: Zoom and Skype, established with a business meeting in mind provide limited educational features such as breakout rooms for group work and integrated assessment tools & interactive whiteboards (Hodges et al., 2020). In order to offer a practical learning environment, teachers often have to be multifaceted in technologies, this is why the tedium and futility. Even worse, teaching with poor instructional materials can compromise the quality of education. Without it, teachers might start losing the interest of their students.

Participant 2

“The transition from traditional classroom settings to online platforms such as Zoom has brought about significant challenges for educators. One prominent issue is the awkwardness and reduced engagement that occur when students turn off their cameras and microphones during online sessions. This shift can adversely affect the quality of teaching and the overall educational experience.”

The other difficulty relates to the Online Environment. One of the fundamentals in a physical classroom is face to face interaction hence teaching and learning go hand-in-hand. Nonverbal cues are critical because they allow for teachers to observe student facial expressions, body language (Borup et al., 2014). But these are often non-existent when displayed in an online setting - especially if we log on to remote sessions with cameras off and microphones muted. Without these cues, teaching becomes more a monologue of the wind through your hair and at worst leads to an awkwardly transactional experience.

Concerns about the decreased participation in online learning are serious. It gets harder for teachers to establish an engaged learning environment when students are not actively participating. According to Chen et al. (2010), engagement is essential for learning because it fosters critical thinking, deeper comprehension, and information retention. Lower levels of engagement and interaction can result from the passive character of online classes, where students may stay mute and invisible. This lowers the quality of the educational experience as a whole.

Student involvement and teacher quality are directly related. Students that are actively involved in their education are more likely to cooperate with classmates, ask questions, and take part in discussions—all of which improve the learning process (Garrison & Cleveland-Innes, 2005). On the other hand, ineffective teaching occurs when students lack interest in the material. Instructors could find it difficult to maintain student interest, address individual needs, and provide timely feedback.

Possible Solutions to address these challenges are to encourage Camera Use by establishing norms and expectations for camera use can help recreate the sense of

presence and connection found in physical classrooms. Encouraging students to turn on their cameras can facilitate better interaction and engagement (Bedenlier et al., 2020). The second one is interactive tools. Leveraging interactive tools and features available on online platforms can enhance engagement. Tools such as polls, breakout rooms, and chat functions can make online sessions more interactive and participatory (Martin & Bolliger, 2018).

Participant 3

“The main difficulty is how to increase engagement between teacher and students”

One of the main difficulties highlighted in the interview is how to increase engagement between teachers and students. Engagement is a critical component of effective education, influencing students' motivation, participation, and learning outcomes. In both traditional and online educational settings, fostering a high level of engagement requires deliberate strategies and practices.

Engagement refers to the level of interest, curiosity, and involvement that students exhibit towards their learning. High engagement is associated with improved academic performance, deeper understanding of the material, and greater satisfaction with the learning experience (Fredericks, Blumenfeld, & Paris, 2004). Conversely, low engagement can lead to disinterest, lower achievement, and higher dropout rates (Fredericks et al., 2011).

Some challenges in Increasing Engagement such as distractions and multitasking, in both classroom and online settings, students may face numerous distractions that compete for their attention. The second is lack of Interaction: Engagement often suffers when there is insufficient interaction between teachers and students. In online settings, the absence of physical presence and non-verbal cues can

make it harder to create a sense of connection and community (Borup, West, & Graham, 2012). The third is monotonous teaching methods: Traditional, lecture-based teaching methods may fail to capture students' interest and imagination.

To address these challenges and enhance engagement, educators can implement several strategies:

1. **Active Learning Techniques:** Incorporating active learning techniques such as group discussions, problem-solving activities, and hands-on projects can make learning more interactive and engaging. Active learning encourages students to participate actively in their education rather than passively receiving information (Bonwell & Eison, 1991).
2. **Use of Technology:** Leveraging technology can enhance engagement by making learning more interactive and accessible. Tools such as interactive whiteboards, educational apps, and online collaborative platforms can provide diverse and engaging learning experiences (Dabbagh & Kitsantas, 2012).
3. **Building Relationships:** Building strong relationships with students can foster a sense of trust and belonging, which is crucial for engagement. Teachers can create a supportive and inclusive classroom environment by showing interest in students' lives, providing personalized feedback, and encouraging open communication (Cornelius-White, 2007).
4. **Interactive Content:** Utilizing multimedia resources such as videos, simulations, and gamified learning experiences can make lessons more dynamic and appealing. Interactive content can capture students' attention and cater to different learning preferences (Mayer, 2003).

5. Formative Assessment: Regular formative assessments can help keep students engaged by providing ongoing feedback and opportunities for improvement. Techniques such as quizzes, polls, and peer reviews can make assessment an integral part of the learning process (Black & Wiliam, 1998).

6. Student-Centered Learning: Adopting a student-centered approach that allows for more student autonomy and choice can increase engagement. By involving students in decision-making processes and giving them a say in their learning paths, teachers can foster a greater sense of ownership and motivation (Weimer, 2002).

Participant 4

“ Technology is not something new to me, I could adapt to it easily, but the most difficult thing was their participation during lecture”

Lack of student participation in class is one of the big problems in the new normal era. Maybe this is because they have been studying passively online at home for a long time. This makes learning difficult in skills classes. Meanwhile, in the English skills class, the requirements for student participation are quite high because they have to practice a lot and produce the language actively.

The reasons to the lack of student’s participations are found by Sanchez (2019) in their research which are diversity of the students , physical barriers, underuse of existing resources, as well as an educational response lacking in organizational and didactic strategies, and the lack of teacher training of various teaching method that can be adopted.

Technology has really helped make classes more interactive and attractive, but more participation is expected from students, such as expressing opinions, thinking critically, asking questions or providing answers, which are expected in skills classes. Some teaching strategies that can be implemented to increase student's participation in class, such as discussion, peer-teaching, interview, role play, debate, and presentations.

Coping Strategies

Participant 1

“I tried to ask students picked randomly to participate in the learning activities, such as asking their opinion about the materials discussed. This way may help me monitor students who fully attend the lecture/class.”

During interviews educators discussed the useful approach they uses to improve student engagement randomly picking students to join in learning tasks. This technique promotes active involvement and helps in monitoring student focus during lectures or classes. To keep all student engage and ready to participate, teacher can involve randomly chose student in sharing their thought on the topic under discussion.

This method breaks the routine of traditional lectures, encourag passive audience member to become active contributors. Moreover, it aids in pinpoint individual who may need extra assistance by offering a prompt feedback based on their input.

Engaging students randomly in education activities enhances active learning inclusive nature responsibility and allows for the development of critical thinking and expression of their ideas. It creates a classroom where everyone is motivated to be attentive and get ready for discussions. Yet instructors have to find equilibrium between this approach with motivation and affirming feedback to establish environment that supports learner comfort. While engaging learners without warning can prove quite

effective it's essential for educators to nurture an atmosphere where all feel at ease contributing even when they might feel anxious about unexpected participation, thus balancing the approach with encouragement is crucial.

Participant 2

“We learned a lot and fast to try adapting with the teaching activities.”

The conversation focuses on the rapid learning and adaptation process teachers have had to go through in order to stay up with the changing nature of the classroom. This quick flexibility has proven essential in keeping up good instruction while adapting to new problems in education.

One of the most distinctive aspects of contemporary educational experiences has been the necessity of swiftly adjusting to new technologies and instructional approaches. Teachers now need to quickly become up to speed on digital technologies, online resources, and cutting edge teaching methods. This rapid learning process has been necessitated, especially in reaction to disturbances like the COVID-19 epidemic.

Numerous obstacles were brought about by the quick change, such as technical issues, the requirement for new skill sets, and the necessity to preserve instructional quality (Hodges).

But it also offered great chances for advancement and creativity in the field of education. Instructors become more adaptable and resilient, which are important qualities in the continually changing field of education.

Quick adaptation has enabled teachers to carry on providing high-quality instruction in spite of extraordinary conditions. Students now have a better, more

interesting educational experience because of teachers' capacity to incorporate new technology and approaches into their lesson plans (Trust & Whalen, 2020).

Participant 3

“Technology is not something new to me, I could adapt to it easily, but the most difficult thing was their participation during lectures. the best way for me was calling their names one by one to ensure they’re listening”.

According to the interview, while the teacher found it easy to adjust to new technologies, getting the students involved in lectures proved to be the most tough element. The teacher discovered that calling each student by name was a useful tactic for resolving this problem and ensuring their attention and participation.

The teacher's technological comfort made the switch to digital teaching resources and platforms easy. This competence was a big help in keeping the teaching flow because it freed them up to concentrate on the lesson material rather than troubleshooting technological issues (Bennett & Maton, 2010). Even if utilizing technology was simple, getting students interested and making sure they participated actively in lectures remained the main challenge. Students may be more easily distracted and less likely to actively participate in an online setting without explicit guidance (Hrastinski, 2008).

To combat this challenge, the educator implemented a strategy of calling on students by name. This approach serves multiple purposes: It holds students

accountable for their participation, making them more likely to stay focused and attentive.

Participant 4

“I think updating myself with the latest technology, particularly the newest features offered, is crucial in improving the effectiveness of teaching English skills. Also, it’s a good idea to explore types of devices that have trusted quality. “

This interview emphasizes the importance of updating the latest technical achievements as well as the use of high-quality equipment to increase the effectiveness of teaching English language skills. This active approach to incorporating new tools and features can greatly improve the training experience and outcomes. Maintaining most of the technology is also a valuable task for teachers who aim to improve one of their teaching methods.

New technical equipment is often introduced with innovative features that can make teaching more interactive, interesting and effective. For example, applications for advanced language training, virtual reality (VR) environments as well as artificial intelligence (AI) can provide deep and personalized learning experiences for students (Godwin-Jones, 2015).

Updated technology relays a direct sign of providing good English learning skills ‘How the Use Effects in Teaching Interactive Grammar Material, a good Pronunciation guide as well as Instant Feedback Mechanics can help and assist students to enhance their language skills with effective practice (Chapelle 2001). In addition, multimedia like videos and podcasts provide students with extended learning material

so they can refine their listening skills along the way closely approximating real-world language use.

Discover more from qualified quality devices In this respect, the reliability of high-performance devices helps ensure that extremely favorable technological tools are continued without interruption or technical limitations to maintain a smooth teaching flow.

CONCLUSION

In summary, locating instructional materials that are easy to use continues to be a major obstacle in the transition to online learning. Through prioritizing the creation of all-inclusive, user-friendly platforms and offering sufficient guidance and assistance, the education industry may surmount these obstacles. In the end, these initiatives will raise the standard of education in the digital age by fostering the development of a more productive and interesting learning environment. Transitioning from traditional classroom environments to virtual ones poses distinct problems that may affect the caliber of instruction. Teachers can maintain the effectiveness and fulfillment of online learning for both themselves and their students by addressing issues related to engagement and interaction. The transition from traditional to virtual learning environments can be facilitated by embracing a mix of technology resources, encouraging classroom practices, and focused training programs.

Increasing engagement between teachers and students is a multifaceted challenge that requires a combination of strategies and practices. By incorporating active learning techniques, leveraging technology, building strong relationships,

utilizing interactive content, implementing formative assessments, and adopting student-centered approaches, educators can create more engaging and effective learning environments. Ultimately, enhancing engagement is crucial for improving educational outcomes and fostering a lifelong love of learning.

Updating oneself with the latest technology and using high-quality devices are crucial steps for educators aiming to improve the effectiveness of teaching English skills. These practices enable the integration of advanced features and tools that enhance interactivity, engagement, and learning outcomes. By staying technologically adept and selecting reliable devices, educators can provide a more enriched and effective educational experience for their students.

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**TEACHING BASIC SPEAKING ENGLISH FOR ADULT
LEARNERS AS CRUISE SHIP CREW BASED ON THE STUDENT'S
NEED THEORY OF ESP AT LPIA CRUISE SHIP TRAINING
CENTER**

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ABSTRAK

Tujuan dari penelitian penelitian ini adalah menjelaskan tentang pembelajaran keterampilan berbahasa inggris untuk murid- murid dewasa sebagai calon karyawan kapal pesiar di LPIA cruise ship training center. Ini merupakan qualitative descriptive yang datanya diperoleh dari interviu and observasi. Teknik analisis data adalah reduksi, tampilan, dan kesimpulan. Berdasarkan hasil penelitian diperoleh bahwa mengajar basic keterampilan berbicara bahasa Inggris di pusat Latihan PLIA sangat efektif. Para pelajar dewasa dapat belajar bahasa Inggris sesuai dengan kebutuhan mereka. Sehingga bisa membantu mereka memperoleh pekerjaan yang mereka harapkan

Kata kunci; berbicara bahasa inggris; pekerjaan masa depan

ABSTRACT

The objective of this study is to describe teaching basic speaking English for adult learners as cruise ship crew at LPIA cruise ship training center. This is a descriptive qualitative study in which the data are taken from interview and observation. The technique of the data analysis is data reduction, data display, and conclusion. Based on the result of the study , the researcher found out that teaching basic speaking English for adult learners as cruise ship crew at LPIA cruise ship training center is effective. The adult learners can speak English as the goal of the teaching training center. The effectiveness of teaching basic speaking English for adult learners that help adult learners be able to achieve their future job.

Keyword: *English speaking; future job*

INTRODUCTION

English as an international language, and as a foreign language in Indonesia. There are four skills to be mastered in English language education: speaking, listening, reading and writing. Speaking English is the first skill used to communicate with people from different countries. In this study speaking English is

defined as the activity and the ability of someone to express himself in a certain situation, converse or transmit the main idea in the appropriate words. English is very important nowadays, since most industries and commerce require people or employees to be capable of speaking and writing in English. This condition makes teaching and learning English as foreign language very complicated because the language is not used for our daily interaction. Teaching basic English means teaching from the easier and the simple things. One of the English skills that is very crucial to be learned by students at all levels is speaking competence (Parupalli Srinivas Rao, 2019). Related to this study, Teaching basic speaking English is urgent at LPIA cruise ship training center, since the adult learners need to communicate English for their future job desc. They have to learn from the simple ones. Such as pronouncing words, and simple sentences, asking and answering short questions, and understanding commands. Teaching basic speaking English for adult learners is challenging because they have already brought their own characteristics. Teaching adults should be grounded in the learners' experiences; it should allow adult learners to connect with what they have learned to experience in the past so that they can see possible future implications (Merriam and Caffarella 1999). The previous study, (Luliana Lungu, 2013) conducted research related to English course design for adults who study mechanical engineering. This study was conducted to describe their needs. The ability to understand a wide range of text, including diagrams, tables, graphs, course brochures, and job advertisements. The similarity with the previous study is the adult learners and students' purpose, while the difference is the context of students' needs. In addition, there was a research conducted in France by (N. Ramila Diaz, 2015) about English private tutoring through advertisement

campaigns. The tutoring is aimed to help people get a better job. As a result, it shows that through campaigns, English is good for doing trading and helping French people to have a good job. This second previous study has similarity about the outcome of learning English is finding a better job, while the different private was informal learning and training center was formal learning.

In this study, the researcher found that the teacher used one of the traditional methods of total physical response to interact in the class. The main purposes of total physical response is how to encourage the adult learners to understand a command and do an action. New words or vocabulary must be drilled, do role play. According to James Asher in Asti Ramadhan,et.al (2023, 21) stated that it is based on the children learning their mother tongue. Parents have “body language conversation” with their children. Although the learners are adults, they act as children in the class. It meant learners pronounce not only the words, phrases, sentences, but also they have to understand what they had pronounced. That is why in this study, theory of analyzing the learners' needs is very important in order to teach the appropriate materials and to get the goal of the learner. According to Gustaman Saragih..et. al (2021) “learning needs are divided into three parts; first, necessities is the type determined by the demands of the target situation and what the learners have to know in order to facilitate effectively in the target situation. Second, because of the concern about the needs of the particular learners, the teacher has to know what the learners already know so the teacher can decide what the necessity is lacking. Lastly, teachers have considered the target need only in object sense, with the actual learners playing no active role, but learners also have a view as to what they need.” The researcher's concern in this study is about teaching

material based on students' needs and working as a cruise ship crew that they work as chef assistant, waiters, laundrymen, and housekeeping. The adult learners must understand well in this job area and the situation as they will interact with their daily working activity.

In this study, teaching basic speaking English is to support students' future jobs as a cruise ship crew. English speaking competence is substantial skill to be learned as a foreign language in Indonesia. it is important which is related to all aspects of life today. Moreover, Indonesia construct the instruction of English as one of the important subject in their educational curriculum subject that is taught from junior high to university level (Asrobil et al., 2013). (Magdalena et al., 2021, p. 388) speaking skill is the ability to articulate sound system or words to express, state, deliver idea, and feeling. Speaking is not only about pronouncing words but also the ability to organize and express the ideas clearly and effectively to someone else. students need to struggle to speak English effectively in social interaction. Based on the purpose of this study, the teacher has to encourage the learners to practice topics which are discussed in the classroom. Students who joined this training center had high motivation to learn English and at least to communicate about their job desk. They are all adult learners and have a dream to work on a cruise ship.

Based on the result of a brief observation and interview before conducting this study, The researcher found some students did not pass interview tests because students were not confident to speak English, and knew the students perspective of joining LPIA cruise ship training center. Students have the point of view that English was

very confusing, boring, and difficult. The mindset made students become passive and less motivated to respond to teacher questions and they even preferred using *bahasa Indonesia* as their mother tongue to English. The students can not mention things around them in English such as things in the living room, kitchen, bedroom, and didn't even know to spell simple words, although those words have been studied when they were in junior and senior school. Nouns and verbs which they almost found in the school, home or surrounding them. Students have to memorize vocabularies to support speaking skill. According to Purnami (2022) vocabulary is a massive crucial aspect attaining proficiency in foreign language lies in its correlation with four fundamental language competencies. Vocabulary is a key aspect of language as it has a big impact on making successful communication between the language user. The objective of this study is to describe the problem of teaching basic speaking English for adult learners and the solution of the problem.

METHOD

The researcher used a qualitative design with descriptive analysis. According to (Taylor et al., 2015), the process required to be achieved in qualitative descriptive design starts with the data collection that is relevant to the matter of this study. The following process is the data analysis which requires the researcher to be accurately observed when analyzing the data to make sure the result could be presented accordingly. The final step is making a conclusion that is made after carefully analyzing the data. This qualitative study aims to provide clarification for descriptive or non statistical data. It has to be done with a method of study that

produces spoken or written descriptive data. (Farisca Adhani et. Al 2023)

This research was categorized as qualitative research. This qualitative research applied a case study approach based on the problem that researchers got from the pre-observation. Case study used to describe and to explain about the relation in progress and consequences or effects that happen. The subjects of this study were students in LPIA training center Jakarta, which consists of 14 students. In order to facilitate the data collection, the researcher used two instruments: observation and Interview. Observation method used to gain and understand about the process that happens to the students. The researcher used this method to obtain direct data from the participants in the LPIA Training center. The second instrument was an interview. The interview used in this study was an in-depth interview. It meant that researchers asked several questions related to the focus problem in order to collect the data as much as possible. The researcher chose this method of interviewing to know the students' problems in speaking English that happen in the LPIA Training center. There are three activities analysts do in this research; the first summarizing, choosing the main points, focusing the problems. Moreover, the researcher selects an arrangement of assessed represent data with the formulation of the problems of students' speaking English. The second one was a presentation of the data. In this study, the researcher presented the data in the form of descriptive or in the form of description words. In the end I was drawing conclusions. The researcher analyzed more intensively after all data in the field was sufficient to be processed and arranged to the final conclusion.

RESULT AND DISCUSSION

As A result of this study based on interviews, adult learners are interested in learning basic speaking English, since they want to work on cruise ships. They thought English is very important for their future job as well as being provided to be an employee on a cruise Ship. However, Some of adult learners were still worried about their speaking English ability. The adult learners thought speaking English was complicated, but they had to solve their English problem by joining LPIA cruise ship training center. By joining this training center, adult learners could solve their English problem and reach their dream career by working in an English speaking country. At LPIA cruise ship Training center, the researcher found some elements of teaching basic speaking English for adult learners as cruise ship crew and learning process to reach the teaching's goal.

1. Teaching basic speaking English for adult learners

Teaching English at LPIA cruise training center was to guide the adult learners' speaking ability by teaching and learning intensively,. so adult learners could improve their speaking English ability and be able to apply communication later on cruise ships. The main goal of adult learners joining the training center was to pass an interview test on a cruise ship. This study found that teaching basic speaking English and the learning process were facilitated to adult learners in order to help and support their needs, especially speaking English. At LPIA cruise ship training center provided facilities which were needed in teaching and learning process to support their need appropriately. Additionally, some elements of teaching basic speaking English for adult learners was to encourage the learners to have a good English speaking

outcome. Adult learners who had good speaking English outcomes will be able to compete for walking interviews by the user and working on cruise ship. Considering the time length at LPIA cruise ship training center program is about three months, the target of teaching is focusing on speaking skill. The teacher provides materials of learning related to the adult learning' purposes. The most suitable materials and activities related to the cruise ship industry, such as vocabulary, phrases, sentences, topic discussion, conversation, .

The method used in this teaching basic speaking English is total physical response (TPR). This traditional method made adult learners easier to understand, since they reviewed and drilled every new vocabulary all the time and adult learners had to respond to the teacher's command by an action. This Study found that the teacher used a variation technique for teaching basic speaking English to adult learners in order to make students participate in speaking English.. To achieve the goal of teaching basic speaking English for adult learners to work as cruise ship crew, there are some elements to be considered;

a. Material design

Material used in teaching basic speaking English is a module designed by LPIA cruise ship training center. Material based on class teaching in door and outing class activities. Basic English material depends on teaching objectives, adult learners' needs and interest. Based on the observation of the researcher, material design consists of vocabularies, phrases, sentences, topic discussion, conversation which related to the job activities on cruise ship. Adult learners could use vocabularies, phrases and sentences in the right context. Topic

discussion, exercises. Self introduction, conversation, job interview, culinary, restaurant, and hospitality.

b. Method and Technique of teaching basic speaking English for adult learners

Traditionally techniques of teaching basic English for adult learners in this study use drilling, role play, command and action as the application from total physical response. (TPR) method. Teacher explained the topics and students took notes which were still useful, the teacher gave commands and adult learners did an action. Teacher pronounces new words or sentences several times and students repeat them several times. Although, They were adult learners, teachers treat them as younger learners that adult learners have to repeat what the teacher pronounced several times to make sure the students do not mispronounce those words, phrases and sentences. Teacher asked a student to take a turn acting like a teacher and other students repeated after the students said the words, phrases, and sentences. Adult learners also asked by the teacher to perform in front of the class in pairs or groups related to the topics have been discussed. The activities above made adult learners speak English well and had self confidence when they communicate using English.

c. Media of learning

The researcher found, the media at the LPIA cruise ship training center was available and the teacher could conduct teaching and learning processes as creatively as the teacher could. Media has important role for both teacher and adult learners to support teaching basic speaking

English and learning process in order to reach the goal. The researcher found, the English teacher used media to encourage teaching basic speaking

English for adult learners and the learning process. The media used such as flash cards, videos, pictures, and other social media. Video was really interesting for teaching basic English because the video showed how native speakers communicated, expressed, and used body language in the real context. Students practiced what they had seen and listened to from the video.

d. Students' motivation

Based on the result of an interview and observation at LPIA cruise ship training center, the researcher found, adult learners were motivated to speak English in order to work as cruise ship crew abroad. Motivation according to scientists is not debatable for supporting students to success in learning English. As stated by Hayikaleng, Nair & Krishnasamy (2016), mentioned that motivation is regarded as an important component to make students successful in their English learning. Motivation is divided into two categories: internal and external. If it is internal, students Adult learners have gotten information about working as cruise ship crew has a high salary and they could back up their family economically and financially. Adult learners had motivation to speak English well in order to pass the

interview test and work on cruise ship as temporary or even permanent employees.

e. Teacher's competence.

The researcher found in this study, the competency which belongs to the teacher at LPIA cruise ship training center influenced the successful teaching basic speaking English and learning process. Some competencies that teacher had from the opening to closing teaching activities, explained the material well,

managed the classroom, reinforcement and competency of creating various activities.

f. The evaluation technique

Researchers found this study, the evaluation at LPIA cruise ship training center the teacher asked questions to the students related to the material discussion before the class was over, interview weekly by the head of training center, and monthly interview and simulation by the institution to prepare for the real interview. Teachers evaluate students' understanding by asking questions related to the material every day before the class finish.

2. The problem of the adult learners

Teaching basic speaking English for adult learners have some barriers;

a. Problem for the English teacher

According to (Wicaksono, 2016) one of the difficulties often experienced is when teachers and students cannot speak

English effectively so what the teacher says and what the students answer or do is out of context, even though the aim of teaching speaking skills is communicative efficiency. Therefore, this research was deliberately carried out to increase understanding and increase speaking skill regarding difficulties experienced by teachers during the process of teaching speaking, so, producing a more comprehensive understanding of what difficulties teachers may experience in teaching speaking. Based on the finding in this study, actually teacher find their students in the class has different level of education

background, so they have different basic English especially speaking English skill, vocabulary mastery,

b. Problem for the adult learners .

Based on the research finding, first, English is a foreign language in Indonesia, so it is not used in daily social interaction, second, most of the adult learners have lack of vocabulary mastery so they have difficulty to understand speaking English. Third, English has tenses and is different from written to pronunciation and it is really different from bahasa Indonesia, it does not have tenses and pronounce the words based on written. and also have different structures between English and Indonesia. (Sardi et al., 2017) stated that some difficulties that occur are

guiding content development, increasing student accuracy, providing media to create a pleasant learning climate, preventing errors in word pronunciation, and other difficulties that are truly specific within a special scope. Adult learners have to realize their problem, how to cope with the problems and the concerned strategy to get their target as the goal of teaching and learning process.

c. Problem solving for the teacher

To solve the problem, adult learners have different levels of education and vocabulary mastery. Before adult learners join the real class, the learners must have a placement test in order to levelize the students in the right class,so the teacher is easier to design the material of teaching. Teacher asked the adult learners to memorize new vocabularies and use them when they interact with friends. Teachers always motivate the students to speak English during the

learning process. The institution has to evaluate adult learners' progress every month and review the materials based on students' needs.

d. Problem solving for the students

Teacher encouraged the students to be able to speak English well, and asked students to practice speaking English daily. Mastering speaking English is easier for adult learners in order to reach their dream to be a cruise ship crew or working abroad.

Conclusion

This study found that teaching basic speaking English for adult learners at LPIA cruise ship training center was the right choice and right place to improve adult learners' English speaking skill. Adult learners who want to work on cruise ships abroad because the institution facilitates almost all most the students need. The achievement could be seen from the graduation who were able to speak English well and they really worked on cruise ship crew, as waiters, chef assistants, laundrymen and housekeeping. The success of teaching basic speaking English was supported by the appropriate methodology, approach, techniques, and material design which adult learners need.

Adult learners' motivation was the most influential factor for success in learning target language. Most adult learners' motivation is influenced by external motivation such as working on a cruise ship, or working abroad, could back up their family economically, and of course get a high salary.

On the other hand there are some barriers to teaching basic speaking English for adult learners at LPIA cruise ship training center. The barriers were coming from the earlier class that adult learners find it difficult to understand

English and they still have a lack of vocabulary mastery. The barriers could be solved by asking the students to memorize the vocabularies which students need as stated in English for specific purposes.

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**TEACHING BASIC SPEAKING ENGLISH FOR ADULT
LEARNERS AS CRUISE SHIP CREW BASED ON THE STUDENT'S
NEED THEORY OF ESP AT LPIA CRUISE SHIP TRAINING
CENTER**

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ABSTRAK

Tujuan dari penelitian penelitian ini adalah menjelaskan tentang pembelajaran keterampilan berbahasa inggris untuk murid- murid dewasa sebagai calon karyawan kapal pesiar di LPIA cruise ship training center. Ini merupakan qualitative descriptive yang datanya diperoleh dari interviu and observasi. Teknik analisis data adalah reduksi, tampilan, dan kesimpulan. Berdasarkan hasil penelitian diperoleh bahwa mengajar basic keterampilan berbicara bahasa Inggris di pusat Latihan PLIA sangat efektif. Para pelajar dewasa dapat belajar bahasa Inggris sesuai dengan kebutuhan mereka. Sehingga bisa membantu mereka memperoleh pekerjaan yang mereka harapkan

Kata kunci; berbicara bahasa inggris; pekerjaan masa depan

ABSTRACT

The objective of this study is to describe teaching basic speaking English for adult learners as cruise ship crew at LPIA cruise ship training center. This is a descriptive qualitative study in which the data are taken from interview and observation. The technique of the data analysis is data reduction, data display, and conclusion. Based on the result of the study , the researcher found out that teaching basic speaking English for adult learners as cruise ship crew at LPIA cruise ship training center is effective. The adult learners can speak English as the goal of the teaching training center. The effectiveness of teaching basic speaking English for adult learners that help adult learners be able to achieve their future job.

Keyword: *English speaking; future job*

INTRODUCTION

English as an international language, and as a foreign language in Indonesia. There are four skills to be mastered in English language education: speaking, listening, reading and writing. Speaking English is the first skill used to communicate with people from different countries. In this study speaking English is

defined as the activity and the ability of someone to express himself in a certain situation, converse or transmit the main idea in the appropriate words. English is very important nowadays, since most industries and commerce require people or employees to be capable of speaking and writing in English. This condition makes teaching and learning English as foreign language very complicated because the language is not used for our daily interaction. Teaching basic English means teaching from the easier and the simple things. One of the English skills that is very crucial to be learned by students at all levels is speaking competence (Parupalli Srinivas Rao, 2019). Related to this study, Teaching basic speaking English is urgent at LPIA cruise ship training center, since the adult learners need to communicate English for their future job desc. They have to learn from the simple ones. Such as pronouncing words, and simple sentences, asking and answering short questions, and understanding commands. Teaching basic speaking English for adult learners is challenging because they have already brought their own characteristics. Teaching adults should be grounded in the learners' experiences; it should allow adult learners to connect with what they have learned to experience in the past so that they can see possible future implications (Merriam and Caffarella 1999). The previous study, (Luliana Lungu, 2013) conducted research related to English course design for adults who study mechanical engineering. This study was conducted to describe their needs. The ability to understand a wide range of text, including diagrams, tables, graphs, course brochures, and job advertisements. The similarity with the previous study is the adult learners and students' purpose, while the difference is the context of students' needs. In addition, there was a research conducted in France by (N. Ramila Diaz, 2015) about English private tutoring through advertisement

campaigns. The tutoring is aimed to help people get a better job. As a result, it shows that through campaigns, English is good for doing trading and helping French people to have a good job. This second previous study has similarity about the outcome of learning English is finding a better job, while the different private was informal learning and training center was formal learning.

In this study, the researcher found that the teacher used one of the traditional methods of total physical response to interact in the class. The main purposes of total physical response is how to encourage the adult learners to understand a command and do an action. New words or vocabulary must be drilled, do role play. According to James Asher in Asti Ramadhan,et.al (2023, 21) stated that it is based on the children learning their mother tongue. Parents have “body language conversation” with their children. Although the learners are adults, they act as children in the class. It meant learners pronounce not only the words, phrases, sentences, but also they have to understand what they had pronounced. That is why in this study, theory of analyzing the learners' needs is very important in order to teach the appropriate materials and to get the goal of the learner. According to Gustaman Saragih..et. al (2021) “learning needs are divided into three parts; first, necessities is the type determined by the demands of the target situation and what the learners have to know in order to facilitate effectively in the target situation. Second, because of the concern about the needs of the particular learners, the teacher has to know what the learners already know so the teacher can decide what the necessity is lacking. Lastly, teachers have considered the target need only in object sense, with the actual learners playing no active role, but learners also have a view as to what they need.” The researcher's concern in this study is about teaching

material based on students' needs and working as a cruise ship crew that they work as chef assistant, waiters, laundrymen, and housekeeping. The adult learners must understand well in this job area and the situation as they will interact with their daily working activity.

In this study, teaching basic speaking English is to support students' future jobs as a cruise ship crew. English speaking competence is substantial skill to be learned as a foreign language in Indonesia. it is important which is related to all aspects of life today. Moreover, Indonesia construct the instruction of English as one of the important subject in their educational curriculum subject that is taught from junior high to university level (Asrobil et al., 2013). (Magdalena et al., 2021, p. 388) speaking skill is the ability to articulate sound system or words to express, state, deliver idea, and feeling. Speaking is not only about pronouncing words but also the ability to organize and express the ideas clearly and effectively to someone else. students need to struggle to speak English effectively in social interaction. Based on the purpose of this study, the teacher has to encourage the learners to practice topics which are discussed in the classroom. Students who joined this training center had high motivation to learn English and at least to communicate about their job desk. They are all adult learners and have a dream to work on a cruise ship.

Based on the result of a brief observation and interview before conducting this study, The researcher found some students did not pass interview tests because students were not confident to speak English, and knew the students perspective of joining LPIA cruise ship training center. Students have the point of view that English was

very confusing, boring, and difficult. The mindset made students become passive and less motivated to respond to teacher questions and they even preferred using *bahasa Indonesia* as their mother tongue to English. The students can not mention things around them in English such as things in the living room, kitchen, bedroom, and didn't even know to spell simple words, although those words have been studied when they were in junior and senior school. Nouns and verbs which they almost found in the school, home or surrounding them. Students have to memorize vocabularies to support speaking skill. According to Purnami (2022) vocabulary is a massive crucial aspect attaining proficiency in foreign language lies in its correlation with four fundamental language competencies. Vocabulary is a key aspect of language as it has a big impact on making successful communication between the language user. The objective of this study is to describe the problem of teaching basic speaking English for adult learners and the solution of the problem.

METHOD

The researcher used a qualitative design with descriptive analysis. According to (Taylor et al., 2015), the process required to be achieved in qualitative descriptive design starts with the data collection that is relevant to the matter of this study. The following process is the data analysis which requires the researcher to be accurately observed when analyzing the data to make sure the result could be presented accordingly. The final step is making a conclusion that is made after carefully analyzing the data. This qualitative study aims to provide clarification for descriptive or non statistical data. It has to be done with a method of study that

produces spoken or written descriptive data. (Farisca Adhani et. Al 2023)

This research was categorized as qualitative research. This qualitative research applied a case study approach based on the problem that researchers got from the pre-observation. Case study used to describe and to explain about the relation in progress and consequences or effects that happen. The subjects of this study were students in LPIA training center Jakarta, which consists of 14 students. In order to facilitate the data collection, the researcher used two instruments: observation and Interview. Observation method used to gain and understand about the process that happens to the students. The researcher used this method to obtain direct data from the participants in the LPIA Training center. The second instrument was an interview. The interview used in this study was an in-depth interview. It meant that researchers asked several questions related to the focus problem in order to collect the data as much as possible. The researcher chose this method of interviewing to know the students' problems in speaking English that happen in the LPIA Training center. There are three activities analysts do in this research; the first summarizing, choosing the main points, focusing the problems. Moreover, the researcher selects an arrangement of assessed represent data with the formulation of the problems of students' speaking English. The second one was a presentation of the data. In this study, the researcher presented the data in the form of descriptive or in the form of description words. In the end I was drawing conclusions. The researcher analyzed more intensively after all data in the field was sufficient to be processed and arranged to the final conclusion.

RESULT AND DISCUSSION

As A result of this study based on interviews, adult learners are interested in learning basic speaking English, since they want to work on cruise ships. They thought English is very important for their future job as well as being provided to be an employee on a cruise Ship. However, Some of adult learners were still worried about their speaking English ability. The adult learners thought speaking English was complicated, but they had to solve their English problem by joining LPIA cruise ship training center. By joining this training center, adult learners could solve their English problem and reach their dream career by working in an English speaking country. At LPIA cruise ship Training center, the researcher found some elements of teaching basic speaking English for adult learners as cruise ship crew and learning process to reach the teaching's goal.

1. Teaching basic speaking English for adult learners

Teaching English at LPIA cruise training center was to guide the adult learners' speaking ability by teaching and learning intensively,. so adult learners could improve their speaking English ability and be able to apply communication later on cruise ships. The main goal of adult learners joining the training center was to pass an interview test on a cruise ship. This study found that teaching basic speaking English and the learning process were facilitated to adult learners in order to help and support their needs, especially speaking English. At LPIA cruise ship training center provided facilities which were needed in teaching and learning process to support their need appropriately. Additionally, some elements of teaching basic speaking English for adult learners was to encourage the learners to have a good English speaking

outcome. Adult learners who had good speaking English outcomes will be able to compete for walking interviews by the user and working on cruise ship. Considering the time length at LPIA cruise ship training center program is about three months, the target of teaching is focusing on speaking skill. The teacher provides materials of learning related to the adult learning' purposes. The most suitable materials and activities related to the cruise ship industry, such as vocabulary, phrases, sentences, topic discussion, conversation, .

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Material used in teaching basic speaking English is a module designed by LPIA cruise ship training center. Material based on class teaching in door and outing class activities. Basic English material depends on teaching objectives, adult learners' needs and interest. Based on the observation of the researcher, material design consists of vocabularies, phrases, sentences, topic discussion, conversation which related to the job activities on cruise ship. Adult learners could use vocabularies, phrases and sentences in the right context. Topic

discussion, exercises. Self introduction, conversation, job interview, culinary, restaurant, and hospitality.

b. Method and Technique of teaching basic speaking English for adult learners

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The researcher found, the media at the LPIA cruise ship training center was available and the teacher could conduct teaching and learning processes as creatively as the teacher could. Media has important role for both teacher and adult learners to support teaching basic speaking

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d. Students' motivation

Based on the result of an interview and observation at LPIA cruise ship training center, the researcher found, adult learners were motivated to speak English in order to work as cruise ship crew abroad. Motivation according to scientists is not debatable for supporting students to success in learning English. As stated by Hayikaleng, Nair & Krishnasamy (2016), mentioned that motivation is regarded as an important component to make students successful in their English learning. Motivation is divided into two categories: internal and external. If it is internal, students Adult learners have gotten information about working as cruise ship crew has a high salary and they could back up their family economically and financially. Adult learners had motivation to speak English well in order to pass the

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The researcher found in this study, the competency which belongs to the teacher at LPIA cruise ship training center influenced the successful teaching basic speaking English and learning process. Some competencies that teacher had from the opening to closing teaching activities, explained the material well,

managed the classroom, reinforcement and competency of creating various activities.

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2. The problem of the adult learners

Teaching basic speaking English for adult learners have some barriers;

a. Problem for the English teacher

According to (Wicaksono, 2016) one of the difficulties often experienced is when teachers and students cannot speak

English effectively so what the teacher says and what the students answer or do is out of context, even though the aim of teaching speaking skills is communicative efficiency. Therefore, this research was deliberately carried out to increase understanding and increase speaking skill regarding difficulties experienced by teachers during the process of teaching speaking, so, producing a more comprehensive understanding of what difficulties teachers may experience in teaching speaking. Based on the finding in this study, actually teacher find their students in the class has different level of education

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Based on the research finding, first, English is a foreign language in Indonesia, so it is not used in daily social interaction, second, most of the adult learners have lack of vocabulary mastery so they have difficulty to understand speaking English. Third, English has tenses and is different from written to pronunciation and it is really different from bahasa Indonesia, it does not have tenses and pronounce the words based on written. and also have different structures between English and Indonesia. (Sardi et al., 2017) stated that some difficulties that occur are

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To solve the problem, adult learners have different levels of education and vocabulary mastery. Before adult learners join the real class, the learners must have a placement test in order to levelize the students in the right class,so the teacher is easier to design the material of teaching. Teacher asked the adult learners to memorize new vocabularies and use them when they interact with friends. Teachers always motivate the students to speak English during the

learning process. The institution has to evaluate adult learners' progress every month and review the materials based on students' needs.

d. Problem solving for the students

Teacher encouraged the students to be able to speak English well, and asked students to practice speaking English daily. Mastering speaking English is easier for adult learners in order to reach their dream to be a cruise ship crew or working abroad.

Conclusion

This study found that teaching basic speaking English for adult learners at LPIA cruise ship training center was the right choice and right place to improve adult learners' English speaking skill. Adult learners who want to work on cruise ships abroad because the institution facilitates almost all most the students need. The achievement could be seen from the graduation who were able to speak English well and they really worked on cruise ship crew, as waiters, chef assistants, laundrymen and housekeeping. The success of teaching basic speaking English was supported by the appropriate methodology, approach, techniques, and material design which adult learners need.

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EXPLORING FIGURATIVE LANGUAGE AND SOCIAL CRITIQUE IN BTS' SPINE BREAKER

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ABSTRAK

Pesan sosial yang mendalam dapat dikomunikasikan melalui penggunaan bahasa kiasan dalam lirik lagu. Boy band Korea Selatan terkenal BTS membahas berbagai masalah sosial melalui musik mereka. Tekanan sosial ekonomi yang ditempatkan pada orang tua dan remaja oleh materialisme dikritik dalam lagu mereka "Spine Breaker.". Studi ini mencoba untuk memeriksa berbagai elemen bahasa figuratif yang ditemukan dalam "Spine Breaker" BTS dan bagaimana mereka mengekspresikan komentar dan masalah sosial. Penelitian ini menggunakan desain kualitatif dan berfokus pada analisis lirik lagu dari sudut pandang sosiologis dan semantik. Data sekunder diperoleh dari literatur terkait, dan data primer dikumpulkan dari lagu tersebut. Bahasa kiasan harus diidentifikasi, dan hubungannya dengan masalah sosial harus diselidiki. Penelitian mengungkapkan bahwa "Spine Breaker" menggunakan metonimi, hiperbola, dan metafora untuk menekankan kecenderungan materialistis dan tekanan keuangan yang ditempatkan pada orang tua. Lagu ini menekankan menempatkan nilai-nilai di atas kekhawatiran duniawi dan mengkritik fiksasi dengan hal-hal mahal.

Kata Kunci: Bahasa kiasan, Komentar sosial, BTS

ABSTRACT

Deep social messages can be communicated through the use of figurative language in song lyrics. The well-known South Korean boy band BTS addresses a range of social issues through their music. The socioeconomic pressures placed on parents and teenagers by materialism are criticized in their song "Spine Breaker.". This study attempts to examine the various figurative language elements found in BTS's "Spine Breaker" and how they express commentary and social issues. This study uses a qualitative design and focuses on analyzing the song's lyrics from a sociological and semantic standpoint. Secondary data were obtained from pertinent literature, and primary data were gathered from the song. Figurative language had to be identified, and its relationship to social issues had to be investigated. The research revealed that "Spine Breaker" employs metonymy, hyperboles, and metaphors to emphasize materialistic inclinations and the financial strains placed on parents. The song stresses putting values above worldly worries and criticizes the fixation with pricey things.

Keywords: Figurative language, Social commentary, BTS

INTRODUCTION

Music is one of the most popular literary works in the world. As stated, “Music plays a crucial role in the cultural life of society. Its functions include the expression of feelings or thoughts, and it is used both in formal occasions and as a means of relaxation” (Nurmalinda et al., 2018). Rhythm, melody, and harmony are used as expressions to convey various meanings, especially in emotional terms, where melody and lyrics serve as symbols of various concepts. The source of these symbols can come from nature, social culture, or even an individual's personal experience, which becomes the impetus for creating a piece of Aspects of music. In addition, there are supporting elements, such as the form of ideas, nature, and color of sound inside music.

Song is a form of music with words and has the special job of expressing thoughts and feelings. Songs are frequently used to convey messages to others. The message in the song is conveyed through text, also known as lyrics, which is an example of a verbal communication. Verbal communication in songs can be seen from the content of the lyrics themselves, which often contain the message that the musician wants to convey to the listener. Understanding the meaning of song lyrics is important because it helps us grasp the message and intention behind the song. According to (Putra, 2017) “Song is a collection of words to talk about written works that are carefully crafted, with elements such as creative comparisons, beautifully crafted sentences, graceful language, rhymes, and repeated sounds. These aspects are intentionally created by the songwriter to be read in a pleasing way and are somewhat open to interpretation”.

A song consists of two elements: words (lyrics) and the music that goes with them. Song is a part of the literature, and is a term used for written texts that use language

carefully. It includes creative comparisons, well-created phrases, beautiful sentences, and musical elements. Song is an example of literature because it is a way of singing and using words in the lyrics in special ways; for example, many musicians wrote their song lyrics using figurative language. The use of figurative language in lyrics adds an artistic touch and leaves special places for those like literary works, making the song more interesting to read and listen to. The song is liked by many people. The correlation between music and song cannot be separated as well as they are connecting which mean song is often becomes a way for songwriters to convey messages to fans such as BTS, as one of the famous boy bands in South Korea, stands out by singing songs that address social issues, a theme that is rarely taken up by other singers. The content of their songs addresses social issues, which are usually topics of television or radio news. When students are motivated like this, they become more imaginative, creative, and excited about learning and doing well” (Delibegovic Dzanic & Pejic, 2016). By listening to music, many people gain new knowledge, and special things make them feel better while listening to music.

Therefore, the researchers are interested in analyzing songs from one of the famous South Korean boy bands, BTS. This research explores how figurative languages used in BTS songs can make songs more captivating and beautiful. The figurative language in a song is similar to the special choices of words used by the songwriter. Figurative language is about conveying the same message, but in different and interesting ways. It is about using words differently in various situations. The songwriter plays using words to create something unique. The research also added the previous study related to this research “*Figurative Language in BTS Songs Lyric’s*” journal by Nurwahida and Mustikawati,

although same using descriptive qualitative method, however their analysis focused on figurative languages only, whereas this research also discusses the social issues that raised.

BTS debuted on June 13, 2013. BTS has always been given trust and freedom by their agency's CEO, Bang Sih Yuk is the owner of BigHit Entertainment, which manages BTS and several other musicians. Unlike other singers and idols, who should have limited freedom of creation under their agencies, BTS is considered capable of conveying their true feelings through the lyrics of the songs they created. For example, their songs 'No More Dream,' "N.O," and "Not Today " emphasizes the demands and concerns of teenagers, as well as the issue of bullying. There are also their songs that encourage and emphasize people to love themselves such as "Love Myself" and "Epiphany". With their ability to compose music honestly and put inspirational song lyrics, they have become widely popular and have achieved many achievements both domestically and internationally. However, in this research, the researchers do not intend to analyze the songs mentioned earlier, but this research will be focused on the song "*Spine Breaker*".

Many people in public tends to think that fans of music groups or boy bands are usually made up of a group of teenage girls who like them just because of their good appearance. However, this is not the right case with BTS; among BTS fans are not only teenage girls but also from various ages. The BTS fandom, known as ARMY, stands for Adorable Representative M.C for Youth, consisting of people from various age groups, including children, teenagers, adults, old people, and different individual backgrounds in parts of the world. Many ARMYs admit that it is BTS's music that drew them to become fans of this boy band under Big Hit Entertainment. Many of their fans confess their honest

feelings on social media platforms such as Twitter, Instagram, and YouTube, and many other platforms state that BTS's music is not just about the usual teenager love themes that dominate on the music chart platform, but also carries a deep song-lyric that contains moral messages and touches on taboo issues that are not often discussed by other South Korean boy bands or singers. This could be the cause that makes BTS stand out and gain huge international fame.

Therefore, the objectives of this research are to analyze the types of figurative language used in the song "Spine Breaker" by BTS and to examine how these figurative languages convey social issues and commentary. In this research, the researchers are using semantic and sociological approaches. Semantic is used as the tool for understanding the deep meaning of text, whereas sociological functions to elaborate the social issues emerging through the text.

METHOD

Both primary and secondary data are used in this study. The primary data is taken from BTS's song "Spine Breaker," which was repeatedly listened to and its lyrics examined. Further information about the song's background is gathered from secondary sources such as BTS fan forums on Amino apps, pertinent e-books, journals, theses, articles, and webpages. The process of gathering data consists of multiple stages: looking through BTS songs to find and pick those that are pertinent to the study's topic; choosing "Spine Breaker" based on its social issue-related thematic significance; reading the lyrics aloud several times to fully understand them; recognizing figurative language and how it relates to social issues; and finally recording and categorizing the figurative language that

has been found. The analysis is divided into three phases: first, the lyrics are translated and read from Korean to English; second, data closely linked to the issues discussed is searched for; and third, the data is understood and analyzed using a variety of approaches and theories. The first objective uses the semantic approach and the theory of Laurance Perrine (1963). Then, the second objective uses the sociological approach and social problem theory by Adam Jamrozik and Luisa Nocella to identify the social issues.

RESULT AND DISCUSSION

This study examines the various forms of figurative language that are utilized to address social issues in the lyrics of BTS's song "Spine Breaker.". The following figure provides a summary of the findings:

Types of Figurative Language in Spine Breaker by BTS

Table 1. Types of Figurative Language in Spine Breaker by BTS

Parts	Lyrics	Types
Verse 1: Suga	Gyoyugeun saneuro gago haksangdo saneuro ga <i>[Education goes over the hill and student identity goes over the hill too].</i>	Metaphor
Verse 1: Suga	Gadeuk chan paeding manyang yoksimi gyesok cha <i>[In your padded jacket, your greed fills it up]</i>	Metaphor
Verse 1: Suga	Ayo baby! Cheolddak seoni eopge gulji maro! <i>[Ayo baby! Stop being immature]</i>	Metaphor
Chorus: V, Jungkook	Geolchyeo boneun neoye dirty clothes <i>[putting on your dirty clothes]</i>	Metaphor
Hook: (All), Jungkook, Jin, Jimin, RM	Niga baro deunggolbeureikeo, Bumonimui Bireomeogeul deunggolbeureikeo, <i>[You are a spine breaker, Your parent's spine breaker, Those damn spine breakers]</i>	Metaphor
Verse 2: RM	Yeah I dunno, yes I'm loco, is it no-no?	Metaphor

Verse 2: RM	I know they ain't cheap but they got mojos	Metaphor
Bridge: J-Hope	Naboda jaga boiji like geolibeo <i>[Everyone looks smaller than me like I'm Gulliver]</i>	Hyperbole
Verse 1: Suga	Hweojineun bummo deunggoreul bado neon maemolcha <i>[Even after seeing your parents' curved spines, you're so cold-hearted]</i>	Hyperbole
Verse 1: Suga	Sineun jawa omneun ja <i>[Those who wear the shoes and those who don't]</i>	Metonymy

1) Metaphor

“Education goes over the hill and student identity goes over the hill too” [Verse 1: Suga]

It is a metaphor which usually describes a something or situation without using words like “like”, “as”, and “similar to”. *Goes over the hill* refers to the education system that has gone too far and makes the students' lifestyle also over the top and go beyond their limits.

“In your padded jacket, your greed fills it up” [Verse 1: Suga]

The phrase " padded jacket" means to children's ego who burden their parents to get such a thing they wanted. BTS uses the metaphor of expensive padded winter jackets that were widely popular in 2009-2012 and some people were a burden to their families who have tight budgets. The song calls these jackets "Spine Breakers" because their high prices put a strain on parents' finances.

“Ayo baby! Stop being immature” [Verse 1: Suga]

Ayo baby is a metaphor to satirize teenagers who behave childishly because they always whine about what they want and stop being immature because a stuff that they cannot to reach and starts learning to accept family situations by did not demand and burden their parents or even their family who are family backbone who earn money.

“putting on your dirty clothes” [Chorus: V, Jungkook]

dirty clothes is a metaphor to describe someone or something without using words “*like*”, “*similar to*”. Dirty clothes here do not mean dirty, filthy, dull clothes that have not been worn for days, but clothes that were bought in a bad way by forcing their parents such as pleading by threatening their parents so that they buy the clothes, thus making the clothes not look dirty, but seem dirty (the effort to get the clothes).

“You are a spine breaker”, “Your parent’s spine breaker”, and “Those damn spine breakers”. [Hook: (All), Jungkook, Jin, Jimin, RM]

From those three words “*Spine Breaker*” which is the title of the song is a term metaphor to describe someone who breaks the backbone of both their parents. Spine refers to the backbone, and breaker refers to someone who breaks a thing. This part criticises children who become the destroyers of their parents' backbone.

“Yeah I dunno, yes I’m loco, is it no-no?” [Verse 2: RM]

Loco is informal slang to saying someone or somebody are insane, if someone calls us *loco*, it means they think we are nutty or eccentric. “The slang term *loco* when you're commenting on the craziness or irrationality of situation or a person.” (Vocabulary Dictionary). *RM*’s lyrics do not describe him as a loco, but it's a metaphor that refers to crazy people without using the words ‘*like*’, ‘*similar to*’ to them. *RM* positioned himself as a spine breaker who managed to get the clothes in a crazy way.

“I know they ain’t cheap but they got mojos” [Verse 2: RM]

According to the Collin Dictionary “*mojos*” is a slang term that refers to a charm or amulet thought to have magical powers. The word *mojos* here is a metaphor to describe

the uncontrollable situation because of the expensive stuff. The expensive item is considered like an amulet which makes people who have expensive items have magic powers that can attract many people.

2) Hyperbole

“Everyone looks smaller than me like I’m Gulliver” [Bridge: J-Hope]

It is a hyperbole which overstatement in using word that have a meaning that is greater than the actual meaning. In this context J-Hope describing himself as a Gulliver because everyone who does not have the expensive stuff looks smaller for him. Gulliver himself is a fictional Englishman who travels to the imaginary land of Lilliput (dwarf) in a satirical novel by Jonathan Swift. So, J-Hope perceived himself as greater and powerful like Gulliver for owning such expensive clothes.

“Even after seeing your parents’ curved spines, you’re so coldhearted” [Verse 1:

Suga]

Curved spines is a hyperbole to describe the backbone of an elderly person who is already bent over. Hyperbole itself is an exaggerated statement to describe something to be worse or better than it is. In this context it refers to some children who demand various things and do not feel sorry for their parents who are already getting old to fulfill what they wanted.

3) Metonymy

“Those who wear the shoes and those who don’t” [Verse 1: Suga]

This sentence did not mean people who wear shoes and people who don’t. But it’s a metonymy to use something that is closely related to the actual object. As we know shoes

is a covering for the foot, typically made of leather, having a sturdy sole and not reaching above the ankle, but the meaning is not about ‘real’ shoes as we know, it is like those born in rich families and those who aren’t. Perhaps we have heard of many native English speakers using expressions about shoes closely like idioms, but also is a term of figurative meaning which metonymy (Wes, 2020).

Figurative Languages Convey Social Issues and Commentary

The song “Spine Breaker” by BTS addresses the issue of people being overly focused on material possessions and staying trendy, often at the expense of their responsibilities and relationships with their parents. The protagonist criticizes this behavior and urges people to concentrate on what truly matters, avoiding becoming a "spine breaker," someone who causes their parents distress and regret. The song emphasizes that wearing old clothes and not keeping up with the latest trends is nothing to be ashamed of, highlighting the importance of prioritizing values over superficial concerns.

8th track of Spine Breaker explores a significant social issue affecting teenagers today. In BTS’s extensive collection of songs, "Spine Breaker" is notable not only for its catchy beat but also for its powerful socio-economic message. Released early in their career, the song addresses the growing culture of materialism and its harmful effects on families and society. Writing these lyrics prompted many reflections. Suga as a songwriter wondered if he had been like that during his teenage years. However, they (BTS rap members; Suga, RM, J-Hope) didn't wear jackets worth hundreds of dollars back then and wrote the lyrics based on their observations of friends. Personally, they

didn't wear expensive clothes in high school and Suga held the opinion, "I don't really understand why."

To fully appreciate this song, people need to know about the North Face Outerwear Company and its connection to Korea. Around 2008-2010, North Face padded jackets became popular in Korea for being warm and high-quality. Retrieved from Korea JoongAng Daily (2011) "A recent post on the popular search site Naver, made by Korean students, ranks six jackets from the U.S. outdoor clothing brand by price and status. They call the list a "class map," referring to social status, not school grades" (Lim Jae Un, 2011). Even the cheapest jacket, costing about \$250, was warmer than many no-name brands that were two to three times cheaper. The jackets became so popular in Korea that their sales reportedly helped the company recover from a financial crisis.



Figure 1 North Face Padded Jacket

Source: <https://koreajoongangdaily.joins.com>

The figure above shows students wearing trendy padded jackets. The problem is that these jackets come in different styles with higher prices. Teenagers began competing to buy pricier jackets, not just to stay warm but to show off. Really, no one who sits in

class all day needs a jacket made for hiking in the Himalayan Mountains. Around 2012, there was backlash in the media about how these jackets were financially burdening parents of teenagers. By 2013, they were no longer in style.

In recent years, padded jackets have become increasingly popular among South Korean teenagers, becoming the top-selling outdoor winter wear. A widely shared photo among South Korean internet users shows a classroom full of students all wearing the same black North Face jacket.

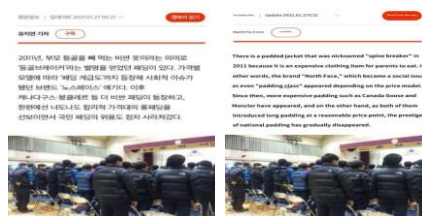


Figure 2 Black North Padded Jacket Trends

Source: www.joongang.co.kr

This figure above shows that South Koreans also called teenagers wore North Face's thick jackets in 2008-2010 as a 'Spine Breakers'.

5.1.1 Social issue representing in Spine Breaker by BTS

The researcher will elaborate the evidence that the song Spine Breaker by BTS criticises the younger generation not to burden their parents through the lyrics of the song itself, BTS takes the case of what has happened in South Korea back then, where teenagers begging their parents who are the backbone of the family to buy a very expensive jacket. Where it is very related to what is happening today, many teenagers or even children around the world are becoming thieves by taking their parents' money secretly to get something they want.

Extract 1 [Verse 1: Suga]

“With shoes worth a couple hundred, padded jacket worth a couple thousand.

With a watch worth a couple hundred you feel good about yourself.”

In this part Suga satirising people who became very arrogant after wearing the jacket. Many of them flaunted it by patronising their friends. Retrieved from LA Times “Lee, a high school junior, mentioned that he has heard of bullies pressuring students to buy their old jackets so the bullies could get newer and more expensive ones. Lee said it was common for kids to beg their parents, work part-time, or save up money to buy these jackets” (Jung Yoon Choi, 2012).

Extract 2 [Verse 1: Suga]

“Education goes over the hill and student identity goes over the hill too”

There is a Korean proverb “A ship will go to the mountains if there are too many captains,” meaning that if you try to heed too many opinions at once, you’ll lose direction. And, according to David Kim there is a Korean idiom called hog “Too many rowers make the boat go to the mountain” (D. Kim, 2018). This line is saying that the education system and students have no direction, but also reference to all the teenagers wearing mountain hiking wear to school to be trendy. So basically, BTS is trying to criticize the students alongside with the Korean education system that both parties are going in the wrong direction.



Figure 3 Korean Proverb

Source: www.pinterest.com/pin/a-ship-will-go-to-the-mountain-if-there-are-too-many-captains-korean-proverb--

Extract 3 [Verse 1: Suga]

*“The class system of the 21st century is divided into two
Those who have and those who haven’t
Those who wear the shoes and those who don’t
Those who have the clothes and those who don’t
And those who try hard to get those things”.*

This refers to SES (Socio-Economic Status), which indicates a person's standing and social class in society. It includes aspects such as quality of life, opportunities, and privileges. Families with limited financial resources often encounter restrictions in various areas of life. The lines also show what school is like nowadays. You can tell who the rich and poor students are by whether they have expensive clothes. Students who can't

afford these clothes will do anything they can to get them. Retrieved from Naver (Korean websites) “The four jackets in the middle are labelled as “commoner,” “middle class,” “bully,” and “rich kid punk.” The last two are humorously described as “low” and “high” levels of “backbreaker,” referring to the financial strain they put on parents who feel pressured to spend money on them” (Lim Jae Un, 2011).

Extract 4 [Verse 1: Suga]

“What’s going on? Are you falling behind on the trend?

You whined and complained to get it, did I strike a nerve?

In your padded jacket, your greed fills it up

Even after seeing your parents’ curved spines, you’re so cold-hearted”.

People who come from low class or even middle class often demand their parents to buy such a thing that their parents cannot buy. Instead of get money by themselves, they ask their parents which family’s backbone to earn more money. The last line strongly delivers its message and leaves a lasting impression on listeners. It’s a serious reminder of the real-life effects of chasing after possessions, overshadowing the respect for parents that was once a key cultural value. There is a Korean idiom “deunggori hwida” or “the spine/back gets bent” which literally means our back gets bent because we work so much, usually hard physical labor is done by bending our back. Thus, if we were to work too much, our spine would bend permanently. Retrieved from LA Times (2012) “My parents were overwhelmed when I first mentioned it,” said 14-year-old Bang Min-Wook about buying the jacket. “But I kept asking until they finally agreed. Everyone has one, and I just had to have it” (Jung Yoon Choi, 2012). BTS also tries to touch the conscience of

these students about their behavior trying to get expensive apparel, how they're sensitive towards trends and appearance and how they wind and beg and ask their parents again and again to buy them these expensive clothes.

Extract 5 [Verse 1: Suga]

***“You complain that all your friends have it and that they should buy it
for you***

(Ayo baby) stop being so immature

You won't freeze just because you don't have that jacket

Fill your head with good sense before it's too late”

The students complained to their parents because their friends had thick jackets and told them to stop whining and stop being immature. BTS calls kids who beg their parents for expensive clothes "spine breakers" because these items make their parents work very hard to afford them. Not only the kids but the items themselves are called spine breakers. These kids don't care how hard their parents work to provide for them; they just keep pestering their parents by saying, "but all of my friends have it, too." Obviously, the luxurious clothing was a burden to parents that were not in the position to afford it but nevertheless their kids demanded them to buy it. So that's why the lyrics says, “*fill your head with good sense before it's too late*”.

Extract 6 [Chorus: V, Jungkook]

“Wow, it feels good, putting on your dirty clothes

What is wrong with you? You're crazy baby

That is what will suffocate your heart, dirty clothes”

The chorus describes how being obsessed with material things and wanting to fit in with society can make them lose their sense of identity and self-worth. The "dirty clothes" refers to the padded jacket which imagery represents a person's corrupted values and priorities by forcing their parents. Literally BTS is being sarcastic about kids who feel cool in their "dirty clothes." These clothes are called dirty because the kids didn't earn the money themselves, they made their parents work really hard to buy them. The idea that the dirty clothes will "tighten up your heart" means that eventually, the kids will feel guilty and bad about wearing them.

Extract 7 [Verse 2: RM]

“What’s up, kid? You’re so full these days

You’re being over-noisy about other people’s lives

Why do you keep saying those meaningless words?

I’m just using the money I learned”

This words “*You’re so full these days*” refers to the Korean idiom “baega bureuda”. According to (D. Kim, 2018b) ”baega bureuda” or in English “stomach is full” or in term have it easy (complaining in a very good situation) This means you have it easy and don't worry about getting food. Kids have full bellies because of their parents. They don't know how to do anything but eat the food given to them, yet they're being loud and saying things they wouldn't say to someone's face, just bluffing. Retrieved from LA Times (2012) “My son specifically requested that I buy him this brand,” said Jung Mi-ran, a 41-year-old mother of two teenage boys. “Even though I'm in the clothing business and

believe it's a bit overpriced, I had no choice but to purchase it because my children told me that all the other students wear it" (Jung Yoon Choi, 2012).

Extract 8 [Verse 2: RM]

*"Only when in Korea matches your taste
You'll be satisfied, please live on
Your own life, if you were me, I would not say anything
Yeah, my jacket's really expensive and ugly"*

The words *"Only when everyone in Korea matches your taste, you'll be satisfied, please live on"* This is satire against how kids think wearing the same things look cool. RM then goes on by saying mind your own business fashion and life. Retrieved from Korea JoongAng Daily schools and teachers are worried about this trend. One of the teachers thought students just wanted to stay warm and wore that expensive padded jacket, but now it's become like a uniform. One of the high school principals in Yongin, Gyeonggi said The North Face brand is so expensive that not all students can afford it, and many feel left out. Another teacher said, "Even if I tell them, it's not necessary to buy expensive clothes just because others do, none of the kids listen" (Lim Jae Un, 2011).

Extract 9 [Verse 2: RM]

*"I really want it, what do I do
Even friends poorer than me have it
I have to buy it, if I don't want to be an outcast
People my age are all like this"*

This part RM is mocking the kids by imitating what they might say, like, “But I wanted it so much! What should I do? Even my poorer friends have it. I don't want to be an outcast”. At this point, we're all supposed to be like that to fulfil the expectations of what they want. This is such a social problem, as people are desperate to be what they want to follow their desires. The jacket became so popular that they were jokingly called a second school uniform in wealthy Korea, where The North Face is the top-selling outdoor brand. Retrieved from Korea JoongAng Daily, one student in Seoul mentioned, “Out of 37 students in our class, 15 wear a North Face jacket. If you don't wear a branded jacket, you look shabby” (Lim Jae Un, 2011).

Extract 10 [Verse 2: RM]

“Yeah I dunno, yes I’m loco, is it no-no?”

I know they ain’t cheap but they got mojos

But I do what I gotta do, I don’t break my parent’s spines

The true breaker is you, who is old and stuck in your room”

RM says people might call him crazy or criticize him for wearing expensive clothes, but he points out that at least he's attractive and, most importantly, he's not a “*spine breaker*” who begs his parents to buy him clothes. The last line of the song is powerful, the killing point of this song: the real spine breaker is the person who, at their age, still can't do anything on their own. So, why don't they just be quiet and help their parents instead of making them buy them expensive jackets?

Extract 11 [Bridge: J-Hope]

*“Wearing expensive clothes and walking on the street, feeling good
about yourself*

Everyone looks smaller than me like I’m Gulliver

Whatever you wear, I understand but you’re too much

You’re gonna regret it

You can keep your swag on but how about your parents?”

In this part BTS pointed out people who wear expensive clothes will feel that they are above everything, and BTS interprets these people as Gulliver or giants who feel the most powerful because they are different. Gulliver himself is a fictional Englishman who visits the imaginary land of Lilliput in Jonathan Swift's satirical novel. J-Hope sees himself as greater and more powerful, like Gulliver, because he owns expensive clothes. The line “*you’re gonna regret it*” isn't just a prediction, it's a warning about the emotional consequences that will eventually come. The chorus goes beyond language differences, sending a universal message about reflecting on our values and the legacy we want to leave behind. In the last line BTS also demands students or people to reflect on what they did to their parents, even though it looks cool, but what about the parents who worked hard to earn money.

CONCLUSION

This study looked at the metaphorical and socially conscious language in BTS's song "Spine Breaker.". The song's socioeconomic themes are effectively communicated through a variety of figurative language devices, such as metonymy, hyperbole, and

metaphor, as per a thorough analysis. The song criticizes the consumerism of the next generation in addition to highlighting the difficulty of raising kids who insist on expensive, trendy things. BTS not only writes catchy songs but also uses creative and memorable language that promotes thinking critically about social norms and behavior. This study emphasizes how lyrics and music have the ability to impact listeners and offer social commentary. Future studies could broaden the analysis to include more BTS songs that address different social issues in order to get a more thorough understanding of the group's impact on social commentary through music.

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**THE FUTURE OF LANGUAGE:
HOW TECHNOLOGY, POLITICS AND UTOPIANISM ARE
TRANSFORMING THE WAY WE COMMUNICATE¹**

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ABSTRAK

Tulisan ini merupakan ulasan buku yang mengacu pada referensi tunggal, ditulis oleh Philip Seargeant dengan judul '*the future of language: how technology, politics and utopianism are transforming the way we communicate*'. Buku ini menarik, karena, sebagai pembaca, kita diajak pergi pada sejarah masa lalu terkait evolusi bahasa, dan juga mengantarkan kita untuk melihat bagaimana komunikasi manusia masa kini dan akan datang berubah karena pengaruh teknologi, politik dan utopianisme. Secara spesifik, Philip Seargeant mengajukan hipotesis tentang masa depan bahasa dan komunikasi manusia di era teknologi, perubahan sosial, dan pengaruh politik. Buku ini juga menyoroti peran budaya dan identitas bahasa, debat seputar dominasi bahasa global, serta tantangan seperti "cyborg speech" atau manusia yang separuh mesin, dan potensi komunikasi dengan makhluk luar angkasa. Ia menekankan pentingnya memahami secara proaktif dan mempertimbangkan secara etis dalam menghadapi evolusi bahasa di era digital, serta menyerukan perlindungan terhadap keragaman bahasa dan kebebasan berkomunikasi.

Kata kunci: masa depan bahasa, politik, utopia,

ABSTRACT

This writing refers to a single reference written by Philip Seargeant titled 'The Future of Language: How Technology, Politics, and Utopianism Are Transforming the Way We Communicate.' As a reader, the book is fascinating as it takes us through the history of language evolution and leads us to see how present and future human communication is changing due to the influence of technology, politics, and utopianism. Specifically, the book also explores the future of human language and communication amidst technological advancements, societal changes, and political influences. It examines language's cultural and identity roles, debates over global language dominance, and challenges like cyborg speech or human machine and potential extraterrestrial communication. Seargeant emphasizes on the understanding and ethical considerations in navigating language's evolution amid digital transformations, urging safeguards for linguistic diversity and communicative freedoms.

¹ *The Future of Language: How Technology, Politics and Utopianism Are Transforming the Way We Communicate*, by Philip Seargeant, first published in Great Britain 2024, Bloomsbury Publishing Plc, ISBN: HB: 978-1-3502-7885-1. Book Review

Key Words: *the future of language; politics; utopianism*

INTRODUCTION

This writing begins by stating the classical definition of language that it's a system of communication and social phenomenon (Raymond, 2010). Furthermore it's also a natural and mental phenomenon (Coulmas, 2017). These mean that language serves as the foundation of human interaction, functioning as the primary tool for conveying ideas, values, and culture from one generation to the next. However, with advancements in technology, shifts in politics, and evolving utopian ideals, the way we communicate is undergoing significant transformation. This transformation not only affects communication styles and mediums but also redefines the very essence of language itself. This also affects the teaching of language—our dissemination theme today, and many aspects of language use (Chapelle, 2003).

The key point of this issue is that technology is an unreliable activity which is absolutely undenied. The technology of the future will be transforming the way we communicate and to whom we speak more advanced than today. Graddol (1997) in *'the future of English'* compared the role of technology: in the past and in the future, he said that technological change transforms the space in which we work and live. Shortly, everything is changing. technology is constant: including the language. This idea has been popular since Heraclitus within his memorable dictum *'life is flux'* (Mark, 2020).

In the digital era , it is the technology that has expanded our ability to communicate globally, quickly, and efficiently. Social media platforms, instant messaging apps, and automated translation tools are changing how we interact, enabling the exchange of ideas and information without geographic boundaries. Yet, conversely, technology also raises issues of data security, privacy, and information manipulation that impact trust in communication.

Within this context, this writing explores the impact of technology, politics, and utopian visions on the evolution of language by reviewing the single book written by Seargeant, published 2024. Specifically, those impacts will shape the transformation of our current and future language dynamics.

The book is divided into ten topics of discussion, with each of them focusing on a different tone. All are written in English as follows: *After the fall, Change is the only constant, The three-cornered world, An imaginary guide to the future, Inventing language, Cyborg speech, Is anybody out there, The decay of lying, They who control the past control the future, Future-proofing the world.*

METHOD

This writing refers to a single reference written by Philip Seargeant titled 'The Future of Language: How Technology, Politics, and Utopianism Are Transforming the Way We Communicate.' As a reader, the book is fascinating as it takes us through the history of language evolution and leads us to see how present and future human communication is changing due to the influence of technology, politics, and utopianism. Specifically, the book also explores the

future of human language and communication amidst technological advancements, societal changes, and political influences. It examines language's cultural and identity roles, debates over global language dominance, and challenges like cyborg speech or human machine and potential extraterrestrial communication. Seargeant emphasizes on the understanding and ethical considerations in navigating language's evolution amid digital transformations, urging safeguards for linguistic diversity and communicative freedoms.

This writing aims to review ten main topics regarding the future of language influenced by significant factors such as technology and politics. it is to guide people to gain a better understanding of how humans communicate in real-life and social media contexts amidst the abundance of technology and the tumult of global politics.

RESULTS AND DISCUSSION

After the Fall

The first sub-topic of the book discusses the general backstory of the predictions for the future of human language and communication. Philip Seargeant, the book's writer, introduces the purpose of this book as to be aware of the impact of future language development upon society. One of the drivers of the future changes is technology. The writer utilizes various instruments to predict what the future of language will be like, mainly modern problems; capitalistic communication technology, the misuse of AI, the declining use of language in society, and political control over communicative media. The centrality of language in society makes languages not immune to changes, as the nature of society is to change over time.

In order to formulate the upcoming future of language, the writer mentions the importance of understanding the human language pattern in the present, also the past. Philip Seargent also mentions music as a universal language. Referencing Jean-Francois Sudre, generating basic language structure from basic musical elements to create a new universal language. The story of “Tower of Babel” is narrated in this chapter, acting as the origin story of his claim that a universal language that isn’t from a pre-existing language (due to political reasons) needs to be developed for global understanding.

In this era of constantly developing technology and globalization, it can be taken from this book that there are moral panics and ethical steps in the revolution of communication technology. Technology can be a double-edged sword for the future of communicative language. Technology can either connect the world closet or deteriorate the way humans communicate. Other than technological influence, the change in how humans communicate in the future will be influenced by the utopian visions of a perfect global language, the decaying eloquent language use, and language restrictions.

Change is the only constant

The main essence of the part lies in metaphorical concept named "cathedral thinking," which illustrates a long-term perspective in current actions, inspired by the construction of cathedrals like Notre-Dame. The text also encourages considering how the values invested today can be preserved and embraced by future generations. Further more, it draws parallels between physical constructions like cathedrals and modern challenges such as climate change and radioactive waste

management, highlighting the need for sustainable planning and action while considering their long-term impacts.

The text, this subheading also explores the enduring nature of language as a cultural binder, drawing parallels between linguistic evolution and the rise and fall of civilizations and monuments. It discusses the historical and ongoing changes in languages, emphasizing how many languages have become extinct and predicting further losses. Despite efforts to preserve linguistic diversity, such as through the work of the Unicode Consortium, the text underscores the challenge of maintaining and understanding ancient writing systems and languages amidst rapid technological and cultural changes.

The three-cornered world

The substance of the text seeks the paradox inherent in language: while nearly all humans possess practical proficiency in using language for communication, defining language in theoretical terms proves complex. The text distinguishes between "knowing how" — the practical ability to use language effortlessly in daily life — and "knowing that" — the analytical understanding of language's properties and functions. It argues that despite our innate proficiency in using language, grasping its theoretical underpinnings, such as its existence and essence beyond individual minds, remains elusive. This theoretical understanding is crucial for studying language systematically, contrasting with the seamless way language operates in everyday communication where its mechanics often fade into the background.

The text also discusses the crucial role of language in human life, both currently and in future speculation. Language serves not only as a tool for communication of ideas but also as an expression of identity, history, emotions, and worldviews. It profoundly influences our thinking and perception of the world, particularly in today's increasingly mediated existence.

Exploring the future of language and communication is deemed important due to its significant impact on societal structures and individual experiences. While the future remains uncertain, understanding potential changes in language usage allows us to anticipate and potentially mitigate negative consequences.

Central to the discussion is the assumption that language holds a pivotal place in human life, encapsulated in three key principles: 1) Language defines human identity, 2) Language shapes civilization and human progress, and 3) Language is a fundamental element in political dynamics, influencing power balances within societies.

An Imaginary guide to the future

The fourth chapter of the book provides an exploration of the potential language changes in the future to predict societal changes, with the implementation of various fields, such as; fictional works (as the prompt for his predictions of the future, which mainly include futuristic genres, such as science-fiction and dystopian), the language system and communication devices in those works (employed as the basic prototype of the future) and humans' understanding and comprehension of language which shape its future forms.

Sergeant also provides some examples for the reader to fully grasp his idea. The “Galactic Basic” language system in “Star Wars” is taken as an example of a universal language. A prototype of a futuristic translation device is taken from the Universal Translator in “Star Trek ” which translates by scanning brain-wave frequencies. The Xenolinguistics study of Hetapod Logograms in the movie “Arrival” shows the relationship between language and how humans perceive it. He also provides a look into the future by presenting the dystopian literature of H. G. Wells’s “The Time Machine”, which envisions the language used as a marker of social class, and George Orwell’s “Nineteen Eighty-Four”, which exhibits abuse of power by removing some words from the dictionaries. And lastly, the “Urban Dictionary ” as a form of crowd-sourced beliefs of language.

To put it in simpler words, this chapter suggests that by studying language change patterns, clues of its future form can be acquired. How it’s shaped can be determined by public beliefs about language. Examining fictional stories, mainly sci-fi and dystopian, can help people understand what future society might look like and serve as new technology prototypes that can further enhance human communication.

Inventing language

In inventing a language of the future, the book's writer takes a look at the Adamic Language, the God-given faculty for humankind, manifested by Adam in the Garden of Eden. Reassembling it is now a challenge. He believes that humans has the capability to create a new language, including for the modern human to create a language of the future. Francis Lodwick’s idea of inventing a new universal

language is mentioned as a reference, including the idea of “universal characters” for mutual international understanding, both spoken and written. But, this system isn’t entirely universal since it adopted a lot of English’s structure. “Cultural neutrality” is one of the most important factors of this new future language.

This chapter also concerns the problem with English as the global language now. First and foremost, the neutrality of English is a major issue, creating a bias, privilege, and dominance of the native speakers and their countries. Its ownership, however, is quite a debate. But that doesn’t mean global English varieties aren’t valid, since it’s a diverse entity. An accent is the biggest marker of all, followed by variety, cultural reference, and syntax. As a result of the ownership debate and variety’s identifiers, another major issue of worsening sociolinguistic inequality has arisen. A believed more “prestige” variety is more likely to be valued than the less-prestige.

To tackle the problems of today’s global language, Seargeant provides two approaches; 1. Provide standardized equal education of the “prestige” language, or 2. Alter attitudes and root systems with no bias to a certain variety. Option number two is seen to be more challenging, involving a change of collective social beliefs about the different values of different varieties. Based on these problems, the writer of the book suggests that the invention of the future language must be culturally neutral and has written universal characters as the visual representation of the spoken language, which is how the internal thought takes its physical shape.

Cyborg speech

"Cyborg Speech " is a specific word which refers to the ideas where human communication is influenced or augmented by technologies, building a fusion of natural human speech with technological devices. Specifically, this term describes how advancements in technology such as artificial intelligence, wearable devices, or other forms of technology can influence how people relate to others in terms of communication in the future.

The idea of "Cyborg Speech" explains the view that humans and technology are increasingly interdependent in the communication process. For instance, with the advent of artificial intelligence, humans may use virtual assistants or something that refers to applications to help organize information or provide instant language translation. On the other hand, wearable devices also are able to provide additional capabilities: recording conversations or providing real-time feedback during speech.

Is anybody out there?

The main discussion of this chapter would be warning our far-off future relatives about the nuclear waste and trying to talk with smart aliens in space. This phenomenon raises a big question concerningt language and how aliens might think, which could make talking hard. In the past, people like Guglielmo marconi thought we could chat with Mars using Radio waves. Today, we can message there, but talking to real aliens is still a mystery of the worlds—nodoby knows. The text also looks at how books and thinking have long wondered if smart aliens exist, which raises hard questions about language and our lives.

After raising the question, the next is about the challenge of communicating with intelligent beings from other planets when we know nothing about them except, they can understand communication. One idea raised is like creating a universal language on earth.

The decay of lying

This chapter explores the answer to whether language is deteriorating due to the changing communication environment. Seargeant views the importance of Language and Grammar through the Babel story, and the Seven Liberal Arts is rather unknown. However, the idea of it still lingers in public discourses. The still-standing anxiety about the declining education and language skills is quite exaggerated by the media, but the importance of language education is still upheld. He suggests that technological reliance sets traditional communication forms aside, resulting in language slackness.

The language itself merely changes; it never deteriorates. Seargeant shows how new communication technology and culture influence communication habits. In text messaging, proper grammar and punctuation are sidelined as they may imply coldness and passive aggression, while emojis and writing styles serve as tone indicators. The meaning shifts in they/them pronouns to be singular and gender neutral. The Seargeant perceives these phenomena simply as a change in language use and communication style over being a deterioration. On the other hand, there are concerns about how modern cultures over-simplify the language.

To answer the question, the general answer is “no”, but the language and human communicative state are essentially adaptive. On the other hand, there’s fear

of how easy access to limitless information can be a paradox of knowledge and conspiracy theories, where people can exploit the flexible nature of language, prompting manipulated truth.

They who control the past control the future

The part explores how politics could influence future language use, especially through controlling communication. Today, digital technology mediates most of our communication, allowing for surveillance and speech control. Surveillance analyzes language to predict and manipulate behavior, while censorship directly regulates speech. These practices are already widespread and may become more sophisticated with technological advancements driven by corporate interests. This raises ethical concerns concerning privacy and freedom of speech, pivotal in shaping society amid technological progress and societal pressures.

Another point of discussion is about the current issues with freedom of speech by looking at important historical events and the impact of digital culture. The year 1989 was pivotal due to events like the fall of the Berlin Wall and the global backlash against Salman Rushdie's novel. These events shaped how different countries regulate free speech today. The invention of the world wide web also played a crucial role, laying the groundwork for today's digital era and its influence on freedom of expression.

These historical events still affect global human rights protections today. Countries have varying approaches to free speech, with the US having strong legal

protections under the First Amendment. Key principles include government non-interference in speech, avoiding censorship before publication, understanding harm based on context, and acknowledging human responsibility in speech.

Futureproofing the world

The final chapter of this book tries to discuss how screens and keyboards shape modern life. In the beginning, the function of the screen was to protect, but now it reflects and distorts reality through media. The amount of screen time people spend on their devices shapes the way they think. The media they consume through the screen could either be purposeful or be the source of addiction and moral panic. The keyboard acts as what links the mind and its physical shape in the digital world. It helps people to create and show their digital existence, thus the keyboard is seen as the control panel of modern life. Together, the screen and keyboard have become more than a computer device, it's now an emblem of the digital era; a symbol of benefits and liabilities.

In preparing ourselves for the future of language and communication, Philip Seargeant provides eight principles as a guide; 1. In communicating, people use language as a tool. The tool constantly changes and develops, creating a new way to use it, 2. Prestige amongst varieties and new technologies create unequal opportunities in utilizing linguistic resources as a tool, 3. Language is shaped by the community, thus the meaning is based on historical and cultural context, 4. Above exchanging information, communication establishes and maintains relationships and also shapes sociocultural reality, 5. Language form change isn't as

consequential as changes by technology, 6. New communicative technologies shift the flow of information, 7. These new modes of communication likely alter the traditional system, and 8. It could prompt censorship to limit ideas and opinions being circulated. To survive the revolution of language and communication, society must have a clear vision of the role of language in our lives.

CONCLUSION

This book review paper focused on Philip Seargeant's (2023) *The Future of Language: How Technology, Politics and Utopianism are Transforming the Way We Communicate*. Bloomsbury Academic. Every topic provides great insight into the history and the future of the way humans build communication with others. It brings stories of the past, present-day habits, and futuristic predictions into play to create a guide of what the future of language and communication would be like. Some critiques are also given such as: how modern-day technology can result in language slackness, the ever-changing socio-political state shifting the communicative behavior and language, and the problems of today's global language.

On the other hand, the writers of this article find that one of his ideas of the ideal future of language are too far-fetched, at least for the near future. To be specific, the idea of a new universal language. The idea of it is interesting and understandable, but the establishment is hard to reach. Since language is a complex system; to create, perfect, standardize, teach, study, and finally apply it, it would take years and years to finally happen.

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CHALLENGES AND COPING STRATEGIES OF ENGLISH LECTURERS IN TEACHING ENGLISH SKILL SUBJECTS IN THE NEW NORMAL

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ABSTRACT

This research aims to identify the obstacles faced by lecturers teaching English language skills courses and to examine the strategies they employ to overcome these challenges. A purposive sampling technique was employed to identify the study participants from the English Department of LIA University, Jakarta. Data were collected using a researcher-designed interview guide questionnaire. Thematic analysis was conducted to derive emerging themes. The results identified three main challenges faced by English teachers: challenge is to find a medium of teaching that is user friendly, lack of student's participation, and challenges in designing tasks appropriate to students' cognitive levels. Respondents reported several coping strategies, including updating with the latest technology, particularly the newest features offered, is crucial in improving the effectiveness of teaching English skills, keeping up with the latest advance and being committed to professionalism as an educator to give the best for the students. The study suggests that English teachers should continue to uphold their enthusiasm to provide quality education and make learning more accessible and interactive.

Key words: English skills; new normal; teaching strategies; teaching English

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi hambatan yang dihadapi oleh dosen yang mengajar mata kuliah keterampilan bahasa Inggris serta untuk mengeksplorasi strategi yang mereka terapkan untuk mengatasi tantangan ini. Teknik purposive sampling digunakan untuk mengidentifikasi partisipan penelitian dari Departemen Bahasa Inggris Universitas LIA, Jakarta. Data dikumpulkan menggunakan panduan wawancara berbentuk kuesioner yang dirancang oleh peneliti. Analisis tematik dilakukan untuk menemukan tema-tema yang muncul. Hasil penelitian mengidentifikasi tiga tantangan utama yang dihadapi oleh guru bahasa Inggris: sulitnya menemukan media pengajaran yang ramah pengguna, kurangnya partisipasi mahasiswa, dan tantangan dalam merancang tugas yang sesuai dengan tingkat kognitif mahasiswa. Responden melaporkan beberapa strategi penanganan, termasuk memperbarui diri dengan teknologi terbaru,

khususnya fitur-fitur terbaru yang ditawarkan, yang sangat penting dalam meningkatkan efektivitas pengajaran keterampilan bahasa Inggris, serta tetap mengikuti perkembangan terbaru dan berkomitmen pada profesionalisme sebagai pendidik untuk memberikan yang terbaik bagi mahasiswa. Studi ini menyarankan agar para guru bahasa Inggris terus mempertahankan semangat mereka untuk memberikan pendidikan berkualitas dan membuat pembelajaran lebih mudah diakses dan interaktif.

Kata Kunci : Keterampilan berbahasa Inggris; Normal baru; strategi mengajar

INTRODUCTION

In the wake of the global COVID-19 pandemic, the landscape of education has undergone a seismic shift, compelling educators worldwide to adapt rapidly to the demands of remote or hybrid teaching environments. Educators need to understand the approach to learning in the new normal to carry out learning while still avoiding COVID-19 exposure (Mertayasa & Indraningsih, 2020). Among the academic disciplines significantly affected, English language instruction stands out as a focal point of challenge and innovation. This research delves into the experiences of English lecturers grappling with the intricacies of teaching English skill subjects amidst the "new normal." From navigating digital platforms to maintaining student engagement, educators face an array of hurdles in delivering effective instruction. However, amidst these challenges, emerges a narrative of resilience and adaptation, as instructors develop and employ coping strategies to navigate this unprecedented terrain. This study seeks to illuminate the multifaceted dynamics of teaching English in the digital age and explore the innovative approaches employed by lecturers to overcome obstacles and foster meaningful learning experiences for their students.

The sudden shift in the teaching and learning process due to the global pandemic has introduced numerous challenges for both English language teachers and learners. According to Atmojo and Nugroho (2020), English language teachers in Indonesia faced difficulties in designing materials and providing feedback. Additionally, English teachers struggle with implementing effective methodologies and activities to enhance engagement. Teaching English at the high school level is particularly challenging due to the complexity of English concepts. In an online classroom setting, teachers encounter obstacles such as internet connectivity issues, which hinder the teaching process. Teachers now require students to complete activities and exercises at home, with online assistance guiding them through the learning process. The preparation, discussion, and execution of these activities pose significant challenges for English teachers. An article concluded that re-orienting the curriculum towards student-centeredness positively impacted student performance, learning experience, and subject evaluation. Specifically, student-centered strategies fostered a strong social context for learning and provided students with a shared experiential framework to explore the technical aspects of the curriculum (Barraket, 2005).

The theoretical framework for this research topic, drawing upon Social Cognitive Theory, posits that the challenges faced by English lecturers in teaching English skill subjects in the new normal are influenced by their cognitive processes, observational learning experiences, self-efficacy beliefs, and coping mechanisms. According to Social Cognitive Theory, individuals learn through observation, imitation, and modeling of others' behaviors, as well as through their own direct experiences.

In the context of teaching English skill subjects in the new normal, English lecturers observe and learn from their own experiences as well as those of their peers and colleagues. Their self-efficacy beliefs, or their confidence in their ability to successfully perform teaching tasks, play a crucial role in how they perceive and respond to challenges. English lecturers with high self-efficacy are more likely to perceive challenges as manageable and to employ effective coping strategies to address them, while those with low self-efficacy may experience greater difficulty in adapting to the new normal and may be more prone to stress and burnout.

Moreover, the modeling of coping strategies by experienced colleagues or mentors can serve as a valuable source of support and guidance for English lecturers facing challenges in the new normal. Observational learning and social modeling processes enable English lecturers to learn from the successful coping strategies employed by others and to adapt these strategies to their own teaching contexts.

Overall, Social Cognitive Theory provides a theoretical lens through which to examine the cognitive processes, observational learning experiences, self-efficacy beliefs, and coping mechanisms of English lecturers in the face of challenges in teaching English skill subjects in the new normal. By understanding these factors, educational institutions and policymakers can develop targeted interventions and support mechanisms to enhance the resilience and effectiveness of English lecturers in digital learning environments.

METHOD

This is a narrative inquiry inspired research design that allowed for participants to share their teaching experiences in English without much input on questions from the researchers as they partook of it. This technique will give the participants a lot of time to share their experiences.

The researchers conducted open-ended interviews as the main data collection instruments using a structured questionnaire. [In this case, an open question was used to make it so that people could take part in the survey and get their opinion across Porst 2011] To keep respondents on track, interviewers prompted them with brief clarifying statements and asked further questions to get at specific details (Dillman & Christian, 2005). The interviewers recorded responses, which means that researchers had to note down answers for each respondent in the questionnaire. An open and semi-structured interview guideline was designed by the research team comprising a few question items directly related to challenges under consideration.

Tabel 1

No.	Male/Female	Level of Education	Experience	Age	Level of students
P1	M	Master	.>10 years	32	All levels
P2	F	Master	> 10 years	35	intermediate
P3	F	Master	>10 years	46	intermediate
P5	F	Doctor	> 10 years	44	All levels

The data for this study were collected through interviews using a semi-structured approach, with questions concentrating on their experiences during teaching in class. The questions were asked to the lecturers and the researcher took note and summarized the answers. Data obtained from interviews were analyzed using thematic analysis to identify patterns or themes (Braun, 2006). Figure 1 illustrates the process of analyzing data through thematic analysis. Initially, the interview data were transcribed

verbatim and thoroughly reviewed to develop initial focus codes. Coding involves labeling and organizing the interview data to uncover different themes. An inductive coding approach was used, where codes were derived directly from participant statements.

The researcher initially labeled words or phrases that indicated significant and frequently repeated themes. Subsequently, the codes were categorized based on the identified patterns. The categories identified in this study include challenges related to large class phenomena and actions taken to address these issues. Each label was assigned a different color to represent a broadly defined category. The process continued with integrating categories using selective coding to identify themes that answer the research questions. Conclusions drawn from the final themes were then compared to existing theories and research. To ensure the trustworthiness of the data analysis, researchers conducted triangulation and member checking with all participants to achieve validity based on data saturation (Creswell, 2015; Rifah et al., 2021). Triangulation, by examining a single phenomenon from multiple perspectives, helps establish a reliable level of truth. Researchers verified information from informants through in-depth interviews and then filtered the data to extract key information.

RESULT AND DISCUSSION

Teaching in the new normal significantly differs from previous practices. The COVID-19 pandemic has altered lifestyles across various aspects, including educational approaches. Lecturers in English classes, particularly those focusing on

skills, have found teaching increasingly challenging. They must adapt to the evolving learning patterns of students, which differ markedly from those of previous cohorts.

In this research, participants shared the challenges they have faced in teaching English language skills classes since the onset of the new normal period.

Participant 1

“The biggest challenge is to find the media of teaching that are user friendly. Several media were supposedly set to do a video call only, and did not include relevant features for teaching.”

From the interview, user-friendly instructional materials appear as one of the main sticking points in digital education. This creates a problem where technology limitation, inconsistency of the instructor and students are influencing its quality, alignment with digital learning outcomes

Technological Limitations: Zoom and Skype, established with a business meeting in mind provide limited educational features such as breakout rooms for group work and integrated assessment tools & interactive whiteboards (Hodges et al., 2020). In order to offer a practical learning environment, teachers often have to be multifaceted in technologies, this is why the tedium and futility. Even worse, teaching with poor instructional materials can compromise the quality of education. Without it, teachers might start losing the interest of their students.

Participant 2

“The transition from traditional classroom settings to online platforms such as Zoom has brought about significant challenges for educators. One prominent issue is the awkwardness and reduced engagement that occur when students turn off their cameras and microphones during online sessions. This shift can adversely affect the quality of teaching and the overall educational experience.”

The other difficulty relates to the Online Environment. One of the fundamentals in a physical classroom is face to face interaction hence teaching and learning go hand-in-hand. Nonverbal cues are critical because they allow for teachers to observe student facial expressions, body language (Borup et al., 2014). But these are often non-existent when displayed in an online setting - especially if we log on to remote sessions with cameras off and microphones muted. Without these cues, teaching becomes more a monologue of the wind through your hair and at worst leads to an awkwardly transactional experience.

Concerns about the decreased participation in online learning are serious. It gets harder for teachers to establish an engaged learning environment when students are not actively participating. According to Chen et al. (2010), engagement is essential for learning because it fosters critical thinking, deeper comprehension, and information retention. Lower levels of engagement and interaction can result from the passive character of online classes, where students may stay mute and invisible. This lowers the quality of the educational experience as a whole.

Student involvement and teacher quality are directly related. Students that are actively involved in their education are more likely to cooperate with classmates, ask questions, and take part in discussions—all of which improve the learning process (Garrison & Cleveland-Innes, 2005). On the other hand, ineffective teaching occurs when students lack interest in the material. Instructors could find it difficult to maintain student interest, address individual needs, and provide timely feedback.

Possible Solutions to address these challenges are to encourage Camera Use by establishing norms and expectations for camera use can help recreate the sense of

presence and connection found in physical classrooms. Encouraging students to turn on their cameras can facilitate better interaction and engagement (Bedenlier et al., 2020). The second one is interactive tools. Leveraging interactive tools and features available on online platforms can enhance engagement. Tools such as polls, breakout rooms, and chat functions can make online sessions more interactive and participatory (Martin & Bolliger, 2018).

Participant 3

“The main difficulty is how to increase engagement between teacher and students”

One of the main difficulties highlighted in the interview is how to increase engagement between teachers and students. Engagement is a critical component of effective education, influencing students' motivation, participation, and learning outcomes. In both traditional and online educational settings, fostering a high level of engagement requires deliberate strategies and practices.

Engagement refers to the level of interest, curiosity, and involvement that students exhibit towards their learning. High engagement is associated with improved academic performance, deeper understanding of the material, and greater satisfaction with the learning experience (Fredericks, Blumenfeld, & Paris, 2004). Conversely, low engagement can lead to disinterest, lower achievement, and higher dropout rates (Fredericks et al., 2011).

Some challenges in Increasing Engagement such as distractions and multitasking, in both classroom and online settings, students may face numerous distractions that compete for their attention. The second is lack of Interaction: Engagement often suffers when there is insufficient interaction between teachers and students. In online settings, the absence of physical presence and non-verbal cues can

make it harder to create a sense of connection and community (Borup, West, & Graham, 2012). The third is monotonous teaching methods: Traditional, lecture-based teaching methods may fail to capture students' interest and imagination.

To address these challenges and enhance engagement, educators can implement several strategies:

1. Active Learning Techniques: Incorporating active learning techniques such as group discussions, problem-solving activities, and hands-on projects can make learning more interactive and engaging. Active learning encourages students to participate actively in their education rather than passively receiving information (Bonwell & Eison, 1991).
2. Use of Technology: Leveraging technology can enhance engagement by making learning more interactive and accessible. Tools such as interactive whiteboards, educational apps, and online collaborative platforms can provide diverse and engaging learning experiences (Dabbagh & Kitsantas, 2012).
3. Building Relationships: Building strong relationships with students can foster a sense of trust and belonging, which is crucial for engagement. Teachers can create a supportive and inclusive classroom environment by showing interest in students' lives, providing personalized feedback, and encouraging open communication (Cornelius-White, 2007).
4. Interactive Content: Utilizing multimedia resources such as videos, simulations, and gamified learning experiences can make lessons more dynamic and appealing. Interactive content can capture students' attention and cater to different learning preferences (Mayer, 2003).

5. Formative Assessment: Regular formative assessments can help keep students engaged by providing ongoing feedback and opportunities for improvement. Techniques such as quizzes, polls, and peer reviews can make assessment an integral part of the learning process (Black & Wiliam, 1998).

6. Student-Centered Learning: Adopting a student-centered approach that allows for more student autonomy and choice can increase engagement. By involving students in decision-making processes and giving them a say in their learning paths, teachers can foster a greater sense of ownership and motivation (Weimer, 2002).

Participant 4

“ Technology is not something new to me, I could adapt to it easily, but the most difficult thing was their participation during lecture”

Lack of student participation in class is one of the big problems in the new normal era. Maybe this is because they have been studying passively online at home for a long time. This makes learning difficult in skills classes. Meanwhile, in the English skills class, the requirements for student participation are quite high because they have to practice a lot and produce the language actively.

The reasons to the lack of student’s participations are found by Sanchez (2019) in their research which are diversity of the students , physical barriers, underuse of existing resources, as well as an educational response lacking in organizational and didactic strategies, and the lack of teacher training of various teaching method that can be adopted.

Technology has really helped make classes more interactive and attractive, but more participation is expected from students, such as expressing opinions, thinking critically, asking questions or providing answers, which are expected in skills classes. Some teaching strategies that can be implemented to increase student's participation in class, such as discussion, peer-teaching, interview, role play, debate, and presentations.

Coping Strategies

Participant 1

“I tried to ask students picked randomly to participate in the learning activities, such as asking their opinion about the materials discussed. This way may help me monitor students who fully attend the lecture/class.”

During interviews educators discussed the useful approach they uses to improve student engagement randomly picking students to join in learning tasks. This technique promotes active involvement and helps in monitoring student focus during lectures or classes. To keep all student engage and ready to participate, teacher can involve randomly chose student in sharing their thought on the topic under discussion.

This method breaks the routine of traditional lectures, encourag passive audience member to become active contributors. Moreover, it aids in pinpoint individual who may need extra assistance by offering a prompt feedback based on their input.

Engaging students randomly in education activities enhances active learning inclusive nature responsibility and allows for the development of critical thinking and expression of their ideas. It creates a classroom where everyone is motivated to be attentive and get ready for discussions. Yet instructors have to find equilibrium between this approach with motivation and affirming feedback to establish environment that supports learner comfort. While engaging learners without warning can prove quite

effective it's essential for educators to nurture an atmosphere where all feel at ease contributing even when they might feel anxious about unexpected participation, thus balancing the approach with encouragement is crucial.

Participant 2

“We learned a lot and fast to try adapting with the teaching activities.”

The conversation focuses on the rapid learning and adaptation process teachers have had to go through in order to stay up with the changing nature of the classroom. This quick flexibility has proven essential in keeping up good instruction while adapting to new problems in education.

One of the most distinctive aspects of contemporary educational experiences has been the necessity of swiftly adjusting to new technologies and instructional approaches. Teachers now need to quickly become up to speed on digital technologies, online resources, and cutting edge teaching methods. This rapid learning process has been necessitated, especially in reaction to disturbances like the COVID-19 epidemic.

Numerous obstacles were brought about by the quick change, such as technical issues, the requirement for new skill sets, and the necessity to preserve instructional quality (Hodges).

But it also offered great chances for advancement and creativity in the field of education. Instructors become more adaptable and resilient, which are important qualities in the continually changing field of education.

Quick adaptation has enabled teachers to carry on providing high-quality instruction in spite of extraordinary conditions. Students now have a better, more

interesting educational experience because of teachers' capacity to incorporate new technology and approaches into their lesson plans (Trust & Whalen, 2020).

Participant 3

“Technology is not something new to me, I could adapt to it easily, but the most difficult thing was their participation during lectures. the best way for me was calling their names one by one to ensure they’re listening”.

According to the interview, while the teacher found it easy to adjust to new technologies, getting the students involved in lectures proved to be the most tough element. The teacher discovered that calling each student by name was a useful tactic for resolving this problem and ensuring their attention and participation.

The teacher's technological comfort made the switch to digital teaching resources and platforms easy. This competence was a big help in keeping the teaching flow because it freed them up to concentrate on the lesson material rather than troubleshooting technological issues (Bennett & Maton, 2010). Even if utilizing technology was simple, getting students interested and making sure they participated actively in lectures remained the main challenge. Students may be more easily distracted and less likely to actively participate in an online setting without explicit guidance (Hrastinski, 2008).

To combat this challenge, the educator implemented a strategy of calling on students by name. This approach serves multiple purposes: It holds students

accountable for their participation, making them more likely to stay focused and attentive.

Participant 4

“I think updating myself with the latest technology, particularly the newest features offered, is crucial in improving the effectiveness of teaching English skills. Also, it’s a good idea to explore types of devices that have trusted quality. “

This interview emphasizes the importance of updating the latest technical achievements as well as the use of high-quality equipment to increase the effectiveness of teaching English language skills. This active approach to incorporating new tools and features can greatly improve the training experience and outcomes. Maintaining most of the technology is also a valuable task for teachers who aim to improve one of their teaching methods.

New technical equipment is often introduced with innovative features that can make teaching more interactive, interesting and effective. For example, applications for advanced language training, virtual reality (VR) environments as well as artificial intelligence (AI) can provide deep and personalized learning experiences for students (Godwin-Jones, 2015).

Updated technology relays a direct sign of providing good English learning skills ‘How the Use Effects in Teaching Interactive Grammar Material, a good Pronunciation guide as well as Instant Feedback Mechanics can help and assist students to enhance their language skills with effective practice (Chapelle 2001). In addition, multimedia like videos and podcasts provide students with extended learning material

so they can refine their listening skills along the way closely approximating real-world language use.

Discover more from qualified quality devices In this respect, the reliability of high-performance devices helps ensure that extremely favorable technological tools are continued without interruption or technical limitations to maintain a smooth teaching flow.

CONCLUSION

In summary, locating instructional materials that are easy to use continues to be a major obstacle in the transition to online learning. Through prioritizing the creation of all-inclusive, user-friendly platforms and offering sufficient guidance and assistance, the education industry may surmount these obstacles. In the end, these initiatives will raise the standard of education in the digital age by fostering the development of a more productive and interesting learning environment. Transitioning from traditional classroom environments to virtual ones poses distinct problems that may affect the caliber of instruction. Teachers can maintain the effectiveness and fulfillment of online learning for both themselves and their students by addressing issues related to engagement and interaction. The transition from traditional to virtual learning environments can be facilitated by embracing a mix of technology resources, encouraging classroom practices, and focused training programs.

Increasing engagement between teachers and students is a multifaceted challenge that requires a combination of strategies and practices. By incorporating active learning techniques, leveraging technology, building strong relationships,

utilizing interactive content, implementing formative assessments, and adopting student-centered approaches, educators can create more engaging and effective learning environments. Ultimately, enhancing engagement is crucial for improving educational outcomes and fostering a lifelong love of learning.

Updating oneself with the latest technology and using high-quality devices are crucial steps for educators aiming to improve the effectiveness of teaching English skills. These practices enable the integration of advanced features and tools that enhance interactivity, engagement, and learning outcomes. By staying technologically adept and selecting reliable devices, educators can provide a more enriched and effective educational experience for their students.

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**TEACHING BASIC SPEAKING ENGLISH FOR ADULT
LEARNERS AS CRUISE SHIP CREW BASED ON THE STUDENT'S
NEED THEORY OF ESP AT LPIA CRUISE SHIP TRAINING
CENTER**

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ABSTRAK

Tujuan dari penelitian penelitian ini adalah menjelaskan tentang pembelajaran keterampilan berbahasa inggris untuk murid- murid dewasa sebagai calon karyawan kapal pesiar di LPIA cruise ship training center. Ini merupakan qualitative descriptive yang datanya diperoleh dari interviu and observasi. Teknik analisis data adalah reduksi, tampilan, dan kesimpulan. Berdasarkan hasil penelitian diperoleh bahwa mengajar basic keterampilan berbicara bahasa Inggris di pusat Latihan PLIA sangat efektif. Para pelajar dewasa dapat belajar bahasa Inggris sesuai dengan kebutuhan mereka. Sehingga bisa membantu mereka memperoleh pekerjaan yang mereka harapkan

Kata kunci; berbicara bahasa inggris; pekerjaan masa depan

ABSTRACT

The objective of this study is to describe teaching basic speaking English for adult learners as cruise ship crew at LPIA cruise ship training center. This is a descriptive qualitative study in which the data are taken from interview and observation. The technique of the data analysis is data reduction, data display, and conclusion. Based on the result of the study , the researcher found out that teaching basic speaking English for adult learners as cruise ship crew at LPIA cruise ship training center is effective. The adult learners can speak English as the goal of the teaching training center. The effectiveness of teaching basic speaking English for adult learners that help adult learners be able to achieve their future job.

Keyword: *English speaking; future job*

INTRODUCTION

English as an international language, and as a foreign language in Indonesia. There are four skills to be mastered in English language education: speaking, listening, reading and writing. Speaking English is the first skill used to communicate with people from different countries. In this study speaking English is

defined as the activity and the ability of someone to express himself in a certain situation, converse or transmit the main idea in the appropriate words. English is very important nowadays, since most industries and commerce require people or employees to be capable of speaking and writing in English. This condition makes teaching and learning English as foreign language very complicated because the language is not used for our daily interaction. Teaching basic English means teaching from the easier and the simple things. One of the English skills that is very crucial to be learned by students at all levels is speaking competence (Parupalli Srinivas Rao, 2019). Related to this study, Teaching basic speaking English is urgent at LPIA cruise ship training center, since the adult learners need to communicate English for their future job desc. They have to learn from the simple ones. Such as pronouncing words, and simple sentences, asking and answering short questions, and understanding commands. Teaching basic speaking English for adult learners is challenging because they have already brought their own characteristics. Teaching adults should be grounded in the learners' experiences; it should allow adult learners to connect with what they have learned to experience in the past so that they can see possible future implications (Merriam and Caffarella 1999). The previous study, (Luliana Lungu, 2013) conducted research related to English course design for adults who study mechanical engineering. This study was conducted to describe their needs. The ability to understand a wide range of text, including diagrams, tables, graphs, course brochures, and job advertisements. The similarity with the previous study is the adult learners and students' purpose, while the difference is the context of students' needs. In addition, there was a research conducted in France by (N. Ramila Diaz, 2015) about English private tutoring through advertisement

campaigns. The tutoring is aimed to help people get a better job. As a result, it shows that through campaigns, English is good for doing trading and helping French people to have a good job. This second previous study has similarity about the outcome of learning English is finding a better job, while the different private was informal learning and training center was formal learning.

In this study, the researcher found that the teacher used one of the traditional methods of total physical response to interact in the class. The main purposes of total physical response is how to encourage the adult learners to understand a command and do an action. New words or vocabulary must be drilled, do role play. According to James Asher in Asti Ramadhan,et.al (2023, 21) stated that it is based on the children learning their mother tongue. Parents have “body language conversation” with their children. Although the learners are adults, they act as children in the class. It meant learners pronounce not only the words, phrases, sentences, but also they have to understand what they had pronounced. That is why in this study, theory of analyzing the learners' needs is very important in order to teach the appropriate materials and to get the goal of the learner. According to Gustaman Saragih..et. al (2021) “learning needs are divided into three parts; first, necessities is the type determined by the demands of the target situation and what the learners have to know in order to facilitate effectively in the target situation. Second, because of the concern about the needs of the particular learners, the teacher has to know what the learners already know so the teacher can decide what the necessity is lacking. Lastly, teachers have considered the target need only in object sense, with the actual learners playing no active role, but learners also have a view as to what they need.” The researcher's concern in this study is about teaching

material based on students' needs and working as a cruise ship crew that they work as chef assistant, waiters, laundrymen, and housekeeping. The adult learners must understand well in this job area and the situation as they will interact with their daily working activity.

In this study, teaching basic speaking English is to support students' future jobs as a cruise ship crew. English speaking competence is substantial skill to be learned as a foreign language in Indonesia. it is important which is related to all aspects of life today. Moreover, Indonesia construct the instruction of English as one of the important subject in their educational curriculum subject that is taught from junior high to university level (Asrobil et al., 2013). (Magdalena et al., 2021, p. 388) speaking skill is the ability to articulate sound system or words to express, state, deliver idea, and feeling. Speaking is not only about pronouncing words but also the ability to organize and express the ideas clearly and effectively to someone else. students need to struggle to speak English effectively in social interaction. Based on the purpose of this study, the teacher has to encourage the learners to practice topics which are discussed in the classroom. Students who joined this training center had high motivation to learn English and at least to communicate about their job desk. They are all adult learners and have a dream to work on a cruise ship.

Based on the result of a brief observation and interview before conducting this study, The researcher found some students did not pass interview tests because students were not confident to speak English, and knew the students perspective of joining LPIA cruise ship training center. Students have the point of view that English was

very confusing, boring, and difficult. The mindset made students become passive and less motivated to respond to teacher questions and they even preferred using *bahasa Indonesia* as their mother tongue to English. The students can not mention things around them in English such as things in the living room, kitchen, bedroom, and didn't even know to spell simple words, although those words have been studied when they were in junior and senior school. Nouns and verbs which they almost found in the school, home or surrounding them. Students have to memorize vocabularies to support speaking skill. According to Purnami (2022) vocabulary is a massive crucial aspect attaining proficiency in foreign language lies in its correlation with four fundamental language competencies. Vocabulary is a key aspect of language as it has a big impact on making successful communication between the language user. The objective of this study is to describe the problem of teaching basic speaking English for adult learners and the solution of the problem.

METHOD

The researcher used a qualitative design with descriptive analysis. According to (Taylor et al., 2015), the process required to be achieved in qualitative descriptive design starts with the data collection that is relevant to the matter of this study. The following process is the data analysis which requires the researcher to be accurately observed when analyzing the data to make sure the result could be presented accordingly. The final step is making a conclusion that is made after carefully analyzing the data. This qualitative study aims to provide clarification for descriptive or non statistical data. It has to be done with a method of study that

produces spoken or written descriptive data. (Farisca Adhani et. Al 2023)

This research was categorized as qualitative research. This qualitative research applied a case study approach based on the problem that researchers got from the pre-observation. Case study used to describe and to explain about the relation in progress and consequences or effects that happen. The subjects of this study were students in LPIA training center Jakarta, which consists of 14 students. In order to facilitate the data collection, the researcher used two instruments: observation and Interview. Observation method used to gain and understand about the process that happens to the students. The researcher used this method to obtain direct data from the participants in the LPIA Training center. The second instrument was an interview. The interview used in this study was an in-depth interview. It meant that researchers asked several questions related to the focus problem in order to collect the data as much as possible. The researcher chose this method of interviewing to know the students' problems in speaking English that happen in the LPIA Training center. There are three activities analysts do in this research; the first summarizing, choosing the main points, focusing the problems. Moreover, the researcher selects an arrangement of assessed represent data with the formulation of the problems of students' speaking English. The second one was a presentation of the data. In this study, the researcher presented the data in the form of descriptive or in the form of description words. In the end I was drawing conclusions. The researcher analyzed more intensively after all data in the field was sufficient to be processed and arranged to the final conclusion.

RESULT AND DISCUSSION

As A result of this study based on interviews, adult learners are interested in learning basic speaking English, since they want to work on cruise ships. They thought English is very important for their future job as well as being provided to be an employee on a cruise Ship. However, Some of adult learners were still worried about their speaking English ability. The adult learners thought speaking English was complicated, but they had to solve their English problem by joining LPIA cruise ship training center. By joining this training center, adult learners could solve their English problem and reach their dream career by working in an English speaking country. At LPIA cruise ship Training center, the researcher found some elements of teaching basic speaking English for adult learners as cruise ship crew and learning process to reach the teaching's goal.

1. Teaching basic speaking English for adult learners

Teaching English at LPIA cruise training center was to guide the adult learners' speaking ability by teaching and learning intensively,. so adult learners could improve their speaking English ability and be able to apply communication later on cruise ships. The main goal of adult learners joining the training center was to pass an interview test on a cruise ship. This study found that teaching basic speaking English and the learning process were facilitated to adult learners in order to help and support their needs, especially speaking English. At LPIA cruise ship training center provided facilities which were needed in teaching and learning process to support their need appropriately. Additionally, some elements of teaching basic speaking English for adult learners was to encourage the learners to have a good English speaking

outcome. Adult learners who had good speaking English outcomes will be able to compete for walking interviews by the user and working on cruise ship. Considering the time length at LPIA cruise ship training center program is about three months, the target of teaching is focusing on speaking skill. The teacher provides materials of learning related to the adult learning' purposes. The most suitable materials and activities related to the cruise ship industry, such as vocabulary, phrases, sentences, topic discussion, conversation, .

The method used in this teaching basic speaking English is total physical response (TPR). This traditional method made adult learners easier to understand, since they reviewed and drilled every new vocabulary all the time and adult learners had to respond to the teacher's command by an action. This Study found that the teacher used a variation technique for teaching basic speaking English to adult learners in order to make students participate in speaking English.. To achieve the goal of teaching basic speaking English for adult learners to work as cruise ship crew, there are some elements to be considered;

a. Material design

Material used in teaching basic speaking English is a module designed by LPIA cruise ship training center. Material based on class teaching in door and outing class activities. Basic English material depends on teaching objectives, adult learners' needs and interest. Based on the observation of the researcher, material design consists of vocabularies, phrases, sentences, topic discussion, conversation which related to the job activities on cruise ship. Adult learners could use vocabularies, phrases and sentences in the right context. Topic

discussion, exercises. Self introduction, conversation, job interview, culinary, restaurant, and hospitality.

b. Method and Technique of teaching basic speaking English for adult learners

Traditionally techniques of teaching basic English for adult learners in this study use drilling, role play, command and action as the application from total physical response. (TPR) method. Teacher explained the topics and students took notes which were still useful, the teacher gave commands and adult learners did an action. Teacher pronounces new words or sentences several times and students repeat them several times. Although, They were adult learners, teachers treat them as younger learners that adult learners have to repeat what the teacher pronounced several times to make sure the students do not mispronounce those words, phrases and sentences. Teacher asked a student to take a turn acting like a teacher and other students repeated after the students said the words, phrases, and sentences. Adult learners also asked by the teacher to perform in front of the class in pairs or groups related to the topics have been discussed. The activities above made adult learners speak English well and had self confidence when they communicate using English.

c. Media of learning

The researcher found, the media at the LPIA cruise ship training center was available and the teacher could conduct teaching and learning processes as creatively as the teacher could. Media has important role for both teacher and adult learners to support teaching basic speaking

English and learning process in order to reach the goal. The researcher found, the English teacher used media to encourage teaching basic speaking

English for adult learners and the learning process. The media used such as flash cards, videos, pictures, and other social media. Video was really interesting for teaching basic English because the video showed how native speakers communicated, expressed, and used body language in the real context. Students practiced what they had seen and listened to from the video.

d. Students' motivation

Based on the result of an interview and observation at LPIA cruise ship training center, the researcher found, adult learners were motivated to speak English in order to work as cruise ship crew abroad. Motivation according to scientists is not debatable for supporting students to success in learning English. As stated by Hayikaleng, Nair & Krishnasamy (2016), mentioned that motivation is regarded as an important component to make students successful in their English learning. Motivation is divided into two categories: internal and external. If it is internal, students Adult learners have gotten information about working as cruise ship crew has a high salary and they could back up their family economically and financially. Adult learners had motivation to speak English well in order to pass the

interview test and work on cruise ship as temporary or even permanent employees.

e. Teacher's competence.

The researcher found in this study, the competency which belongs to the teacher at LPIA cruise ship training center influenced the successful teaching basic speaking English and learning process. Some competencies that teacher had from the opening to closing teaching activities, explained the material well,

managed the classroom, reinforcement and competency of creating various activities.

f. The evaluation technique

Researchers found this study, the evaluation at LPIA cruise ship training center the teacher asked questions to the students related to the material discussion before the class was over, interview weekly by the head of training center, and monthly interview and simulation by the institution to prepare for the real interview. Teachers evaluate students' understanding by asking questions related to the material every day before the class finish.

2. The problem of the adult learners

Teaching basic speaking English for adult learners have some barriers;

a. Problem for the English teacher

According to (Wicaksono, 2016) one of the difficulties often experienced is when teachers and students cannot speak

English effectively so what the teacher says and what the students answer or do is out of context, even though the aim of teaching speaking skills is communicative efficiency. Therefore, this research was deliberately carried out to increase understanding and increase speaking skill regarding difficulties experienced by teachers during the process of teaching speaking, so, producing a more comprehensive understanding of what difficulties teachers may experience in teaching speaking. Based on the finding in this study, actually teacher find their students in the class has different level of education

background, so they have different basic English especially speaking English skill, vocabulary mastery,

b. Problem for the adult learners .

Based on the research finding, first, English is a foreign language in Indonesia, so it is not used in daily social interaction, second, most of the adult learners have lack of vocabulary mastery so they have difficulty to understand speaking English. Third, English has tenses and is different from written to pronunciation and it is really different from bahasa Indonesia, it does not have tenses and pronounce the words based on written. and also have different structures between English and Indonesia. (Sardi et al., 2017) stated that some difficulties that occur are

guiding content development, increasing student accuracy, providing media to create a pleasant learning climate, preventing errors in word pronunciation, and other difficulties that are truly specific within a special scope. Adult learners have to realize their problem, how to cope with the problems and the concerned strategy to get their target as the goal of teaching and learning process.

c. Problem solving for the teacher

To solve the problem, adult learners have different levels of education and vocabulary mastery. Before adult learners join the real class, the learners must have a placement test in order to levelize the students in the right class,so the teacher is easier to design the material of teaching. Teacher asked the adult learners to memorize new vocabularies and use them when they interact with friends. Teachers always motivate the students to speak English during the

learning process. The institution has to evaluate adult learners' progress every month and review the materials based on students' needs.

d. Problem solving for the students

Teacher encouraged the students to be able to speak English well, and asked students to practice speaking English daily. Mastering speaking English is easier for adult learners in order to reach their dream to be a cruise ship crew or working abroad.

Conclusion

This study found that teaching basic speaking English for adult learners at LPIA cruise ship training center was the right choice and right place to improve adult learners' English speaking skill. Adult learners who want to work on cruise ships abroad because the institution facilitates almost all most the students need. The achievement could be seen from the graduation who were able to speak English well and they really worked on cruise ship crew, as waiters, chef assistants, laundrymen and housekeeping. The success of teaching basic speaking English was supported by the appropriate methodology, approach, techniques, and material design which adult learners need.

Adult learners' motivation was the most influential factor for success in learning target language. Most adult learners' motivation is influenced by external motivation such as working on a cruise ship, or working abroad, could back up their family economically, and of course get a high salary.

On the other hand there are some barriers to teaching basic speaking English for adult learners at LPIA cruise ship training center. The barriers were coming from the earlier class that adult learners find it difficult to understand

English and they still have a lack of vocabulary mastery. The barriers could be solved by asking the students to memorize the vocabularies which students need as stated in English for specific purposes.

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EXPLORING FIGURATIVE LANGUAGE AND SOCIAL CRITIQUE IN BTS' SPINE BREAKER

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ABSTRAK

Pesan sosial yang mendalam dapat dikomunikasikan melalui penggunaan bahasa kiasan dalam lirik lagu. Boy band Korea Selatan terkenal BTS membahas berbagai masalah sosial melalui musik mereka. Tekanan sosial ekonomi yang ditempatkan pada orang tua dan remaja oleh materialisme dikritik dalam lagu mereka "Spine Breaker.". Studi ini mencoba untuk memeriksa berbagai elemen bahasa figuratif yang ditemukan dalam "Spine Breaker" BTS dan bagaimana mereka mengekspresikan komentar dan masalah sosial. Penelitian ini menggunakan desain kualitatif dan berfokus pada analisis lirik lagu dari sudut pandang sosiologis dan semantik. Data sekunder diperoleh dari literatur terkait, dan data primer dikumpulkan dari lagu tersebut. Bahasa kiasan harus diidentifikasi, dan hubungannya dengan masalah sosial harus diselidiki. Penelitian mengungkapkan bahwa "Spine Breaker" menggunakan metonimi, hiperbola, dan metafora untuk menekankan kecenderungan materialistis dan tekanan keuangan yang ditempatkan pada orang tua. Lagu ini menekankan menempatkan nilai-nilai di atas kekhawatiran duniawi dan mengkritik fiksasi dengan hal-hal mahal.

Kata Kunci: Bahasa kiasan, Komentar sosial, BTS

ABSTRACT

Deep social messages can be communicated through the use of figurative language in song lyrics. The well-known South Korean boy band BTS addresses a range of social issues through their music. The socioeconomic pressures placed on parents and teenagers by materialism are criticized in their song "Spine Breaker.". This study attempts to examine the various figurative language elements found in BTS's "Spine Breaker" and how they express commentary and social issues. This study uses a qualitative design and focuses on analyzing the song's lyrics from a sociological and semantic standpoint. Secondary data were obtained from pertinent literature, and primary data were gathered from the song. Figurative language had to be identified, and its relationship to social issues had to be investigated. The research revealed that "Spine Breaker" employs metonymy, hyperboles, and metaphors to emphasize materialistic inclinations and the financial strains placed on parents. The song stresses putting values above worldly worries and criticizes the fixation with pricey things.

Keywords: Figurative language, Social commentary, BTS

INTRODUCTION

Music is one of the most popular literary works in the world. As stated, “Music plays a crucial role in the cultural life of society. Its functions include the expression of feelings or thoughts, and it is used both in formal occasions and as a means of relaxation” (Nurmalinda et al., 2018). Rhythm, melody, and harmony are used as expressions to convey various meanings, especially in emotional terms, where melody and lyrics serve as symbols of various concepts. The source of these symbols can come from nature, social culture, or even an individual's personal experience, which becomes the impetus for creating a piece of Aspects of music. In addition, there are supporting elements, such as the form of ideas, nature, and color of sound inside music.

Song is a form of music with words and has the special job of expressing thoughts and feelings. Songs are frequently used to convey messages to others. The message in the song is conveyed through text, also known as lyrics, which is an example of a verbal communication. Verbal communication in songs can be seen from the content of the lyrics themselves, which often contain the message that the musician wants to convey to the listener. Understanding the meaning of song lyrics is important because it helps us grasp the message and intention behind the song. According to (Putra, 2017) “Song is a collection of words to talk about written works that are carefully crafted, with elements such as creative comparisons, beautifully crafted sentences, graceful language, rhymes, and repeated sounds. These aspects are intentionally created by the songwriter to be read in a pleasing way and are somewhat open to interpretation”.

A song consists of two elements: words (lyrics) and the music that goes with them. Song is a part of the literature, and is a term used for written texts that use language

carefully. It includes creative comparisons, well-created phrases, beautiful sentences, and musical elements. Song is an example of literature because it is a way of singing and using words in the lyrics in special ways; for example, many musicians wrote their song lyrics using figurative language. The use of figurative language in lyrics adds an artistic touch and leaves special places for those like literary works, making the song more interesting to read and listen to. The song is liked by many people. The correlation between music and song cannot be separated as well as they are connecting which mean song is often becomes a way for songwriters to convey messages to fans such as BTS, as one of the famous boy bands in South Korea, stands out by singing songs that address social issues, a theme that is rarely taken up by other singers. The content of their songs addresses social issues, which are usually topics of television or radio news. When students are motivated like this, they become more imaginative, creative, and excited about learning and doing well” (Delibegovic Dzanic & Pejic, 2016). By listening to music, many people gain new knowledge, and special things make them feel better while listening to music.

Therefore, the researchers are interested in analyzing songs from one of the famous South Korean boy bands, BTS. This research explores how figurative languages used in BTS songs can make songs more captivating and beautiful. The figurative language in a song is similar to the special choices of words used by the songwriter. Figurative language is about conveying the same message, but in different and interesting ways. It is about using words differently in various situations. The songwriter plays using words to create something unique. The research also added the previous study related to this research “*Figurative Language in BTS Songs Lyric’s*” journal by Nurwahida and Mustikawati,

although same using descriptive qualitative method, however their analysis focused on figurative languages only, whereas this research also discusses the social issues that raised.

BTS debuted on June 13, 2013. BTS has always been given trust and freedom by their agency's CEO, Bang Sih Yuk is the owner of BigHit Entertainment, which manages BTS and several other musicians. Unlike other singers and idols, who should have limited freedom of creation under their agencies, BTS is considered capable of conveying their true feelings through the lyrics of the songs they created. For example, their songs 'No More Dream,' "N.O," and "Not Today " emphasizes the demands and concerns of teenagers, as well as the issue of bullying. There are also their songs that encourage and emphasize people to love themselves such as "Love Myself" and "Epiphany". With their ability to compose music honestly and put inspirational song lyrics, they have become widely popular and have achieved many achievements both domestically and internationally. However, in this research, the researchers do not intend to analyze the songs mentioned earlier, but this research will be focused on the song "*Spine Breaker*".

Many people in public tends to think that fans of music groups or boy bands are usually made up of a group of teenage girls who like them just because of their good appearance. However, this is not the right case with BTS; among BTS fans are not only teenage girls but also from various ages. The BTS fandom, known as ARMY, stands for Adorable Representative M.C for Youth, consisting of people from various age groups, including children, teenagers, adults, old people, and different individual backgrounds in parts of the world. Many ARMYs admit that it is BTS's music that drew them to become fans of this boy band under Big Hit Entertainment. Many of their fans confess their honest

feelings on social media platforms such as Twitter, Instagram, and YouTube, and many other platforms state that BTS's music is not just about the usual teenager love themes that dominate on the music chart platform, but also carries a deep song-lyric that contains moral messages and touches on taboo issues that are not often discussed by other South Korean boy bands or singers. This could be the cause that makes BTS stand out and gain huge international fame.

Therefore, the objectives of this research are to analyze the types of figurative language used in the song "Spine Breaker" by BTS and to examine how these figurative languages convey social issues and commentary. In this research, the researchers are using semantic and sociological approaches. Semantic is used as the tool for understanding the deep meaning of text, whereas sociological functions to elaborate the social issues emerging through the text.

METHOD

Both primary and secondary data are used in this study. The primary data is taken from BTS's song "Spine Breaker," which was repeatedly listened to and its lyrics examined. Further information about the song's background is gathered from secondary sources such as BTS fan forums on Amino apps, pertinent e-books, journals, theses, articles, and webpages. The process of gathering data consists of multiple stages: looking through BTS songs to find and pick those that are pertinent to the study's topic; choosing "Spine Breaker" based on its social issue-related thematic significance; reading the lyrics aloud several times to fully understand them; recognizing figurative language and how it relates to social issues; and finally recording and categorizing the figurative language that

has been found. The analysis is divided into three phases: first, the lyrics are translated and read from Korean to English; second, data closely linked to the issues discussed is searched for; and third, the data is understood and analyzed using a variety of approaches and theories. The first objective uses the semantic approach and the theory of Laurance Perrine (1963). Then, the second objective uses the sociological approach and social problem theory by Adam Jamrozik and Luisa Nocella to identify the social issues.

RESULT AND DISCUSSION

This study examines the various forms of figurative language that are utilized to address social issues in the lyrics of BTS's song "Spine Breaker.". The following figure provides a summary of the findings:

Types of Figurative Language in Spine Breaker by BTS

Table 1. Types of Figurative Language in Spine Breaker by BTS

Parts	Lyrics	Types
Verse 1: Suga	Gyoyugeun saneuro gago haksangdo saneuro ga <i>[Education goes over the hill and student identity goes over the hill too].</i>	Metaphor
Verse 1: Suga	Gadeuk chan paeding manyang yoksimi gyesok cha <i>[In your padded jacket, your greed fills it up]</i>	Metaphor
Verse 1: Suga	Ayo baby! Cheolddak seoni eopge gulji maro! <i>[Ayo baby! Stop being immature]</i>	Metaphor
Chorus: V, Jungkook	Geolchyeo boneun neoye dirty clothes <i>[putting on your dirty clothes]</i>	Metaphor
Hook: (All), Jungkook, Jin, Jimin, RM	Niga baro deunggolbeureikeo, Bumonimui Bireomeogeul deunggolbeureikeo, deunggolbeureikeo <i>[You are a spine breaker, Your parent's spine breaker, Those damn spine breakers]</i>	Metaphor
Verse 2: RM	Yeah I dunno, yes I'm loco, is it no-no?	Metaphor

Verse 2: RM	I know they ain't cheap but they got mojos	Metaphor
Bridge: J-Hope	Naboda jaga boiji like geolibeo <i>[Everyone looks smaller than me like I'm Gulliver]</i>	Hyperbole
Verse 1: Suga	Hweojineun bummo deunggoreul bado neon maemolcha <i>[Even after seeing your parents' curved spines, you're so cold-hearted]</i>	Hyperbole
Verse 1: Suga	Sineun jawa omneun ja <i>[Those who wear the shoes and those who don't]</i>	Metonymy

1) Metaphor

“Education goes over the hill and student identity goes over the hill too” [Verse 1: Suga]

It is a metaphor which usually describes a something or situation without using words like “like”, “as”, and “similar to”. *Goes over the hill* refers to the education system that has gone too far and makes the students' lifestyle also over the top and go beyond their limits.

“In your padded jacket, your greed fills it up” [Verse 1: Suga]

The phrase " padded jacket" means to children's ego who burden their parents to get such a thing they wanted. BTS uses the metaphor of expensive padded winter jackets that were widely popular in 2009-2012 and some people were a burden to their families who have tight budgets. The song calls these jackets "Spine Breakers" because their high prices put a strain on parents' finances.

“Ayo baby! Stop being immature” [Verse 1: Suga]

Ayo baby is a metaphor to satirize teenagers who behave childishly because they always whine about what they want and stop being immature because a stuff that they cannot to reach and starts learning to accept family situations by did not demand and burden their parents or even their family who are family backbone who earn money.

“putting on your dirty clothes” [Chorus: V, Jungkook]

dirty clothes is a metaphor to describe someone or something without using words “*like*”, “*similar to*”. Dirty clothes here do not mean dirty, filthy, dull clothes that have not been worn for days, but clothes that were bought in a bad way by forcing their parents such as pleading by threatening their parents so that they buy the clothes, thus making the clothes not look dirty, but seem dirty (the effort to get the clothes).

“You are a spine breaker”, “Your parent’s spine breaker”, and “Those damn spine breakers”. [Hook: (All), Jungkook, Jin, Jimin, RM]

From those three words “*Spine Breaker*” which is the title of the song is a term metaphor to describe someone who breaks the backbone of both their parents. Spine refers to the backbone, and breaker refers to someone who breaks a thing. This part criticises children who become the destroyers of their parents' backbone.

“Yeah I dunno, yes I’m loco, is it no-no?” [Verse 2: RM]

Loco is informal slang to saying someone or somebody are insane, if someone calls us *loco*, it means they think we are nutty or eccentric. “The slang term *loco* when you're commenting on the craziness or irrationality of situation or a person.” (Vocabulary Dictionary). *RM*’s lyrics do not describe him as a loco, but it's a metaphor that refers to crazy people without using the words ‘*like*’, ‘*similar to*’ to them. *RM* positioned himself as a spine breaker who managed to get the clothes in a crazy way.

“I know they ain’t cheap but they got mojos” [Verse 2: RM]

According to the Collin Dictionary “*mojos*” is a slang term that refers to a charm or amulet thought to have magical powers. The word *mojos* here is a metaphor to describe

the uncontrollable situation because of the expensive stuff. The expensive item is considered like an amulet which makes people who have expensive items have magic powers that can attract many people.

2) Hyperbole

“Everyone looks smaller than me like I’m Gulliver” [Bridge: J-Hope]

It is a hyperbole which overstatement in using word that have a meaning that is greater than the actual meaning. In this context J-Hope describing himself as a Gulliver because everyone who does not have the expensive stuff looks smaller for him. Gulliver himself is a fictional Englishman who travels to the imaginary land of Lilliput (dwarf) in a satirical novel by Jonathan Swift. So, J-Hope perceived himself as greater and powerful like Gulliver for owning such expensive clothes.

“Even after seeing your parents’ curved spines, you’re so coldhearted” [Verse 1:

Suga]

Curved spines is a hyperbole to describe the backbone of an elderly person who is already bent over. Hyperbole itself is an exaggerated statement to describe something to be worse or better than it is. In this context it refers to some children who demand various things and do not feel sorry for their parents who are already getting old to fulfill what they wanted.

3) Metonymy

“Those who wear the shoes and those who don’t” [Verse 1: Suga]

This sentence did not mean people who wear shoes and people who don’t. But it’s a metonymy to use something that is closely related to the actual object. As we know shoes

is a covering for the foot, typically made of leather, having a sturdy sole and not reaching above the ankle, but the meaning is not about ‘real’ shoes as we know, it is like those born in rich families and those who aren’t. Perhaps we have heard of many native English speakers using expressions about shoes closely like idioms, but also is a term of figurative meaning which metonymy (Wes, 2020).

Figurative Languages Convey Social Issues and Commentary

The song “Spine Breaker” by BTS addresses the issue of people being overly focused on material possessions and staying trendy, often at the expense of their responsibilities and relationships with their parents. The protagonist criticizes this behavior and urges people to concentrate on what truly matters, avoiding becoming a "spine breaker," someone who causes their parents distress and regret. The song emphasizes that wearing old clothes and not keeping up with the latest trends is nothing to be ashamed of, highlighting the importance of prioritizing values over superficial concerns.

8th track of Spine Breaker explores a significant social issue affecting teenagers today. In BTS’s extensive collection of songs, "Spine Breaker" is notable not only for its catchy beat but also for its powerful socio-economic message. Released early in their career, the song addresses the growing culture of materialism and its harmful effects on families and society. Writing these lyrics prompted many reflections. Suga as a songwriter wondered if he had been like that during his teenage years. However, they (BTS rap members; Suga, RM, J-Hope) didn't wear jackets worth hundreds of dollars back then and wrote the lyrics based on their observations of friends. Personally, they

didn't wear expensive clothes in high school and Suga held the opinion, "I don't really understand why."

To fully appreciate this song, people need to know about the North Face Outerwear Company and its connection to Korea. Around 2008-2010, North Face padded jackets became popular in Korea for being warm and high-quality. Retrieved from Korea JoongAng Daily (2011) "A recent post on the popular search site Naver, made by Korean students, ranks six jackets from the U.S. outdoor clothing brand by price and status. They call the list a "class map," referring to social status, not school grades" (Lim Jae Un, 2011). Even the cheapest jacket, costing about \$250, was warmer than many no-name brands that were two to three times cheaper. The jackets became so popular in Korea that their sales reportedly helped the company recover from a financial crisis.



Figure 1 North Face Padded Jacket

Source: <https://koreajoongangdaily.joins.com>

The figure above shows students wearing trendy padded jackets. The problem is that these jackets come in different styles with higher prices. Teenagers began competing to buy pricier jackets, not just to stay warm but to show off. Really, no one who sits in

class all day needs a jacket made for hiking in the Himalayan Mountains. Around 2012, there was backlash in the media about how these jackets were financially burdening parents of teenagers. By 2013, they were no longer in style.

In recent years, padded jackets have become increasingly popular among South Korean teenagers, becoming the top-selling outdoor winter wear. A widely shared photo among South Korean internet users shows a classroom full of students all wearing the same black North Face jacket.



Figure 2 Black North Padded Jacket Trends

Source: www.joongang.co.kr

This figure above shows that South Koreans also called teenagers wore North Face's thick jackets in 2008-2010 as a ‘Spine Breakers’.

5.1.1 Social issue representing in Spine Breaker by BTS

The researcher will elaborate the evidence that the song Spine Breaker by BTS criticises the younger generation not to burden their parents through the lyrics of the song itself, BTS takes the case of what has happened in South Korea back then, where teenagers begging their parents who are the backbone of the family to buy a very expensive jacket. Where it is very related to what is happening today, many teenagers or even children around the world are becoming thieves by taking their parents' money secretly to get something they want.

Extract 1 [Verse 1: Suga]

“With shoes worth a couple hundred, padded jacket worth a couple thousand.

With a watch worth a couple hundred you feel good about yourself.”

In this part Suga satirising people who became very arrogant after wearing the jacket. Many of them flaunted it by patronising their friends. Retrieved from LA Times “Lee, a high school junior, mentioned that he has heard of bullies pressuring students to buy their old jackets so the bullies could get newer and more expensive ones. Lee said it was common for kids to beg their parents, work part-time, or save up money to buy these jackets” (Jung Yoon Choi, 2012).

Extract 2 [Verse 1: Suga]

“Education goes over the hill and student identity goes over the hill too”

There is a Korean proverb “A ship will go to the mountains if there are too many captains,” meaning that if you try to heed too many opinions at once, you’ll lose direction. And, according to David Kim there is a Korean idiom called hog “Too many rowers make the boat go to the mountain” (D. Kim, 2018). This line is saying that the education system and students have no direction, but also reference to all the teenagers wearing mountain hiking wear to school to be trendy. So basically, BTS is trying to criticize the students alongside with the Korean education system that both parties are going in the wrong direction.



Figure 3 Korean Proverb

Source: www.pinterest.com/pin/a-ship-will-go-to-the-mountain-if-there-are-too-many-captains-korean-proverb--

Extract 3 [Verse 1: Suga]

*“The class system of the 21st century is divided into two
Those who have and those who haven’t
Those who wear the shoes and those who don’t
Those who have the clothes and those who don’t
And those who try hard to get those things”.*

This refers to SES (Socio-Economic Status), which indicates a person's standing and social class in society. It includes aspects such as quality of life, opportunities, and privileges. Families with limited financial resources often encounter restrictions in various areas of life. The lines also show what school is like nowadays. You can tell who the rich and poor students are by whether they have expensive clothes. Students who can't

afford these clothes will do anything they can to get them. Retrieved from Naver (Korean websites) “The four jackets in the middle are labelled as “commoner,” “middle class,” “bully,” and “rich kid punk.” The last two are humorously described as “low” and “high” levels of “backbreaker,” referring to the financial strain they put on parents who feel pressured to spend money on them” (Lim Jae Un, 2011).

Extract 4 [Verse 1: Suga]

“What’s going on? Are you falling behind on the trend?

You whined and complained to get it, did I strike a nerve?

In your padded jacket, your greed fills it up

Even after seeing your parents’ curved spines, you’re so cold-hearted”.

People who come from low class or even middle class often demand their parents to buy such a thing that their parents cannot buy. Instead of get money by themselves, they ask their parents which family’s backbone to earn more money. The last line strongly delivers its message and leaves a lasting impression on listeners. It’s a serious reminder of the real-life effects of chasing after possessions, overshadowing the respect for parents that was once a key cultural value. There is a Korean idiom “deunggori hwida” or “the spine/back gets bent” which literally means our back gets bent because we work so much, usually hard physical labor is done by bending our back. Thus, if we were to work too much, our spine would bend permanently. Retrieved from LA Times (2012) “My parents were overwhelmed when I first mentioned it,” said 14-year-old Bang Min-Wook about buying the jacket. “But I kept asking until they finally agreed. Everyone has one, and I just had to have it” (Jung Yoon Choi, 2012). BTS also tries to touch the conscience of

these students about their behavior trying to get expensive apparel, how they're sensitive towards trends and appearance and how they wind and beg and ask their parents again and again to buy them these expensive clothes.

Extract 5 [Verse 1: Suga]

***“You complain that all your friends have it and that they should buy it
for you***

(Ayo baby) stop being so immature

You won't freeze just because you don't have that jacket

Fill your head with good sense before it's too late”

The students complained to their parents because their friends had thick jackets and told them to stop whining and stop being immature. BTS calls kids who beg their parents for expensive clothes "spine breakers" because these items make their parents work very hard to afford them. Not only the kids but the items themselves are called spine breakers. These kids don't care how hard their parents work to provide for them; they just keep pestering their parents by saying, "but all of my friends have it, too." Obviously, the luxurious clothing was a burden to parents that were not in the position to afford it but nevertheless their kids demanded them to buy it. So that's why the lyrics says, “*fill your head with good sense before it's too late*”.

Extract 6 [Chorus: V, Jungkook]

“Wow, it feels good, putting on your dirty clothes

What is wrong with you? You're crazy baby

That is what will suffocate your heart, dirty clothes”

The chorus describes how being obsessed with material things and wanting to fit in with society can make them lose their sense of identity and self-worth. The "dirty clothes" refers to the padded jacket which imagery represents a person's corrupted values and priorities by forcing their parents. Literally BTS is being sarcastic about kids who feel cool in their "dirty clothes." These clothes are called dirty because the kids didn't earn the money themselves, they made their parents work really hard to buy them. The idea that the dirty clothes will "tighten up your heart" means that eventually, the kids will feel guilty and bad about wearing them.

Extract 7 [Verse 2: RM]

“What’s up, kid? You’re so full these days

You’re being over-noisy about other people’s lives

Why do you keep saying those meaningless words?

I’m just using the money I learned”

This words “*You’re so full these days*” refers to the Korean idiom “baega bureuda”. According to (D. Kim, 2018b) ”baega bureuda” or in English “stomach is full” or in term have it easy (complaining in a very good situation) This means you have it easy and don't worry about getting food. Kids have full bellies because of their parents. They don't know how to do anything but eat the food given to them, yet they're being loud and saying things they wouldn't say to someone's face, just bluffing. Retrieved from LA Times (2012) “My son specifically requested that I buy him this brand,” said Jung Mi-ran, a 41-year-old mother of two teenage boys. “Even though I'm in the clothing business and

believe it's a bit overpriced, I had no choice but to purchase it because my children told me that all the other students wear it" (Jung Yoon Choi, 2012).

Extract 8 [Verse 2: RM]

*"Only when in Korea matches your taste
You'll be satisfied, please live on
Your own life, if you were me, I would not say anything
Yeah, my jacket's really expensive and ugly"*

The words *"Only when everyone in Korea matches your taste, you'll be satisfied, please live on"* This is satire against how kids think wearing the same things look cool. RM then goes on by saying mind your own business fashion and life. Retrieved from Korea JoongAng Daily schools and teachers are worried about this trend. One of the teachers thought students just wanted to stay warm and wore that expensive padded jacket, but now it's become like a uniform. One of the high school principals in Yongin, Gyeonggi said The North Face brand is so expensive that not all students can afford it, and many feel left out. Another teacher said, "Even if I tell them, it's not necessary to buy expensive clothes just because others do, none of the kids listen" (Lim Jae Un, 2011).

Extract 9 [Verse 2: RM]

*"I really want it, what do I do
Even friends poorer than me have it
I have to buy it, if I don't want to be an outcast
People my age are all like this"*

This part RM is mocking the kids by imitating what they might say, like, “But I wanted it so much! What should I do? Even my poorer friends have it. I don't want to be an outcast”. At this point, we're all supposed to be like that to fulfil the expectations of what they want. This is such a social problem, as people are desperate to be what they want to follow their desires. The jacket became so popular that they were jokingly called a second school uniform in wealthy Korea, where The North Face is the top-selling outdoor brand. Retrieved from Korea JoongAng Daily, one student in Seoul mentioned, “Out of 37 students in our class, 15 wear a North Face jacket. If you don't wear a branded jacket, you look shabby” (Lim Jae Un, 2011).

Extract 10 [Verse 2: RM]

“Yeah I dunno, yes I’m loco, is it no-no?”

I know they ain’t cheap but they got mojos

But I do what I gotta do, I don’t break my parent’s spines

The true breaker is you, who is old and stuck in your room”

RM says people might call him crazy or criticize him for wearing expensive clothes, but he points out that at least he's attractive and, most importantly, he's not a “*spine breaker*” who begs his parents to buy him clothes. The last line of the song is powerful, the killing point of this song: the real spine breaker is the person who, at their age, still can't do anything on their own. So, why don't they just be quiet and help their parents instead of making them buy them expensive jackets?

Extract 11 [Bridge: J-Hope]

*“Wearing expensive clothes and walking on the street, feeling good
about yourself*

Everyone looks smaller than me like I’m Gulliver

Whatever you wear, I understand but you’re too much

You’re gonna regret it

You can keep your swag on but how about your parents?”

In this part BTS pointed out people who wear expensive clothes will feel that they are above everything, and BTS interprets these people as Gulliver or giants who feel the most powerful because they are different. Gulliver himself is a fictional Englishman who visits the imaginary land of Lilliput in Jonathan Swift's satirical novel. J-Hope sees himself as greater and more powerful, like Gulliver, because he owns expensive clothes. The line “*you’re gonna regret it*” isn't just a prediction, it's a warning about the emotional consequences that will eventually come. The chorus goes beyond language differences, sending a universal message about reflecting on our values and the legacy we want to leave behind. In the last line BTS also demands students or people to reflect on what they did to their parents, even though it looks cool, but what about the parents who worked hard to earn money.

CONCLUSION

This study looked at the metaphorical and socially conscious language in BTS's song "Spine Breaker.". The song's socioeconomic themes are effectively communicated through a variety of figurative language devices, such as metonymy, hyperbole, and

metaphor, as per a thorough analysis. The song criticizes the consumerism of the next generation in addition to highlighting the difficulty of raising kids who insist on expensive, trendy things. BTS not only writes catchy songs but also uses creative and memorable language that promotes thinking critically about social norms and behavior. This study emphasizes how lyrics and music have the ability to impact listeners and offer social commentary. Future studies could broaden the analysis to include more BTS songs that address different social issues in order to get a more thorough understanding of the group's impact on social commentary through music.

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TRANSLATION OF EXPRESSIVE SPEECH ACTS FROM
ENGLISH INTO INDONESIAN IN MOVIE SERIES
BRIDGERTON SEASON 3

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ABSTRAK

Penelitian ini membahas tentang penerjemahan ujaran ekspresif dalam seri film Bridgerton Season 3. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan teknik kualitatif dalam pengumpulan data. Teori yang digunakan adalah teori pragmatik dari Yule (1996), Kreidler (1998), and Saeed (2009). Hasil dari penelitian ini adalah dari 53 data yang mengandung ujaran ekspresif 12 tipe ujaran ekspresif, 13 data adalah pujian dan sapaan dan welcome sebanyak tujuh data. Tipe yang tidak banyak digunakan adalah protes dan mengeluh. Terkait dengan pelanggaran maksim, 12 data ditemukan penutur melanggar maksim kuantitas dan 31 data ditemukan penutur tidak melanggar maksim. Strategi penerjemahan yang digunakan literal and explisit. Penerjemahan tetap mempertahankan tipe ujaran ekspresif dan fenomena maksim. Sebagian besar hasil terjemahan natural karena hanya dua data tidak natural dalam penerjemahannya.

Kata Kunci: maksim; tindak tutur; strategi; kualitas terjemahan

ABSTRACT

The research is to shed light on translation of expressive speech acts in the movie series Bridgerton Season 3. The method applied is descriptive qualitative. The theories of pragmatics used are speech acts and maxims borrowed from Yule (1996), Kreidler (1998), and Saeed (2009). The strategies of subtitling are taken from Cintas & Remael (2021). The results reveal that there are 53 acts containing expressive speech acts in 8 episodes of Bridgerton Season 3 series. There are 12 types of expressive speech acts. The most used expressive types are complimenting which has 13 data and greet and welcome which has seven data. Moreover, the least used expressive speech acts are protest which has 1 data, and complaint which has 2 data. Additionally, there are 12 data violating the maxim of quantity from 53 data while the remaining 31 data have fulfilled the maxim of quantity. There are two subtitling strategies used namely literal translation and explicitation. The translation maintains the translation of expressive speech acts including the types and the maxims. The quality of the translation fulfills the criteria of naturalness. Some others are unnatural.

Keywords: maxims; subtitling; speech acts; strategy; quality of translation

INTRODUCTION

Translation is the activity of transferring meaning from the source language to the target language. The meaning is rendered but not the form. The definition of translation is formulated by Newmark (1978), Catford (1985), and Larson (1998). This involves not just substituting words but also transferring the semantic content and ensuring that the structure of the source language is appropriately adapted to the target language. The emphasis is on preserving the meaning and context while transforming linguistic structures.

The popularity of foreign movies and drama series suggests a growing interest in consuming media from other cultures. Because of the modern era, shows such as movies or foreign drama series can be accessed through websites. These sites not only provide shows, but also provide subtitles to make it easier for viewers to understand the content of the show's dialog if they watch shows from other countries. As Gottlieb (2001) explains, subtitles are either transcriptions or translations of film or television dialogues that are presented concurrently on the screen.

Subtitles offer numerous benefits, one of which is enabling viewers to easily follow and comprehend conversations in a film. According to Cintas & Remael (2021), subtitling is a practice that must achieve synchrony between the translated text and the additional parameters of images, sound, and timing. Subtitles should align with the characters' actions and speech on screen, and the delivery of the translated message must match the timing of the original dialogue. This process

involves converting spoken language into written text, often requiring the condensation or omission of certain words to maintain synchronization. In addition, subtitles must fit within the finite dimensions of the screen and adhere to the designated safe area.

Pragmatics examines the relationships between linguistic forms and their users, incorporating human interaction into the analysis. The advantage of studying language through pragmatics is that it enables discussions about people's intended meanings, assumptions, purposes, and the actions they perform when speaking, such as making requests. Pragmatics is appealing because it focuses on how people understand each other through language, though it can also be challenging as it involves interpreting people's thoughts and intentions (Yule, 1996). Searle & Vanderveken (1985) assert that the basic unit of human communication is a speech act, which they refer to as an illocutionary act. Whenever a speaker utters a sentence with a specific intention in an appropriate context, they perform one or more illocutionary acts. Essentially, they define speech acts as illocutionary. Supporting this idea, Yule (1996) also states that actions performed through utterances are generally known as speech acts and are often specifically labeled in English, such as apologies, complaints, compliments, invitations, promises, or requests. Thus, both share the same perspective, although they use slightly different terminologies.

Kreidler (1998) stated that speech acts vary in their objectives, whether they concern actual or possible events, look forward or backward in time, involve the speaker or listener in these events, and naturally, in their conditions of

appropriateness. Saeed (2009) added that the study of speech acts straddles the boundary between linguistic coding and social conventions. While languages often use specific morphemes, intonation, and sentence patterns to mark various functions like questions or orders, understanding these functions also requires general social knowledge and context-specific understanding. Thus, listeners must integrate both linguistic and nonlinguistic knowledge to grasp a speaker's intended meaning.

To sum up, according to (Searle & Vanderveken, 1985; Yule, 1996; Kreidler, 1998; Saeed, 2009) these theories collectively emphasize that speech acts are intentional communicative actions embedded within specific contexts, variably classified and interpreted based on linguistic features and social norms, requiring an integration of both linguistic structures and situational contexts for accurate interpretation. Moreover, Yule (1996) explains that a common classification system identifies five broad categories of functions carried out by speech acts: declarative, representative, expressive, directive, and commissive. Declarations are a type of speech act that alter reality through their utterance. For a declaration to be performed correctly, the speaker must hold a specific institutional role and be in the appropriate context. By making a declaration, the speaker changes the world through their words. Representatives are speech acts in which the speaker expresses what they believe to be true. Examples include statements of fact, assertions, conclusions, and descriptions, all of which reflect the speaker's view of reality. By using a representative, the speaker aligns their words with their perception of the world. Expressives are speech acts that convey the speaker's emotions, reflecting

their psychological state. These can include expressions of pleasure, pain, likes, dislikes, joy, or sorrow. By using an ‘expressive’, the speaker aligns their words with their feelings. Directives are speech acts that aim to get someone else to do something, expressing the speaker's desires. They include commands, orders, requests, and suggestions. When using a directive, the speaker tries to align the world with their words through the actions of the listener. Commissives are speech acts where speakers commit themselves to a future action, expressing their intentions. These include promises, threats, refusals, and pledges, and can be made by an individual or a group. By using a ‘commissive’, the speaker pledges to align their future actions with their words.

Expressive Speech Acts

Searle & Vanderveken (1985) stated that expressive verbs denote illocutionary forces aimed at conveying the speaker's attitudes towards the state of affairs described by the propositional content. Additionally, most expressive speech acts with specific verbs are primarily directed at the hearer. The list of expressive verbs includes: apologize, thank, condole, congratulate, complain, lament, protest, deplore, boast, compliment, praise, welcome, and greet. Apologizing serves to convey sorrow or regret regarding a situation for which the speaker holds responsibility. Therefore, the speaker typically apologizes for their actions, though it can extend to other matters if they accept responsibility. Another condition is that the statement must be truthful, and the situation described must be unfavorable for the listener.

Thanking

The purpose of thanking is to show appreciation. The conditions required beforehand are that the thing being acknowledged benefits or is positive for the speaker, and that the recipient is accountable for it. Similar to apologies, gratitude is typically expressed for actions, but the statement does not necessarily have to involve an action as long as the recipient is responsible.

Condoling

The verb "condole" is no longer in common use and has been supplanted by the noun "condolence". Therefore, one now "sends condolences". To condole is to show sympathy, with the requirement that the matter in question is unfortunate for the listener, often involving significant hardship or misfortune.

Congratulating

The antonym of "condole" is "congratulate". When congratulating someone, one expresses joy, provided that the matter in question is advantageous or positive for the recipient. Unlike thanking, and similar to condoling, congratulating does not necessarily require an action or responsibility on the part of the recipient. It can simply be a matter of good fortune.

Complaining

When someone complains, they express dissatisfaction. The prerequisite condition is that the subject of discontent is negative, although this doesn't necessarily have to be assumed, as one can simply state that it is negative. There is no requirement for the listener to be responsible for what is being complained about. Complaints can encompass various topics such as the weather, inflation, or Gödel's theorem. This versatility allows complaining to be either assertive or expressive. It

can involve asserting that something is bad, or simply conveying discontent. For instance, one might assert, "That was a terrible thing to do," or express dissatisfaction with a simple exclamation like, "How awful!"

Lamenting

Lamenting differs from complaining in that it doesn't necessarily involve a deliberate speech act. One may simply feel sorrow for something, thus engaging in lamentation. However, the verb "to lament" can also describe strong, public expressions of sorrow. Similar to complaining, there is no requirement to attribute responsibility to the listener for the object of lamentation. Lamenting is closely associated with mourning and grieving, although mourning and grieving are more specifically connected to death and loss than mere lamenting. For example, one might lament the disappearance of glass milk bottles, but it would be more appropriate to say one mourned or grieved over a significant loss like a loved one's passing.

Protesting

Protesting, similar to complaining and lamenting, assumes that the situation represented by the statement is unfavorable. However, protesting has distinctive characteristics of its own. First, the emotional state conveyed is not just sadness or discontent, but rather disapproval, and protesting serves as a formal expression of this disapproval. Second, while the listener may not bear direct responsibility for the unfavorable situation, they must possess the ability to change it and be accountable in the sense that they could affect change but have not yet done so. For instance, one might protest to higher authorities regarding the conduct of their

subordinates. Third, protesting entails a call for change. Therefore, one might protest to authorities about political or economic issues, but it would be nonsensical to protest about the weather since there is no clear recipient for such a protest, although one can certainly complain about the weather.

Deploring

Deploring, similar to lamenting, does not always require a direct verbal expression. One can simply mourn, feel sorrowful about, or be outraged by something and thus deplore it. However, "deplore" also encompasses instances where it denotes a clear verbal expression, a strong display of sorrow or discontent. Unlike lamenting, it often implies that someone is accountable for the matter being deplored. For instance, if I lament someone's death, I am merely expressing sadness about it. If I deplore their death, I am assigning blame to someone, even though the person I'm addressing in my deploring may not be the one I hold responsible. I might deplore the deaths of prisoners in South African jails, but it would be illogical for me to deplore the weather or the patterns of tides.

Boasting

Boasting involves expressing pride, assuming that what one boasts about is beneficial for the speaker (thus likely to be admired or envied by the listener). Boasting, like complaining, can take either an assertive or expressive form. For instance, one might boast by stating an achievement or something positive that happened to them. As mentioned earlier, "boast" cannot function as a performative because it implies that the speaker is trying to hide the fact that they are boasting. Similar observations apply to the term "brag."

Complimenting

To compliment is to express approval of the listener for something they have done or qualities they possess. Complimenting assumes that the aspect for which the listener is complimented is positive, although it doesn't necessarily have to benefit them directly. For example, one might compliment someone on their heroic and self-sacrificing behavior. Similar to boasting, complimenting can be either assertive or expressive. Other verbs in the category of expressive verbs that signify favorable expressions of attitude include "praise," "laud," and "extol." Unlike complimenting, these verbs—praising, lauding, and extolling—do not imply that the person being praised, lauded, or extolled is necessarily connected to the subject of admiration.

Praise

To praise means to express approval. Therefore, it assumes that the thing being praised is considered good or worthy of admiration.

Welcoming and Greeting

"Greet" is barely an illocutionary act because it lacks propositional content. When someone greets another, such as saying "Hello," it signifies acknowledgement in a polite manner. Therefore, greeting can be defined as a courteous acknowledgment, assuming that the speaker has just encountered the listener. To welcome someone is to receive them hospitably, making welcoming an expression of pleasure or positive sentiment regarding someone's presence or arrival. Similar to greeting, welcoming is primarily directed towards the listener.

Direct and Indirect Speech Acts

As stated by Yule (1996), a different method for distinguishing types of speech acts is based on their structure. In English, three basic sentence types provide a straightforward structural distinction between three general types of speech acts. There is a clear relationship between the structural forms (declarative, interrogative, imperative) and the three main communicative functions (statement, question, command/request). When there is a direct relationship between a structure and its function, it is called a direct speech act. Conversely, when the relationship is indirect, it is an indirect speech act. For instance, using a declarative sentence to make a statement is a direct speech act, but using a declarative to make a request is an indirect speech act. Indirect speech acts are typically associated with greater politeness in English than direct speech acts. To understand the reason for this, it is necessary to consider the broader context beyond just a single utterance performing a single speech act.

The Maxims

Yule (1996) explained that conversations that have an expected amount of information is part of a broader principle that people will generally cooperate in conversations. This principle is so common that it can be broken down into four specific sub-principles called maxims.

Quantity

The principle of quantity involves giving the necessary information without either exaggerating or diminishing it. The examples are in, “As you probably know,

I am terrified of bugs” , and in the utterance, “So, to cut a long story short, we grabbed our stuff and ran. “

Quality

The maxim of quality emphasizes speaking truthfully and avoiding statements that are either untrue or lack supporting evidence in the utterance, “As far as I know, they're married. “

Relation

Relation involves discussing only what is pertinent to the topic at hand, rather than digressing into unrelated discussions in, “This may sound like a dumb question, but whose handwriting is this?

Manner

Manner ensures clarity and precision, ensuring that information is presented in a clear and organized fashion without vagueness or ambiguity. These maxims are crucial as they represent the unspoken expectations we have in conversations: that people will provide the right amount of information, be truthful, relevant, and clear. Considering that these principles are assumed in everyday interactions, they are seldom explicitly mentioned. The example is “This may be a bit confusing, but I remember being in a car.”

Phatic Utterance

Phatic conversation is a fundamental aspect of social interaction. Based on Kreidler (1998), phatic conversation involves the exchange of greetings, small talk

about topics like weather and health, and customary social conventions. Its main purpose is to maintain social bonds rather than convey strong opinions or emotions. Phatic utterances include polite phrases like "Thank you" and comments on the weather, health inquiries, and other expected social interactions. Standardized phrases are often used to convey good wishes in various situations such as meals, journeys, and celebrations.

Subtitling Strategies

As mentioned in previous, subtitles are pervasive in our digital society, serving numerous purposes and appearing in various forms, as noted by Cintas & Remael (2021).

Loan

A loan, also referred to as borrowing, occurs when a word or phrase from the source text (ST) is directly adopted into the target language (TL) because both languages use the same word.

Literal Translation

A literal translation is a specific form of borrowing where the translator adopts the expression from the source language (SL) and translates each element directly into the structure of the target language (TL).

Calque

On the other hand, a calque is a literal translation that can sound awkward and competes with a smoother expression in the target language (TL). For example,

in Spanish, "Secretario de Estado" is a calque for "Secretary of State," whereas "Ministro de Asuntos Exteriores" (Minister of Foreign Affairs) would be a more common and straightforward title. Such terms sometimes require clarification.

Explicitation

Explicitation is defined as the act of adding information into the target language (TL) that is only implicit in the source language (SL), but can be inferred from the context or situation. The subtitler aims to enhance accessibility for the target audience based on semantic or grammatical factors, striving to strike a balance between the source and target texts. This may involve (a) specifying details or using a more specific term (hyponym), (b) generalizing or employing a broader term (hypernym or superordinate), or (c) including additional information to clarify meaning.

Substitution

Substitution, as defined here, is a form of explicitation where the cultural reference in the source text (ST) is replaced with a similar reference from either the source culture (SC) or the target culture (TC) (cultural substitution), or with an expression that fits the context but does not directly correspond to the ST expression (situational substitution).

Transposition

In transposition, this approach is used when the intended audience for the translation might not grasp the reference from the source text (ST) if a loan or literal

translation were employed, and there is insufficient space for explicitation. Transposition also involves providing some form of clarification.

Lexical Recreation

Creating new words in the target language (TL) through lexical recreation or neologism is justified and often necessary when the speaker in the source text (ST) invents new words.

Compensation

Compensation involves offsetting a loss in translation by enhancing creativity or including additional elements in another part, although this approach may not always be feasible in subtitling due to the simultaneous presence of oral and visual elements in both the source and target languages. Compensation can also serve to enrich the linguistic portrayal of the actors.

Omission

Omission is dealing with rapid speech, necessitating the removal of words and phrases from the original due to strict constraints on time and space. This strategy is also employed to a lesser degree when the original reference is unfamiliar to the target audience but the overall context makes the utterance comprehensible, or when there is no equivalent term in the target language (TL).

Larson's TQA Model

In Larson's (1984) study, he proposed a method to judge the quality of translations. This method focuses on three important aspects: how natural the

translation sounds, how accurate it is, and how clear it is for the readers. Larson (1984) argues that a good translation goes beyond accuracy and clarity. Even if a translation conveys the meaning correctly (accuracy) and is easy to understand (clarity), it can still fail if it sounds awkward or unnatural in the target language (TL). He added, an excellent translation should read smoothly and feel like an original piece of writing in the TL, not a translation from another language. This "naturalness" is achieved through clear and idiomatic language, a logical flow of ideas, engaging style, and familiar grammar. To assess naturalness, Larson suggests comparing the translated text to high-quality writing in the TL. Larson (1984) said that accuracy is essential in translation. Translators can unintentionally miss out parts of the original text or add things that weren't there in the first place. This can happen when they're trying to rephrase the source text (ST) for the target audience. Mistakes can also arise from misunderstanding the original text or problems during the translation process itself. According to Larson, a truly accurate translation means faithfully conveying the intended meaning from the original text without adding anything new, leaving anything out, or introducing any errors. According to Larson (1984), a key factor in his translation quality assessment model (TQA) is clarity. He emphasizes that even an accurate translation can fail if the target audience (readers of the translated text, TT) struggles to understand the message. Larson argues for clear and simple language in translations. The translated text (TT) should be as easy to grasp for the target audience as the source text (ST) is in its context.

The dialogs shown in the subtitles are a form of speech acts conveyed by the actors in expressing something. There are various speech acts delivered by the actors such as representative, directive, commissive, expressive, and declarative following Yule (1996). This research discusses expressive speech acts used in the movie netflix series Bridgerton Season 3 and the translation of expressive speech acts and the strategies employed by the subtitler. Bridgerton is a netflix drama series produced by Shondaland. The genre of the series is a romantic drama that has a historical value of how the American aristocracy lives. The Bridgerton series is adapted from a novel written by Julia Quinn. The novel itself has 8 seasons, where each season contains the life story of each child of the Bridgerton family. For the netflix series itself, Bridgerton has now released 3 seasons.

"Bridgerton" Season 3 is released in two parts, each with four episodes, and all eight episodes are now available. Part 2 continues from the cliffhanger ending of Part 1, as explained by show creator Jess Brownell. She mentioned to Tudum, "There's a natural structure to eight episodes, and we've done it every season, that Episode 4 ends at a world-changing midpoint." She also hinted that unresolved issues between Penelope and Colin will create conflict towards the season's end. The selection of data on this topic is based on the Bridgerton series which has just completed the release of season 3 and is included in the Top 10 TV Shows category which is in sixth place and the writer is one of the viewers of this series.

The writer took three previous studies as a form of basis in writing this research. Starting from Rahmawati (2021), this research examines expressive speech acts in the movie "Crazy Rich Asians." The objectives are to (1) analyze the

types of expressive speech acts found in the movie and (2) describe the S-P-E-A-K-I-N-G model used in the movie. The study uses theories from Searle (1985) and Hymes (1974). According to Searle (1985) and Hymes (1974), there are twelve types of expressive speech acts: apologies, thank, condole, congratulate, complain, lament, protest, deplore, boast, compliment, greet, and welcome. This descriptive qualitative research collected and analyzed expressive speech act utterances using the S-P-E-A-K-I-N-G model. The results showed 52 instances of expressive speech acts in the movie, covering ten of the twelve types, with the acts of condoling and boasting not appearing. The S-P-E-A-K-I-N-G model helped to understand the social context and purpose of the interactions in detail. The most frequent expressive speech acts identified were apologizing, thanking, and complimenting, indicating that the characters in "Crazy Rich Asians" often displayed politeness and friendliness.

In a previous study conducted by Ricca (2022), this research aimed to identify the expressive speech acts used by characters in the web series "Love at First Swipe." Data were collected from the relevant utterances in the series' dialogues and analyzed using the expressive speech acts theories of Searle (1979) and Ilie & Norrick (2018). The study employed the observational method and non-participatory technique described by Sudaryanto (2015) for data collection and used the pragmatics equalizing method for analysis. The findings revealed 15 instances of expressive speech acts in the series, with all types represented except for deploring and condoling. The identified speech acts included 3 instances of thanking, 2 of apologizing, 1 of congratulating, 8 of complimenting, and 1 of

welcoming. Therefore, the most frequent expressive speech act in "Love at First Swipe" was complimenting.

Turning to the research of Salsabila (2023) who conducts research with the aim to identify, classify, and examine the translation quality of all indirect expressive speech acts in the novel titled *It Ends with Us*, using a descriptive qualitative research approach with purposive sampling, the study collected and analyzed data through content analysis and verified findings in a Focus Group Discussion. The novel contains 33 indirect expressive speech acts, categorized as boasting (10), deploring (8), complimenting (5), lamenting (5), forgiving (2), condoling (1), thanking (1), and apologizing (1). The analysis showed no shift in indirectness, indicating the translator successfully maintained the indirectness in the target language. The study concluded that the difficulty in translating these speech acts is influenced by cultural differences, finding equivalent expressions in the target language, and understanding the context of the work. The translation scored 2.81 for accuracy and 2.55 for acceptability, with an overall Translation Quality Assessment score of 2.68, suggesting that while there is room for improvement, the translator generally succeeded in conveying the indirect expressive speech acts.

The main point gained from these three studies is that expressive speech acts are prevalent in various forms of media and literature, and their analysis can reveal important aspects of communication, cultural context, and translation quality. Together, these studies suggest that expressive speech acts play a significant role in communication across different media, reflecting social norms

and cultural contexts. Analyzing these acts helps in understanding character interactions, and maintaining their integrity in translation is essential for preserving the original meaning and context.

Unlike the previous studies focusing on expressive speech acts only (Rahmawati, 2021; Ricca, 2022) and expressive speech acts with indirect speech analysis (Salsabila, 2023), there are very few studies involving the analysis of both direct and indirect speech analysis. Thus, this research attempted to investigate the expressive speech acts with both direct and indirect speech analysis by using Yule's (1996) theory. Afterwards, the speech acts are also be examined for the subtitling strategy that the translator uses in subtitling the speech acts based on Cintas & Remael's (2021) subtitling strategy. The study is to investigate the pragmatic analysis in source language regarding the use of expressive speech acts and the violation of the maxims used by the speakers in the movie Series *Bridgerton* Season 3. Additionally, it is to shed light on the employment of the strategies in translating the expressive speech acts by the subtitler.

METHODS

This research uses a qualitative descriptive method. This research analyzes the data within a defined context, interprets it, and organizes the information into themes according to Creswell and Creswell's (2023) guidelines. The data source of this research is taken from the *Brigerton* season 3 dialog series which contains eight episodes with two separate releases. Part one containing the first four episodes was

released on May 16, 2024, while part two containing the last four episodes was released on June 13, 2024, with a total duration of approximately one hour for each episode. Furthermore, the data source began to be accessed on June 22, 2024. In collecting the data, the research searched and sorted out the dialog in the series. After that, the sorted dialogues are categorized with the type of expressive speech acts. Then, it was determined the utterances classified into direct or indirect speech. In the end, the research analyzed the subtitling strategies used by the translator in translation the speech acts. This study investigates the expressive speech acts used in the Bridgerton season 3 series and determines the type of speech whether it is direct or indirect speech type as compiled by Searle & Vanderveken (1985). Afterwards, the data are searched to find out what subtitling strategies are used in translating the expressive speech acts by using theory of Cintas & Remael (2021).

RESULTS AND DISCUSSION

Thanking

SL:

Cressida: "Is it not congenial to be back from the country? All that draft and emptiness."

Eloise: "You do know others call that 'fresh air'?"

Cressida: "Of course. Befriending you there was a happy surprise. But ultimately, it is London where I am most at home. **And the season will be better now I have you by my side.**"

TL:

Cressida: "Bukankah menyenangkan kembali dari perdesaan? Semua udara dan tanah lapang itu."

Eloise: "Kau tahu sebutan lainnya 'udara segar'?"

Cressida: “Tentu. Berteman denganmu di sana kejutan yang menyenangkan. Tapi aku paling kerasan di London. Musim ini akan lebih baik dengan kau di sisiku.”

Context:

In this scene, Cressida and Eloise meet and talk again at a seasonal party held for matchmaking. They walk for refreshments and talk after leaving Penelope alone. Cressida with a cheerful face state that she is happy after returning from the countryside and getting some fresh air. During the conversation, Cressida also said that she had never thought that she would become friends with Eloise. It was a surprise for her but she was happy with it. With Eloise by Cressida's side, she feels more excited about this matchmaking season.

Data Analysis:

SL:

In the source language, Cressida's act is categorized into the thanking indirect expressive speech act, in the sentence **And the season will be the better now I have you by my side**. The type of expressive speech act used is thanking since she states that she is grateful for Eloise accompanying her in this season. Further, the act falls into the indirect expressive speech act since Cressida did not say thanks directly but she used other ways to thanks which is adding information to support her thanking expressive speech act. Therefore, it violates the maxim of quantity since the speaker, Cressida, adds unnecessary information that is needed to explain her feelings.

TL:

In the target language, **And the season will be better now I have you by my side.** translated to *Musim ini akan lebih baik dengan kau di sisiku.* The speech act used by the speaker in SL is a thanking indirect expressive speech act. The translator maintains the pragmatic aspects and the translation. The translator maintains the category of speech act. In regards to the maxim, in SL, it is found there is a violation of the maxim of quantity which is maintained in TL. Therefore, the strategy employed by the translator is literal. The approach maintains a sentence structure similar to the original, despite language differences. This literal translation helps the thanks sound more natural in the target language. The translation therefore follows Larson's TQA model, which emphasizes achieving a natural flow in the target language.

Complain

SL:

Announcer: "Miss Clara Livingston."

Servant: "Shall I fetch you a refreshment, Your Majesty?"

Queen: "Perhaps a casket. **The lack of interest here today shall usher me to an early grave at any moment.**"

Announcer: "Miss Alexandra Moore. Presented by her mother, the Right Honorable Lady Moore."

TL:

Announcer: "Nona Clara Livingston.

Servant: "Mau kuambilkan minuman, Yang Mulia?"

*Queen: "Peti mati saja. **Membosankannya hari ini bisa membunuhku kapan saja.**"*

Announcer: "Nona Alexandra Moore, diperkenalkan oleh ibunya, Lady Moore yang terhormat."

Context:

In the scene, it was matchmaking season for the umpteenth time. This seasonal event requires the girls to make their debut in front of the Queen to impress her. When a girl is able to impress the Queen, they will be called "the Queen's diamond" and they will have the privilege of being fully supported and assisted to get a noble match by the Queen. But this season, during debut day, no one managed to impress her so she was so bored that she yawned. The servant who knew about it responsively offered whether or not the Queen would like a drink to refresh her. However, the Queen refused and instead asked for a coffin because she felt that the boredom, she felt, could kill her at any time.

Data Analysis:

SL:

In the source language, The Queen's act is categorized into the complaining indirect expressive speech act, in the act, **The lack of interest here today shall usher me to an early grave at any moment.** The type of expressive speech act used is complaining since she expresses her dissatisfaction and disappointment with the lack of interest shown on that day. This expression reflects the negative feelings that are characteristic of complaining. Further, the act falls into the indirect expressive speech act since The Queen did not complain directly but she used other ways to complain which is adding information to support her complaining expressive speech act. Therefore, it violates the maxim of quantity since the

speaker, The Queen, adds unnecessary information that is needed to explain her feelings.

TL:

In the target language, **The lack of interest here today shall usher me to an early grave at any moment**, is translated to *Membosankannya hari ini bisa membunuhku kapan saja*. The speech act used by the speaker in SL is a complaining indirect expressive speech act. The translator did not maintain the pragmatic aspects and the translation. The translator maintains the category of speech act. In regards to the maxim, in SL, it is found there is a violation of the maxim of quantity which is maintained in TL. Therefore, the strategy employed by the translator is explicit in the specification category. This approach elaborates or explains in more detail the meaning of the SL to ensure that the message contained in the sentence is still conveyed clearly and unambiguously in the target language. However, this explication strategy did not help the complaining sounds natural in the target language, since the sentence *Membosankannya hari ini* sounds strange when spoken. The translation of this sentence can be made into *Rasa bosan ini bisa membunuhku kapan saja*. The translation therefore did not follow Larson's TQA model, which emphasizes achieving a natural flow in the target language.

Protest

SL:

Colin: "How long have you known? I saw you leaving a private room with Penelope last night shortly before I found her."

Eloise: "I had been trying to make her tell you."

Colin: "You should've told me yourself."

Eloise: “**You should’ve told me you were in love with my best friend before you tripped into the drawing room engaged!** I did not know... until last year. And I was too brokenhearted to speak of it. I have been trying to make her tell you. And then I thought, w... why break your heart as well? Her sheet has been fair this year. Certainly sharp and biting, but she has not written anything withering about anyone. If she has, they have deserved it.”

Colin: “Are you forgetting what she wrote about me at the start of the season?”

Eloise: “Of course, that was not so good.”

TL:

Colin: “*Sejak kapan kau tahu? Aku melihatmu pergi bersama Penelope semalam sebelum aku memergokinya.*”

Eloise: “*Aku menyuruhnya memberitahumu.*”

Colin: “*Kau seharusnya bilang.*”

Eloise: “*Kau seharusnya bilang kau mencintai sahabatku sebelum kalian bertunangan. Aku baru tahu tahun lalu. Dan aku terlalu hancur untuk membicarakannya. Aku berusaha membuatnya memberitahumu. Lalu kupikir... kenapa membuatmu hancur juga? Tulisannya baik tahun ini. Memang tajam dan pedas, tapi dia belum menulis hal keji. Jika sudah, itu layak ditulis.*”

Colin: “*Kau lupa apa yang dia tulis tentangku di awal musim?*”

Eloise: “*Tentu itu kurang baik.*”

Context:

In the scene, Colin stops Eloise who is climbing the stairs at the Bridgerton residence. Colin stopped Eloise by asking how long Eloise had known that Penelope was the person behind Lady Whistledown. Colin looks angry and feels betrayed. He protested to Eloise why she didn't tell him. Knowing this, Eloise raises her tone

by asking why Colin did not tell her about his feelings for Penelope before they got engaged. Eloise explained that she had kept trying to get Penelope to be honest with Colin. The reason why Eloise didn't want to tell Colin that Penelope was Lady Whistledown was because she did not want Colin to feel as hurt as she did. From Eloise's perspective, Penelope's writing is getting better. Penelope does not say mean things unless the person being gossiped about is a bad person. However, Colin denies and complains about what Lady Whistledown wrote about him earlier in the season and Eloise does not confirm it.

Data Analysis:

SL:

In the source language, Eloise's act is categorized into the protesting direct expressive speech act in, **You should've told me you were in love with my best friend before you tripped into the drawing room engaged.** The type of expressive speech act is protesting since it expresses displeasure or dissatisfaction with the actions or decisions made by others, in this case, dissatisfaction with Colin's previous non-disclosure of his feelings to Eloise. Further, the act falls into the direct expressive speech act since Eloise protests Colin's act directly which does not add some information. Therefore, it fulfills the maxim of quantity since the speaker, Eloise, did not add unnecessary information that is needed to explain her feelings.

TL:

In the target language, **You should've told me you were in love with my best friend before you tripped into the drawing room engaged!** translated to

Kau seharusnya bilang kau mencintai sahabatku sebelum kalian bertunangan.

The speech act used by the speaker in SL is a deplore direct expressive speech act. The translator maintains the pragmatic aspects and the translation. The translator did not maintain the speech act category and changed it from protesting to deploring. In regards to the maxim, in SL, it is found there is a fulfillment of the maxim of quantity which is maintained in TL. Therefore, the strategy employed by the translator is literal. The approach maintains a sentence structure similar to the original, despite language differences. This literal translation helps the deplore sound more natural in the target language. The translation therefore follows Larson's TQA model, which emphasizes achieving a natural flow in the target language.

Apology

SL:

Lady Arnold: "Lady Tilley Arnold."

Benedict: "Lady? Are you married?"

Lady Arnold: "I was married. He died."

Benedict: "**Oh. I... I am... so sorry.**"

Lady Arnold: "Thank you. I have had seasons to mourn, and I am in no hurry to find another husband, so you do not need to fear me plotting to ensnare you."

Benedict: "Oh. I am not afraid of you."

Lady Arnold: "That... is a mistake."

TL:

Lady Arnold: "Lady Tilley Arnold."

Benedict: "Lady? Kau sudah menikah?"

Lady Arnold: "Aku pernah menikah. Suamiku wafat."

Benedict: "Aku turut berduka."

Lady Arnold: "Thank you. Aku sudah lama berkabung, dan aku tidak terburu-buru mencari suami baru, jadi tak perlu takut aku akan menjeratmu."

Benedict: "Aku tak takut padamu."

Lady Arnold: "Kau salah."

Context:

In this scene, Benedict goes to a party room where he meets a woman he has never met before named Lady Arnold whom he accidentally met during the hot air balloon exhibition at the party during the day. On the second meeting, they finally get to know each other properly. It was at this moment that he was mesmerized by Lady Arnold. However, he was a little surprised by the fact that Lady Arnold was married but her husband had died. Lady Arnold told Benedict not to worry about her rushing to find a new husband, and Benedict said that he was not afraid of that.

Data Analysis:

SL:

In the source language, Benedict's act is categorized into the apologizing direct expressive speech act, in the sentence **Oh. I... I am... so sorry**. The type of expressive speech act used is apologizing since he directly expresses his sorrow or regret for what happened with Lady Arnold. Further, the act falls into the direct expressive speech act since Benedict says sorry directly which does not add some

information. Therefore, it fulfills the maxim of quantity since the speaker, Benedict, did not add unnecessary information that is needed to explain his feelings.

TL:

In the target language, **Oh. I... I am... so sorry.** translated to **Aku turut berduka.**, the speech act used by the speaker in SL is a condoling direct expressive speech act. The translator did not maintain the pragmatic aspects and the translation. The translator did not maintain the speech act category and changed it from apologizing to condoling. In regards to the maxim, in SL, it is found there is a fulfillment of the maxim of quantity which is maintained in TL. Therefore, the strategy employed by the translator is explicitation in the specification category. This approach creates a common sentence for something that is used when dealing with people who have experienced loss in the target language. This explicitation strategy helps the condoling sound more natural in the target language. The translation therefore follows Larson's TQA model, which emphasizes achieving a natural flow in the target language.

Lament

SL:

Penelope: "What you have done is a crime!"

Lady Featherington: "I did what I had to do to protect this family. Who were you protecting with your column?"

Penelope: "Myself!"

Lady Featherington: "Oh. From whom? I see. You know, it's... no easy thing being a parent. How was I to raise daughter when, all my life, I was taught that all power comes from a man? What you have done, you have done... entirely on your own. **Even if I do not**

like what you have written over the years, it is a great regret of mine that I have overlooked you for so long. You and I both, we have done the best we can with the opportunities that society has afforded us.”

TL:

Penelope: “Ibu melakukan kejahatan!”

Lady Featherington: “Itu harus dilakukan untuk melindungi keluarga ini. Siapa yang kau lindungi dengan artikelmumu?”

Penelope: “Diriku sendiri!”

*Lady Featherington: “Dari siapa? Begitu rupanya. Kau tahu, itu... tidak mudah menjadi orang tua. Bagaimana Ibu membesarkan anak perempuan saat seumur hidup Ibu diajarkan prialah yang berkuasa? Semua yang kau lakukan, kau lakukan sendiri. **Meski Ibu tidak suka akan tulisanmu bertahun-tahun ini, Ibu sangat menyesal telah mengabaikanmu begitu lama.** Kau dan Ibu, kita melakukan yang terbaik yang kita bisa dengan peluang yang diberikan masyarakat kepada kita.”*

Context:

In the scene, Penelope argues with her mother, Lady Featherington. Penelope is surprised to hear the lawyer leaving her house, where the lawyer says that he has been investigating Lady Featherington's money. Penelope realizes that her mother stole her cousin Jack's money and she says that her mother is evil for doing such a thing. However, her mother attacks her by saying that their behavior is the same because Penelope also brought down Jack's family with her gossip in Lady Whistledown's newspaper. They continue to argue until finally Penelope has nothing more to say and her mother explains the reason why she is doing this. Her

mother honestly says that although she doesn't like Lady Whistledown's writing, she regrets that she unconsciously made Penelope into Lady Whistledown.

Data Analysis:

SL:

In the source language, Lady Featherington's act is categorized into the lamenting direct expressive speech act, in the sentence **Even if I do not like what you have written over the years, it is a great regret of mine that I have overlooked you for so long.** The type of expressive speech act is lamenting since it expresses Lady Featherington's deep regret for her mistake of neglecting Penelope. Further, the act falls into the direct expressive speech act since Lady Featherington laments her act directly which does not add some information. Therefore, it fulfills the maxim of quantity since the speaker, Lady Featherington, did not add unnecessary information that is needed to explain her feelings.

TL:

In the target language, **Even if I do not like what you have written over the years, it is a great regret of mine that I have overlooked you for so long,** is translated to *Meski Ibu tidak suka akan tulisanmu bertahun-tahun ini, Ibu sangat menyesal telah mengabaikanmu begitu lama.* The speech act used by the speaker in SL is a lament direct expressive speech act. The translator maintains the pragmatic aspects and the translation. The translator maintains the category of speech act. In regards to the maxim, in SL, it is found there is a fulfillment of the maxim of quantity which is maintained in TL. Therefore, the strategy employed by the translator is literal.

The approach maintains a sentence structure similar to the original, despite language differences. This literal translation helps the lament sound more natural in the target language. The translation therefore follows Larson's TQA model, which emphasizes achieving a natural flow in the target language.

The expressive speech acts both in direct and indirect are translated literally and explicitly. The subtitler maintains the type of speech acts in mostly all the types. The violation of maxim occurs which is mostly in violation of maxim of quantity. In TL, the subtitle is maintained as it is. The quality of translation fulfills mostly on naturalness criteria. It reveals 51 data from 53 data.

CONCLUSION

Based on the analysis, in this study, from 12 types of expressive speech acts, namely, apologizing, thanking, condoling, congratulating, complaining, lamenting, protesting, deploring, boasting, complimenting, praising, and greeting and welcoming, there are 53 acts containing expressive speech acts in 8 episodes of Bridgerton Season 3 series. The most used expressive types are complimenting which has 13 data and greet and welcome which has 7 data. Moreover, the least used expressive speech acts are protest which has 1 data, and complaint which has 2 data. The rest are used for 3 to 5 data. Turning to the rules of maxim quantity in the Bridgerton Season 3 series, 12 data violate the maxim of quantity from 53 data while the remaining 41 data have fulfilled the maxim of quantity. Furthermore, there are 2 subtitling strategies used namely literal translation and explicitation. There are 9 explicitation strategies and 44 literal translation strategies were found from 53 data. The translation maintains the translation of expressive speech acts

including the types and the maxims. The quality of the translation fulfills the criteria of naturalness. Some others are unnatural.

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**PROSIDING – DISEMINASI NASIONAL HASIL PENELITIAN DAN
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**THE FUTURE OF LANGUAGE:
HOW TECHNOLOGY, POLITICS AND UTOPIANISM ARE
TRANSFORMING THE WAY WE COMMUNICATE¹**

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ABSTRAK

Tulisan ini merupakan ulasan buku yang mengacu pada referensi tunggal, ditulis oleh Philip Seargeant dengan judul '*the future of language: how technology, politics and utopianism are transforming the way we communicate*'. Buku ini menarik, karena, sebagai pembaca, kita diajak pergi pada sejarah masa lalu terkait evolusi bahasa, dan juga mengantarkan kita untuk melihat bagaimana komunikasi manusia masa kini dan akan datang berubah karena pengaruh teknologi, politik dan utopianisme. Secara spesifik, Philip Seargeant mengajukan hipotesis tentang masa depan bahasa dan komunikasi manusia di era teknologi, perubahan sosial, dan pengaruh politik. Buku ini juga menyoroti peran budaya dan identitas bahasa, debat seputar dominasi bahasa global, serta tantangan seperti "cyborg speech" atau manusia yang separuh mesin, dan potensi komunikasi dengan makhluk luar angkasa. Ia menekankan pentingnya memahami secara proaktif dan mempertimbangkan secara etis dalam menghadapi evolusi bahasa di era digital, serta menyerukan perlindungan terhadap keragaman bahasa dan kebebasan berkomunikasi.

Kata kunci: masa depan bahasa, politik, utopia,

ABSTRACT

This writing refers to a single reference written by Philip Seargeant titled 'The Future of Language: How Technology, Politics, and Utopianism Are Transforming the Way We Communicate.' As a reader, the book is fascinating as it takes us through the history of language evolution and leads us to see how present and future human communication is changing due to the influence of technology, politics, and utopianism. Specifically, the book also explores the future of human language and communication amidst technological advancements, societal changes, and political influences. It examines language's cultural and identity roles, debates over global language dominance, and challenges like cyborg speech or human machine and potential extraterrestrial communication. Seargeant emphasizes on the understanding and ethical considerations in navigating language's evolution amid digital transformations, urging safeguards for linguistic diversity and communicative freedoms.

¹ *The Future of Language: How Technology, Politics and Utopianism Are Transforming the Way We Communicate*, by Philip Seargeant, first published in Great Britain 2024, Bloomsbury Publishing Plc, ISBN: HB: 978-1-3502-7885-1. Book Review

Key Words: *the future of language; politics; utopianism*

INTRODUCTION

This writing begins by stating the classical definition of language that it's a system of communication and social phenomenon (Raymond, 2010). Furthermore it's also a natural and mental phenomenon (Coulmas, 2017). These mean that language serves as the foundation of human interaction, functioning as the primary tool for conveying ideas, values, and culture from one generation to the next. However, with advancements in technology, shifts in politics, and evolving utopian ideals, the way we communicate is undergoing significant transformation. This transformation not only affects communication styles and mediums but also redefines the very essence of language itself. This also affects the teaching of language—our dissemination theme today, and many aspects of language use (Chapelle, 2003).

The key point of this issue is that technology is an unreliable activity which is absolutely undenied. The technology of the future will be transforming the way we communicate and to whom we speak more advanced than today. Graddol (1997) in *'the future of English'* compared the role of technology: in the past and in the future, he said that technological change transforms the space in which we work and live. Shortly, everything is changing. technology is constant: including the language. This idea has been popular since Heraclitus within his memorable dictum *'life is flux'* (Mark, 2020).

In the digital era , it is the technology that has expanded our ability to communicate globally, quickly, and efficiently. Social media platforms, instant messaging apps, and automated translation tools are changing how we interact, enabling the exchange of ideas and information without geographic boundaries. Yet, conversely, technology also raises issues of data security, privacy, and information manipulation that impact trust in communication.

Within this context, this writing explores the impact of technology, politics, and utopian visions on the evolution of language by reviewing the single book written by Seargeant, published 2024. Specifically, those impacts will shape the transformation of our current and future language dynamics.

The book is divided into ten topics of discussion, with each of them focusing on a different tone. All are written in English as follows: *After the fall, Change is the only constant, The three-cornered world, An imaginary guide to the future, Inventing language, Cyborg speech, Is anybody out there, The decay of lying, They who control the past control the future, Future-proofing the world.*

METHOD

This writing refers to a single reference written by Philip Seargeant titled 'The Future of Language: How Technology, Politics, and Utopianism Are Transforming the Way We Communicate.' As a reader, the book is fascinating as it takes us through the history of language evolution and leads us to see how present and future human communication is changing due to the influence of technology, politics, and utopianism. Specifically, the book also explores the

future of human language and communication amidst technological advancements, societal changes, and political influences. It examines language's cultural and identity roles, debates over global language dominance, and challenges like cyborg speech or human machine and potential extraterrestrial communication. Seargeant emphasizes on the understanding and ethical considerations in navigating language's evolution amid digital transformations, urging safeguards for linguistic diversity and communicative freedoms.

This writing aims to review ten main topics regarding the future of language influenced by significant factors such as technology and politics. it is to guide people to gain a better understanding of how humans communicate in real-life and social media contexts amidst the abundance of technology and the tumult of global politics.

RESULTS AND DISCUSSION

After the Fall

The first sub-topic of the book discusses the general backstory of the predictions for the future of human language and communication. Philip Seargeant, the book's writer, introduces the purpose of this book as to be aware of the impact of future language development upon society. One of the drivers of the future changes is technology. The writer utilizes various instruments to predict what the future of language will be like, mainly modern problems; capitalistic communication technology, the misuse of AI, the declining use of language in society, and political control over communicative media. The centrality of language in society makes languages not immune to changes, as the nature of society is to change over time.

In order to formulate the upcoming future of language, the writer mentions the importance of understanding the human language pattern in the present, also the past. Philip Seargent also mentions music as a universal language. Referencing Jean-Francois Sudre, generating basic language structure from basic musical elements to create a new universal language. The story of “Tower of Babel” is narrated in this chapter, acting as the origin story of his claim that a universal language that isn’t from a pre-existing language (due to political reasons) needs to be developed for global understanding.

In this era of constantly developing technology and globalization, it can be taken from this book that there are moral panics and ethical steps in the revolution of communication technology. Technology can be a double-edged sword for the future of communicative language. Technology can either connect the world closet or deteriorate the way humans communicate. Other than technological influence, the change in how humans communicate in the future will be influenced by the utopian visions of a perfect global language, the decaying eloquent language use, and language restrictions.

Change is the only constant

The main essence of the part lies in metaphorical concept named "cathedral thinking," which illustrates a long-term perspective in current actions, inspired by the construction of cathedrals like Notre-Dame. The text also encourages considering how the values invested today can be preserved and embraced by future generations. Further more, it draws parallels between physical constructions like cathedrals and modern challenges such as climate change and radioactive waste

management, highlighting the need for sustainable planning and action while considering their long-term impacts.

The text, this subheading also explores the enduring nature of language as a cultural binder, drawing parallels between linguistic evolution and the rise and fall of civilizations and monuments. It discusses the historical and ongoing changes in languages, emphasizing how many languages have become extinct and predicting further losses. Despite efforts to preserve linguistic diversity, such as through the work of the Unicode Consortium, the text underscores the challenge of maintaining and understanding ancient writing systems and languages amidst rapid technological and cultural changes.

The three-cornered world

The substance of the text seeks the paradox inherent in language: while nearly all humans possess practical proficiency in using language for communication, defining language in theoretical terms proves complex. The text distinguishes between "knowing how" — the practical ability to use language effortlessly in daily life — and "knowing that" — the analytical understanding of language's properties and functions. It argues that despite our innate proficiency in using language, grasping its theoretical underpinnings, such as its existence and essence beyond individual minds, remains elusive. This theoretical understanding is crucial for studying language systematically, contrasting with the seamless way language operates in everyday communication where its mechanics often fade into the background.

The text also discusses the crucial role of language in human life, both currently and in future speculation. Language serves not only as a tool for communication of ideas but also as an expression of identity, history, emotions, and worldviews. It profoundly influences our thinking and perception of the world, particularly in today's increasingly mediated existence.

Exploring the future of language and communication is deemed important due to its significant impact on societal structures and individual experiences. While the future remains uncertain, understanding potential changes in language usage allows us to anticipate and potentially mitigate negative consequences.

Central to the discussion is the assumption that language holds a pivotal place in human life, encapsulated in three key principles: 1) Language defines human identity, 2) Language shapes civilization and human progress, and 3) Language is a fundamental element in political dynamics, influencing power balances within societies.

An Imaginary guide to the future

The fourth chapter of the book provides an exploration of the potential language changes in the future to predict societal changes, with the implementation of various fields, such as; fictional works (as the prompt for his predictions of the future, which mainly include futuristic genres, such as science-fiction and dystopian), the language system and communication devices in those works (employed as the basic prototype of the future) and humans' understanding and comprehension of language which shape its future forms.

Sergeant also provides some examples for the reader to fully grasp his idea. The “Galactic Basic” language system in “Star Wars” is taken as an example of a universal language. A prototype of a futuristic translation device is taken from the Universal Translator in “Star Trek ” which translates by scanning brain-wave frequencies. The Xenolinguistics study of Hetapod Logograms in the movie “Arrival” shows the relationship between language and how humans perceive it. He also provides a look into the future by presenting the dystopian literature of H. G. Wells’s “The Time Machine”, which envisions the language used as a marker of social class, and George Orwell’s “Nineteen Eighty-Four”, which exhibits abuse of power by removing some words from the dictionaries. And lastly, the “Urban Dictionary ” as a form of crowd-sourced beliefs of language.

To put it in simpler words, this chapter suggests that by studying language change patterns, clues of its future form can be acquired. How it’s shaped can be determined by public beliefs about language. Examining fictional stories, mainly sci-fi and dystopian, can help people understand what future society might look like and serve as new technology prototypes that can further enhance human communication.

Inventing language

In inventing a language of the future, the book's writer takes a look at the Adamic Language, the God-given faculty for humankind, manifested by Adam in the Garden of Eden. Reassembling it is now a challenge. He believes that humans has the capability to create a new language, including for the modern human to create a language of the future. Francis Lodwick’s idea of inventing a new universal

language is mentioned as a reference, including the idea of “universal characters” for mutual international understanding, both spoken and written. But, this system isn’t entirely universal since it adopted a lot of English’s structure. “Cultural neutrality” is one of the most important factors of this new future language.

This chapter also concerns the problem with English as the global language now. First and foremost, the neutrality of English is a major issue, creating a bias, privilege, and dominance of the native speakers and their countries. Its ownership, however, is quite a debate. But that doesn’t mean global English varieties aren’t valid, since it’s a diverse entity. An accent is the biggest marker of all, followed by variety, cultural reference, and syntax. As a result of the ownership debate and variety’s identifiers, another major issue of worsening sociolinguistic inequality has arisen. A believed more “prestige” variety is more likely to be valued than the less-prestige.

To tackle the problems of today’s global language, Seargeant provides two approaches; 1. Provide standardized equal education of the “prestige” language, or 2. Alter attitudes and root systems with no bias to a certain variety. Option number two is seen to be more challenging, involving a change of collective social beliefs about the different values of different varieties. Based on these problems, the writer of the book suggests that the invention of the future language must be culturally neutral and has written universal characters as the visual representation of the spoken language, which is how the internal thought takes its physical shape.

Cyborg speech

"Cyborg Speech " is a specific word which refers to the ideas where human communication is influenced or augmented by technologies, building a fusion of natural human speech with technological devices. Specifically, this term describes how advancements in technology such as artificial intelligence, wearable devices, or other forms of technology can influence how people relate to others in terms of communication in the future.

The idea of "Cyborg Speech" explains the view that humans and technology are increasingly interdependent in the communication process. For instance, with the advent of artificial intelligence, humans may use virtual assistants or something that refers to applications to help organize information or provide instant language translation. On the other hand, wearable devices also are able to provide additional capabilities: recording conversations or providing real-time feedback during speech.

Is anybody out there?

The main discussion of this chapter would be warning our far-off future relatives about the nuclear waste and trying to talk with smart aliens in space. This phenomenon raises a big question concerningt language and how aliens might think, which could make talking hard. In the past, people like Guglielmo marconi thought we could chat with Mars using Radio waves. Today, we can message there, but talking to real aliens is still a mystery of the worlds—nodoby knows. The text also looks at how books and thinking have long wondered if smart aliens exist, which raises hard questions about language and our lives.

After raising the question, the next is about the challenge of communicating with intelligent beings from other planets when we know nothing about them except, they can understand communication. One idea raised is like creating a universal language on earth.

The decay of lying

This chapter explores the answer to whether language is deteriorating due to the changing communication environment. Seargeant views the importance of Language and Grammar through the Babel story, and the Seven Liberal Arts is rather unknown. However, the idea of it still lingers in public discourses. The still-standing anxiety about the declining education and language skills is quite exaggerated by the media, but the importance of language education is still upheld. He suggests that technological reliance sets traditional communication forms aside, resulting in language slackness.

The language itself merely changes; it never deteriorates. Seargeant shows how new communication technology and culture influence communication habits. In text messaging, proper grammar and punctuation are sidelined as they may imply coldness and passive aggression, while emojis and writing styles serve as tone indicators. The meaning shifts in they/them pronouns to be singular and gender neutral. The Seargeant perceives these phenomena simply as a change in language use and communication style over being a deterioration. On the other hand, there are concerns about how modern cultures over-simplify the language.

To answer the question, the general answer is “no”, but the language and human communicative state are essentially adaptive. On the other hand, there’s fear

of how easy access to limitless information can be a paradox of knowledge and conspiracy theories, where people can exploit the flexible nature of language, prompting manipulated truth.

They who control the past control the future

The part explores how politics could influence future language use, especially through controlling communication. Today, digital technology mediates most of our communication, allowing for surveillance and speech control. Surveillance analyzes language to predict and manipulate behavior, while censorship directly regulates speech. These practices are already widespread and may become more sophisticated with technological advancements driven by corporate interests. This raises ethical concerns concerning privacy and freedom of speech, pivotal in shaping society amid technological progress and societal pressures.

Another point of discussion is about the current issues with freedom of speech by looking at important historical events and the impact of digital culture. The year 1989 was pivotal due to events like the fall of the Berlin Wall and the global backlash against Salman Rushdie's novel. These events shaped how different countries regulate free speech today. The invention of the world wide web also played a crucial role, laying the groundwork for today's digital era and its influence on freedom of expression.

These historical events still affect global human rights protections today. Countries have varying approaches to free speech, with the US having strong legal

protections under the First Amendment. Key principles include government non-interference in speech, avoiding censorship before publication, understanding harm based on context, and acknowledging human responsibility in speech.

Futureproofing the world

The final chapter of this book tries to discuss how screens and keyboards shape modern life. In the beginning, the function of the screen was to protect, but now it reflects and distorts reality through media. The amount of screen time people spend on their devices shapes the way they think. The media they consume through the screen could either be purposeful or be the source of addiction and moral panic. The keyboard acts as what links the mind and its physical shape in the digital world. It helps people to create and show their digital existence, thus the keyboard is seen as the control panel of modern life. Together, the screen and keyboard have become more than a computer device, it's now an emblem of the digital era; a symbol of benefits and liabilities.

In preparing ourselves for the future of language and communication, Philip Seargeant provides eight principles as a guide; 1. In communicating, people use language as a tool. The tool constantly changes and develops, creating a new way to use it, 2. Prestige amongst varieties and new technologies create unequal opportunities in utilizing linguistic resources as a tool, 3. Language is shaped by the community, thus the meaning is based on historical and cultural context, 4. Above exchanging information, communication establishes and maintains relationships and also shapes sociocultural reality, 5. Language form change isn't as

consequential as changes by technology, 6. New communicative technologies shift the flow of information, 7. These new modes of communication likely alter the traditional system, and 8. It could prompt censorship to limit ideas and opinions being circulated. To survive the revolution of language and communication, society must have a clear vision of the role of language in our lives.

CONCLUSION

This book review paper focused on Philip Seargeant's (2023) *The Future of Language: How Technology, Politics and Utopianism are Transforming the Way We Communicate*. Bloomsbury Academic. Every topic provides great insight into the history and the future of the way humans build communication with others. It brings stories of the past, present-day habits, and futuristic predictions into play to create a guide of what the future of language and communication would be like. Some critiques are also given such as: how modern-day technology can result in language slackness, the ever-changing socio-political state shifting the communicative behavior and language, and the problems of today's global language.

On the other hand, the writers of this article find that one of his ideas of the ideal future of language are too far-fetched, at least for the near future. To be specific, the idea of a new universal language. The idea of it is interesting and understandable, but the establishment is hard to reach. Since language is a complex system; to create, perfect, standardize, teach, study, and finally apply it, it would take years and years to finally happen.

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