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## ENVIRONMENTAL FACTORS PROMOTING LEARNERS' LANGUAGE ACQUISITION

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**Abstract:** External factors refer to the factors existing outside the learners but which influence the development of learners' language acquisition. Since such influence usually emerges from the environment where the learners live, those are also referred to as environmental factors. What could be influential on learners' language skill development and in what ways those factors affect language ability will be dealt with in this paper. As a conceptual paper, this article is written based on the writers' knowledge, beliefs, and experiences intertwined with their understanding of psycholinguistic theories obtained from various resources. It is claimed that various external factors that might have impacts on the acquisition and improvement of learners' language competence can be addressed to both formal and natural environments that are manifested in terms of linguistic input that abundantly exists and is frequently exposed comprehensibly to the learners. These ideas are useful to be taken into consideration and may have implications on the practice of language teaching and learning, especially in promoting effective language acquisition.

**Keywords:** external factors, input, language acquisition, language environment

### INTRODUCTION

As one of the psycholinguistic focal points, language acquisition is much discussed by specialists and practitioners in language studies. As it is a complicated matter, how language is acquired has still been much dealt with and sometimes even disputed by experts. The influence of socio-psychological theories such as behaviorism (Arnfast et al., 2010; Watrin & Darwich, 2012; Malone, 2014; Staddon, 2021), mentalism (Dietrich & List, 2016; Katz, 1964; Lattal, 2020; Moore, 2013), interactionism (Carter & Fuller, 2015, 2016; Mackey, 1999), and constructivism (Kalina & Powell, 2009; Liu & Matthews, 2005; Mondahl & Razmerita, 2014) on the principles of language teaching and learning implies that the problem of language acquisition still needs to be solved. Therefore, reviewing some possible factors, in this case, environmental aspects, that affect language acquisition is relevant because it may partly contribute to finding some solution to raising the effectiveness of language teaching and learning efforts.

Intending to provide useful insight, this conceptual paper tries to elaborate on the role of environment in language acquisition, the characteristics of formal and natural types of the

language environment, and the significance of input as a part of environmental aspects in promoting language acquisition.

### **The Role of Environment in Language Acquisition**

It is irrefutable that environmental factors, to some extent, have some influence on language acquisition. The strong claim is implied by the behaviorists who believe that language learning is a matter of habit formation (Arnfast et al., 2010; Lightbown & Spada, 2013; MacWhinney, 1997; Mart, 2013; Smith & Graybiel, 2016; Wu, 2020). Habit is formed through the chains of the stimulus-response-reinforcement process. Stimulus and reinforcement, moreover, are obtained from the environment. Without the existence of an environment that provides stimulus and reinforcement, according to this view, language acquisition will never take place.

As a consequence, the contribution of the environment to language acquisition is indisputable. First of all, it will provide stimulus to the learners. When the learners have given responses to the prevailing stimulus, the environment will give feedback and reinforcement as conditioning. In that way, the habit of using language is formed. In this point of view, linguistic input, which is supplied by the environment, is a *sine qua non* for language acquisition to occur because it will function as a stimulus to elicit a response. And, then, considering the response produced by the learners, the people in the surrounding environment will also provide feedback. When the response is inappropriate or improper, the feedback will be negative, thus rejecting the formation of a negative habit. When it is appropriate, on the other hand, the feedback will be positive, thus, reinforcing a positive habit. Hence, language habit is formed and gradually develops.

In the nativistic point of view, on the other hand, it is believed that human being is endowed with an inherent capacity to acquire language since one is born. That is what Chomsky (1965) called Language Acquisition Device (LAD). With the existence of this device, the human being develops language ability and mastery. However, this innate capacity will not be of much use unless there are primary linguistic data to be processed. This linguistic data function as a trigger to activate the device.

The question is where the linguistic data come from. The linguistic input which functions as a trigger to activate the internal language acquisition device is obtained from the environment. Therefore, although this point of view gives primary importance to the availability of innate capacity, the existence of environmental factors is also crucial because the environment will provide the input necessary to be present so that the internal device can

actively process. With this processing system, the language will be generated, created, and developed. Without the aid of the environment, linguistic data will never be obtained. Thence, LAD will never be activated; and finally, the acquisition will never occur.

From an interactionist point of view, it is claimed that to acquire language, there should be an interaction between innate capacity and linguistic input. It implies that importance lies not only on either side, internal or external, but rather on both. In other words, language is acquired due to interaction between learners' innate mental capacity and linguistic input (Ellis, 1986). The further implication is that environmental factors also play an important role in language acquisition.

This view seems to be more acceptable than the previously mentioned two others. This is based on the fact that a child, although provided with a language acquisition device, can hardly acquire a language unless he is exposed to linguistic input. On the other hand, although he is exposed to rich linguistic input, without possessing mental capacity, the input will be useless. The evidence supporting this view is that a child can produce novel and relatively perfect sentences despite some linguistically defective input received by him in the course of their initial interaction.

In short, it is reasonable that language acquisition occurs only due to interaction between the mental linguistic capacity possessed by the learners and the linguistic input provided to them by the environment. The role of external factors, thus, is as essential as that of internal factors, in the sense that both contribute greatly to facilitating language acquisition.

### **Formal and Natural Language Environments**

In conjunction with the nature of linguistic input, the language environment can be categorized into a formal and natural language environment (Kameli et al., 2012; Krashen, 1976). When the focus of the speaker is on the forms of the language, the environment is said to be formal. When the focus is on the content of a communication, on the other hand, the language environment is natural (Alatis et al., 1981; Dulay et al., 1982).

An example of a formal language environment is a language classroom, when there is an explanation about the rules of how to form past perfect progressive tense in English, for instance. A formal environment may also happen in any instances when conscious linguistic knowledge and manipulation of linguistic items are required, such as the presentation of drills and exercises. In those circumstances, when students are doing the exercises, they do not care whether or not "John had been sleeping for two hours when his girlfriend called him." The

most important is that whether they can use correctly the form “had + been +V-ing.” In that case, students are engaged in a formal environment.

On the other hand, in case the teacher is instructing the students to do the exercises, or when he is giving advice, or when he is managing the class, or when he is interacting with them by using the target language, the situation becomes natural. That is because the focus at that time is not on grammar or linguistic forms but rather on the conveyance of meaning or message.

Usually, the examples of natural language environments are referred to as conversational situations among people in natural settings, such as between a customer and a shopkeeper in a store, between a passenger and a ticket seller in airport counters, among children in their playground, and so forth. In those cases, the focus of the conversation is not on the grammatical forms but on the message to be communicated.

Sometimes, the distinction between formal and natural environments is not clear-cut. In a language classroom, for example, when the teacher makes a meta-talk about the rules of language, the situation is formal; however, when he switches to asking whether the students understand the explanation, it becomes natural. Consequently, when the target language is used as a medium of instruction in a language classroom, learners can be exposed not only to the formal environment but also to natural ones. That is the most effective to improve learners' language acquisition.

The contribution of either type of environment in facilitating language acquisition and development is undeniable. A formal language environment is beneficial for language learners in that it provides them with formal knowledge of language rules which can be used as a monitor (Dulay et al., 1982). It might, then, enable the learners to produce or correct sentences with accuracy. Besides, it may also satisfy the curiosity of adult learners when they learn a language because they are generally interested in knowing language rules,

Its defect, however, is that it is questionable and, perhaps even worse, doubted whether formal knowledge about rules of a language has many benefits on language operation ability. This doubt is reasonable based on the fact that one who can recite rules is not a guarantee that he is also proficient in using the language. Similarly, knowing the rules might even hinder the learners from doing a lot of practice in producing the language because they are afraid of making mistakes. So, there is a gap between knowing the rules of language and the ability to use the language. A formal environment is only good to attain the former but not the latter. To accomplish the ability to use language, practice is highly required. This can be found in a natural setting.

The contribution of the natural language environment, on the other hand, is that it enhances the development of communication skills, for natural exposure will trigger the subconscious acquisition of language (Dulay et al., 1982). When one is engaged in a communicative event, for instance, the focus of the conversation is on content rather than on forms. Thus, one strives very hard, exerting any strategy, being able to understand and be understood. Consequently, one will be successful, with such effort, in communication. Hence, communication skills are acquired.

The beneficial effects of natural exposure on language acquisition have been demonstrated by some studies. Carroll (1967) found evidence that students who study in a native speaking country performed the target language better than those who study in a foreign environment where there is only a formal classroom situation and meager practical situation. A similar finding is also reported by Scott, Saegert, and Tucker (1974), who made a study about learning English in Egypt and Libanon. They reported that those who were taught other subjects by using English as a medium of instruction have better proficiency than those who only have formal language classes. The result of the immersion program in Canada also confirms this point (Dulay et al., 1982; Alatis et al., 1981).

The main defect of the natural environment, nevertheless, is that there is a probability that the input is incomprehensible. Besides, when the learners are exposed to a natural language environment too early, there will be a lack of a silent period because they are demanded to communicate in the target language regardless of the immaturity of their language proficiency. The silent period is necessary to provide emotional preparedness for the acquisition of language.

Assuming that environmental factors are essential to promote language acquisition and development, some aspects can be related. Those are (1) the opportunity to use the language, (2) the emotional climates of learning situations, (3) the nature of linguistic input (Littlewood, 1984).

The opportunity to use the target language may refer to exposure, frequency, and practice. Exposure to the target language is undeniably important. When one has never heard or read English, for example, one cannot acquire it. Being exposed to the target language, moreover, may enable the learners to imitate. Imitation is one of the strategies to acquire language at the beginning level. In addition to that, frequency is also crucial. When a learner frequently hears a certain structure, he might easily memorize it. Before being able to analyze the rules to generate utterances, sometimes memorization is necessary. Finally, besides exposure and

frequency, practice also seems essential, especially to attain automaticity in using the language. Practice will enhance fluency.

The emotional climates of the learning situation refer to the affective or emotional preparedness of the learner to learn. Not all input, even when directed or addressed towards the learner, is perceived by their mind. It depends on whether or not the learner is psychologically ready to receive it. Without such mental readiness, any input provided by the environment will not be of many benefits. Therefore, so that the exposure to the input becomes effective, the learner should have emotional readiness and willingness to learn and receive input. Otherwise, not much can be expected.

### **The Importance of Input in Language Acquisition**

Input is indispensable to promote language acquisition. However, not all input is effective. According to Krashen (1985), to be effective, linguistic input should be comprehensible, interesting, and relevant for the learners. Exposure to incomprehensible input will not have any effect on improving language acquisition. When beginners are exposed to a natural target language speech on television or radio, for instance, they will absorb relatively no information, for the language is too far beyond their linguistic capacity. The benefit might merely be the recognition of some sounds, but that is of little use, if any, for improving language acquisition. Comprehensibility, therefore, is of prime importance to promote language acquisition.

In addition to that, the input should also be interesting to the learners to be attended to. When learners are not attracted to the content of the input, either because it is too culturally bound or irrelevant, they will not have any curiosity to pursue it further. It means learners are not ready and open to perceive the input; thus, making it ineffective to be intake. Krashen (1985) suggests some evidence to support his statement about the importance of input to promote language acquisition, namely dealing with caretaker speech, silent period, age differences, the effect of exposure, method comparison research, and immersion program.

Caretaker speech is the speech of parents or others in contact with children. The speech is modified so that it enables children to understand, thus making communication successful. Although it is intended only for communication and not to teach language, children benefit from it to acquire language. The inference is that children can acquire language because they understand the language addressed to them.

The phenomenon of a silent period can also be taken as evidence to support the importance of comprehensible input to promote acquisition. Children cannot produce target language utterances directly after being exposed to a new language. They need to accumulate data by

listening and understanding the language to develop competence. The time needed for that is called a silent period. Krashen (1985) argues that during this time, children are making use of comprehensible input to improve their language ability. In this point, however, Krashen is criticized by McLaughlin (1987), who says that comprehensible input cannot, by itself, account for the development of learners' understanding of the grammatical system. Understanding messages is not enough, and Krashen does not say anything about how learners progress from understanding to acquisition.

Another argument deals with age differences. Krashen (1985) maintains that older acquirers progress more rapidly than younger learners. That is because having more knowledge of the world, contexts, and extra-linguistic information, the former can obtain more comprehensible input than the latter. Besides, older learners are more capable of conducting communication than younger ones, e.g., use negotiation to attain comprehension, because they are more mature and experienced in manipulating conversational strategy.

The effects of exposure to the target language also support the view. The longer the people live in a native-speaking country, for example, the more proficient they will be. This is not only because of mere exposure but because of the exposure to comprehensible input. Exposure to incomprehensible input will not be of much use.

In the teaching and learning process, the method that relies on providing learners with more comprehensible input is more effective than that with less. Comparing the results of using a grammar-based method and that of using the audio-lingual method only produces insignificantly different results, for both do not provide a sufficient quantity of comprehensible input. The case is different when the methods to compare are grammar-based versus natural approaches. That is because the latter supplies more comprehensible input than the former.

Still, another argument deals with the success of the immersion program (Acar, 2019; Chen & Tsai, 2020). This program is successful for it provides the learners with a sufficient quantity of comprehensible input. In such a program, the target language is used as a medium of instructing not only skill courses but also content subjects. Such a condition is very advantageous for the learners because they can receive a sufficient quantity of comprehensible input.

Those theoretical concepts implicate that the designers of language improvement programs and teachers, to promote effective language acquisition, should create the target language environments in such a way that learners are frequently exposed to rich and comprehensible language input and gain a lot of opportunities to practice using the language.

## FINAL REMARK

In short, external factors are very crucial in promoting language acquisition. Among those factors is the environment in which learners can obtain models to imitate, stimuli to respond to, feedback to reject, input to comprehend, and chances to reinforce the formation of language habits. There are two kinds of language environments: formal and natural. Both types are crucial to promoting language acquisition. The former is beneficial to provide and reinforce linguistic or grammatical competence (Fisenko et al., 2021), whereas the latter encourages the improvement of communicative skills (Dumitriu et al., 2014; Some-Guiebre, 2020). With all these, learners develop their target language ability by actively participating in authentic communicative events.

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### **Formal and Natural Language Environments**

In conjunction with the nature of linguistic input, the language environment can be categorized into a formal and natural language environment (Kameli et al., 2012; Krashen, 1976). When the focus of the speaker is on the forms of the language, the environment is said to be formal. When the focus is on the content of a communication, on the other hand, the language environment is natural (Alatis et al., 1981; Dulay et al., 1982).

An example of a formal language environment is a language classroom, when there is an explanation about the rules of how to form past perfect progressive tense in English, for instance. A formal environment may also happen in any instances when conscious linguistic knowledge and manipulation of linguistic items are required, such as the presentation of drills and exercises. In those circumstances, when students are doing the exercises, they do not care whether or not "John had been sleeping for two hours when his girlfriend called him." The

most important is that whether they can use correctly the form “had + been +V-ing.” In that case, students are engaged in a formal environment.

On the other hand, in case the teacher is instructing the students to do the exercises, or when he is giving advice, or when he is managing the class, or when he is interacting with them by using the target language, the situation becomes natural. That is because the focus at that time is not on grammar or linguistic forms but rather on the conveyance of meaning or message.

Usually, the examples of natural language environments are referred to as conversational situations among people in natural settings, such as between a customer and a shopkeeper in a store, between a passenger and a ticket seller in airport counters, among children in their playground, and so forth. In those cases, the focus of the conversation is not on the grammatical forms but on the message to be communicated.

Sometimes, the distinction between formal and natural environments is not clear-cut. In a language classroom, for example, when the teacher makes a meta-talk about the rules of language, the situation is formal; however, when he switches to asking whether the students understand the explanation, it becomes natural. Consequently, when the target language is used as a medium of instruction in a language classroom, learners can be exposed not only to the formal environment but also to natural ones. That is the most effective to improve learners' language acquisition.

The contribution of either type of environment in facilitating language acquisition and development is undeniable. A formal language environment is beneficial for language learners in that it provides them with formal knowledge of language rules which can be used as a monitor (Dulay et al., 1982). It might, then, enable the learners to produce or correct sentences with accuracy. Besides, it may also satisfy the curiosity of adult learners when they learn a language because they are generally interested in knowing language rules,

Its defect, however, is that it is questionable and, perhaps even worse, doubted whether formal knowledge about rules of a language has many benefits on language operation ability. This doubt is reasonable based on the fact that one who can recite rules is not a guarantee that he is also proficient in using the language. Similarly, knowing the rules might even hinder the learners from doing a lot of practice in producing the language because they are afraid of making mistakes. So, there is a gap between knowing the rules of language and the ability to use the language. A formal environment is only good to attain the former but not the latter. To accomplish the ability to use language, practice is highly required. This can be found in a natural setting.

The contribution of the natural language environment, on the other hand, is that it enhances the development of communication skills, for natural exposure will trigger the subconscious acquisition of language (Dulay et al., 1982). When one is engaged in a communicative event, for instance, the focus of the conversation is on content rather than on forms. Thus, one strives very hard, exerting any strategy, being able to understand and be understood. Consequently, one will be successful, with such effort, in communication. Hence, communication skills are acquired.

The beneficial effects of natural exposure on language acquisition have been demonstrated by some studies. Carroll (1967) found evidence that students who study in a native speaking country performed the target language better than those who study in a foreign environment where there is only a formal classroom situation and meager practical situation. A similar finding is also reported by Scott, Saegert, and Tucker (1974), who made a study about learning English in Egypt and Libanon. They reported that those who were taught other subjects by using English as a medium of instruction have better proficiency than those who only have formal language classes. The result of the immersion program in Canada also confirms this point (Dulay et al., 1982; Alatis et al., 1981).

The main defect of the natural environment, nevertheless, is that there is a probability that the input is incomprehensible. Besides, when the learners are exposed to a natural language environment too early, there will be a lack of a silent period because they are demanded to communicate in the target language regardless of the immaturity of their language proficiency. The silent period is necessary to provide emotional preparedness for the acquisition of language.

Assuming that environmental factors are essential to promote language acquisition and development, some aspects can be related. Those are (1) the opportunity to use the language, (2) the emotional climates of learning situations, (3) the nature of linguistic input (Littlewood, 1984).

The opportunity to use the target language may refer to exposure, frequency, and practice. Exposure to the target language is undeniably important. When one has never heard or read English, for example, one cannot acquire it. Being exposed to the target language, moreover, may enable the learners to imitate. Imitation is one of the strategies to acquire language at the beginning level. In addition to that, frequency is also crucial. When a learner frequently hears a certain structure, he might easily memorize it. Before being able to analyze the rules to generate utterances, sometimes memorization is necessary. Finally, besides exposure and

frequency, practice also seems essential, especially to attain automaticity in using the language. Practice will enhance fluency.

The emotional climates of the learning situation refer to the affective or emotional preparedness of the learner to learn. Not all input, even when directed or addressed towards the learner, is perceived by their mind. It depends on whether or not the learner is psychologically ready to receive it. Without such mental readiness, any input provided by the environment will not be of many benefits. Therefore, so that the exposure to the input becomes effective, the learner should have emotional readiness and willingness to learn and receive input. Otherwise, not much can be expected.

### **The Importance of Input in Language Acquisition**

Input is indispensable to promote language acquisition. However, not all input is effective. According to Krashen (1985), to be effective, linguistic input should be comprehensible, interesting, and relevant for the learners. Exposure to incomprehensible input will not have any effect on improving language acquisition. When beginners are exposed to a natural target language speech on television or radio, for instance, they will absorb relatively no information, for the language is too far beyond their linguistic capacity. The benefit might merely be the recognition of some sounds, but that is of little use, if any, for improving language acquisition. Comprehensibility, therefore, is of prime importance to promote language acquisition.

In addition to that, the input should also be interesting to the learners to be attended to. When learners are not attracted to the content of the input, either because it is too culturally bound or irrelevant, they will not have any curiosity to pursue it further. It means learners are not ready and open to perceive the input; thus, making it ineffective to be intake. Krashen (1985) suggests some evidence to support his statement about the importance of input to promote language acquisition, namely dealing with caretaker speech, silent period, age differences, the effect of exposure, method comparison research, and immersion program.

Caretaker speech is the speech of parents or others in contact with children. The speech is modified so that it enables children to understand, thus making communication successful. Although it is intended only for communication and not to teach language, children benefit from it to acquire language. The inference is that children can acquire language because they understand the language addressed to them.

The phenomenon of a silent period can also be taken as evidence to support the importance of comprehensible input to promote acquisition. Children cannot produce target language utterances directly after being exposed to a new language. They need to accumulate data by

listening and understanding the language to develop competence. The time needed for that is called a silent period. Krashen (1985) argues that during this time, children are making use of comprehensible input to improve their language ability. In this point, however, Krashen is criticized by McLaughlin (1987), who says that comprehensible input cannot, by itself, account for the development of learners' understanding of the grammatical system. Understanding messages is not enough, and Krashen does not say anything about how learners progress from understanding to acquisition.

Another argument deals with age differences. Krashen (1985) maintains that older acquirers progress more rapidly than younger learners. That is because having more knowledge of the world, contexts, and extra-linguistic information, the former can obtain more comprehensible input than the latter. Besides, older learners are more capable of conducting communication than younger ones, e.g., use negotiation to attain comprehension, because they are more mature and experienced in manipulating conversational strategy.

The effects of exposure to the target language also support the view. The longer the people live in a native-speaking country, for example, the more proficient they will be. This is not only because of mere exposure but because of the exposure to comprehensible input. Exposure to incomprehensible input will not be of much use.

In the teaching and learning process, the method that relies on providing learners with more comprehensible input is more effective than that with less. Comparing the results of using a grammar-based method and that of using the audio-lingual method only produces insignificantly different results, for both do not provide a sufficient quantity of comprehensible input. The case is different when the methods to compare are grammar-based versus natural approaches. That is because the latter supplies more comprehensible input than the former.

Still, another argument deals with the success of the immersion program (Acar, 2019; Chen & Tsai, 2020). This program is successful for it provides the learners with a sufficient quantity of comprehensible input. In such a program, the target language is used as a medium of instructing not only skill courses but also content subjects. Such a condition is very advantageous for the learners because they can receive a sufficient quantity of comprehensible input.

Those theoretical concepts implicate that the designers of language improvement programs and teachers, to promote effective language acquisition, should create the target language environments in such a way that learners are frequently exposed to rich and comprehensible language input and gain a lot of opportunities to practice using the language.

## FINAL REMARK

In short, external factors are very crucial in promoting language acquisition. Among those factors is the environment in which learners can obtain models to imitate, stimuli to respond to, feedback to reject, input to comprehend, and chances to reinforce the formation of language habits. There are two kinds of language environments: formal and natural. Both types are crucial to promoting language acquisition. The former is beneficial to provide and reinforce linguistic or grammatical competence (Fisenko et al., 2021), whereas the latter encourages the improvement of communicative skills (Dumitriu et al., 2014; Some-Guiebre, 2020). With all these, learners develop their target language ability by actively participating in authentic communicative events.

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## A CORPUS ANALYSIS OF THE RELIABILITY OF THE VERBS IN COVID-19 RELATED NEWS IN INDONESIA

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**Abstract:** *This research aims to analyze how media articles in 2020 use verbs to express the reliability (probability and likelihood of something happening) based on Bednarek media evaluation (2006) and explore the characteristics of news related to COVID-19 in Indonesia. Combined with corpus analysis, this study had analyzed the reliability level of modal verbs from a 300,000-word corpus compiled from about 600 COVID-19 related news published by the Jakarta Post in 2020. Researchers found four verbs as the keywords indicating the reliability of news related to COVID-19 in Indonesia. The two verbs are considered to have high-reliability values, for example, reported and confirmed. At the same time, the other two verbs are considered to have medium-level reliability, such as expected and suspected. Reliability keywords are used as predictions, opportunities, guesses, and reporting past events. Many keyword uses are accompanied by information from government officials, some experts, and many researchers. Therefore, the COVID-19 news in Indonesia is portrayed with a high likelihood of its events happening.*

**Keywords:** corpus linguistics, media evaluation, reliability parameter

### INTRODUCTION

This study analyzed the linguistic aspects of the portrayal of COVID-19 related news in Indonesia since news media, like any other subject of linguistic study, is susceptible to the changes made by the circumstances around it. According to Smith et al. (2020), “COVID-19 is a public health crisis on a global scale. It serves as an ideal case study for communication researchers to examine how different countries around the world report the same issue and how the reporting reflects each country’s cultural and political context.”

Bednarek (2006) explained that media evaluation offers an insight into how one should analyze media. There are some key aspects or parameters; one of them is the parameter of reliability. It is the parameter that indicates the likelihood of how something is described. This present study analyzed the reliability of COVID-19 related news in Indonesia through the use of verbs in news articles. Furthermore, to capture an accurate representation of the phenomenon, corpus analysis was used in this research, complete with its specialized corpus. A qualitative analysis was applied to determine the reliability values taken from the context of each sentence from the news.

Along with the theme of this research, a linguistic study on COVID-19 by Asif et al. (2021) explained that through the analysis of the neologism of new words, new expressions, or

creative words that appeared during the pandemic on social media, global events like the pandemic would affect the words used to describe the COVID-19 pandemic. The research provides information on how languages may be affected by the pandemic. This correlates to the research conducted by Brennen et al. (2020) that explores the types, sources, and statements of COVID-19 misinformation. The research shows how information is often rotated, distorted, recontextualized, or reprocessed. One of the main sources is social media networks. A linguistic study can reveal the impact of media reports on the spread of COVID-19 itself. The study of Chang et al. (2020) pointed out that the reduction in the implementation of correct information has affected the increase in the peak of confirmed cases in China. Therefore, linguistic research, especially research on media evaluation, can significantly impact pandemics. Many previous studies focus on different countries, and each country can lead to different results. In Indonesia, there is still very little research on this specific topic, which is the primary motivation for researchers to conduct this research.

## **REVIEW OF LITERATURE**

### **Corpus**

Corpus, with its extensive collection of data, is suitable for analyzing linguistics phenomenon that occurs across a wide range of samples under a specific set of time. As Litosseliti (2010) stated, “A further advantage of the corpus linguistics approach is that it can enable researchers to quantify linguistic patterns, providing more solid conclusions to be reached” (p. 94). Corpus analysis can analyze how a certain condition in some periods could affect the language. The COVID-19 pandemic marks a new set period where language could be affected due to its increase in reporting the COVID-19 topic. The fact that it affects the entire population means that linguistically, the effect on language may happen across different languages and cultures. The pandemic shed a unique opportunity to study the change of language between different cultures and other linguistic aspects under the same condition.

However, corpus analysis is only a tool that can be used to find a certain linguistic pattern, but the interpretation of the context of the text usually does not represent in just the verbs; therefore, further analysis is required. As stated by Bednarek (2006), “it must be pointed out that although we can find a wealth of research on the media in general, much of it is either non-linguistic (in a strict sense) or of a limited scope (focusing on a few aspects of media language, offering case studies, etc.)” (p. 5). Therefore, corpus analysis accompanied by

qualitative analysis can give a deeper insight into the linguistics and discourse analysis of the media.

### Media Evaluation

Bednarek (2006) explained that media evaluation consists of what she called the core evaluative parameters, which include comprehensibility, emotivity, expectedness, importance, possibility/necessity, and reliability.

**Table 1. Core Evaluative Parameter**

Core Evaluative Parameter	Values	Examples
Comprehensibility	Comprehensible	“Pain, clear
	Incomprehensible	Mysterious, unclear”
Emotivity	Positive	“A polished speech
	Negative	A rant”
Expectedness	Expected	“Familiar, inevitably
	Unexpected	Astonishing, surprising”
Importance	Important	“Key, top, landmark
	Unimportant	Minor, slightly,”
Possibility/Necessity	Necessary/ Not Necessary	“Had to/ Need not
	Possible/Not Possible	Could/ Inability, could not”
Reliability	Genuine	“Real
	Fake	Choreographed
	High	Will, be to
	Medium	Likely
	Low	May”

Source: Bednarek, 2006 p. 42

Reliability is one of the parameters which indicate certainty and ambiguity. The examples are as follows:

**Table 2. Examples of Five Values of Reliability**

Sentence	Reliability
“The sense of shock felt among Britain’s senior police officers yesterday was <i>genuine</i> ”	Genuine
“Scores of defiant delegates sat on their hands rather than be whipped into a mood of <i>artificial</i> ”	Fake
“The Conservative party left its annual conference last night divided over whether to ditch Iain Duncan Smith as leader before Christmas, as rebels and loyalists geared up for a febrile weekend of politicking that <i>could</i> determine his fate.”	Low
“Dica’s lawyers said they would appeal, and the case is <i>likely to</i> go to the Lords.”	Median
““If she made about £100,000 in a year, after advertising, phone and travel costs, the poor woman was left with barely £5,000.’ That is <i>certainly</i> not a view shared by the French police.”	High

Source: Bednarek, 2006 p. 52

Bednarek (2010) uses the reliability level *genuine* and *fake* to describe how information can give positive and negative evaluations about its factuality.

**Table 3. *Genuine and Fake Values of Reliability***

<b>Evaluative parameters and combinations</b>	<b>Potential functions</b>
“Reliability: low, medium, or high”	“evaluating sources” “strengthening or mitigating evaluations”
“Reliability: genuine or not genuine”	“triggering positive or negative evaluations news value of facticity”

Source: Bednarek, 2010 p. 44

Aside from the various level given to the reliability parameter, Bednarek (2010) also gives some examples and simple definitions of the reliability parameter, as follows:

**Table 4. Examples of the Reliability Parameter**

<b>Parameter</b>	<b>Paraphrase</b>	<b>Potential Evaluative Items</b>
Reliability	“How likely or how unlikely does it appear that this will happen?”	“put that in doubt, certainly, (un)likely, will, certain to, potential, could, may, undoubtedly, perhaps, doomed to”

Source: Bednarek, 2010 p. 36-37

As shown from Table 3, a set of keywords is given as an example of the reliability parameter. However, Bednarek (2010) explains that there are no specific words that should be followed. It is because media evaluation is context-dependent. The keywords shown in Table 4 may have different meanings under different contexts and topics. Therefore, qualitative analysis is required to analyze the context and find the meaning of the keywords before they are included and given their appropriate value as the reliability parameter.

## **COVID-19**

The current pandemic is caused by a new coronavirus spread from Wuhan, China, in 2019, hence the name COVID-19. The virus has officially been named SARS-CoV-2 (World Health Organization, 2020). It is from a family of coronaviruses, a commonly known virus targeting the respiratory system in humans. The pandemic affects many aspects of people’s lives. Governments shut down their borders, running the lockdown protocols, and health protocols require people to wear a mask, keep their distance from each other, and wash their hands frequently (The Jakarta Post, 2020).

Information is crucial in these times of crisis. Any update on the virus spread, the vaccine, and government policy regarding the pandemic is very important. Every bit of information regarding the virus is necessary. As Singh (2020) mentions on the World Health Organization website,

Fast and frugal innovations – for example, universal mask wearing, the provision of hand hygiene resources and safe water to all communities, and the delivery of high-quality information, including locally tailored risk communication – have proven especially valuable, and should be leveraged to maximum effect.

Therefore, the portrayal of the news is important and can affect how the general public thinks and act in this situation.

## METHOD

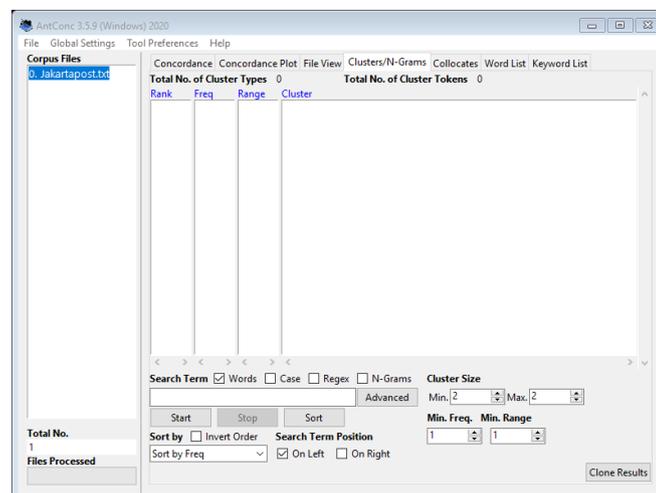
### Sample

#### *The Specialized COVID-19 Corpus*

This present study uses a specialized corpus consisting of articles taken from the chosen news site, *The Jakarta Post*, under the topic of COVID-19. The Jakarta Post was selected as the one news source representing the English news site in Indonesia. This study specifically chose English as the criteria of the news site to eliminate any language barrier that might exist in a different language. Other than that, the use of English means that the data and findings on this research can be used by other researchers from different countries for future research. The Specialized COVID-19 Corpus consists of 300.000 words taken from 600 articles ranging from January 2020 to December 2020.

### Instrument

This research used AntConc as the corpus software to analyze the data. AntConc is a free-to-use corpus software made by Laurence Anthony with many tools and features (Anthony, 2020).

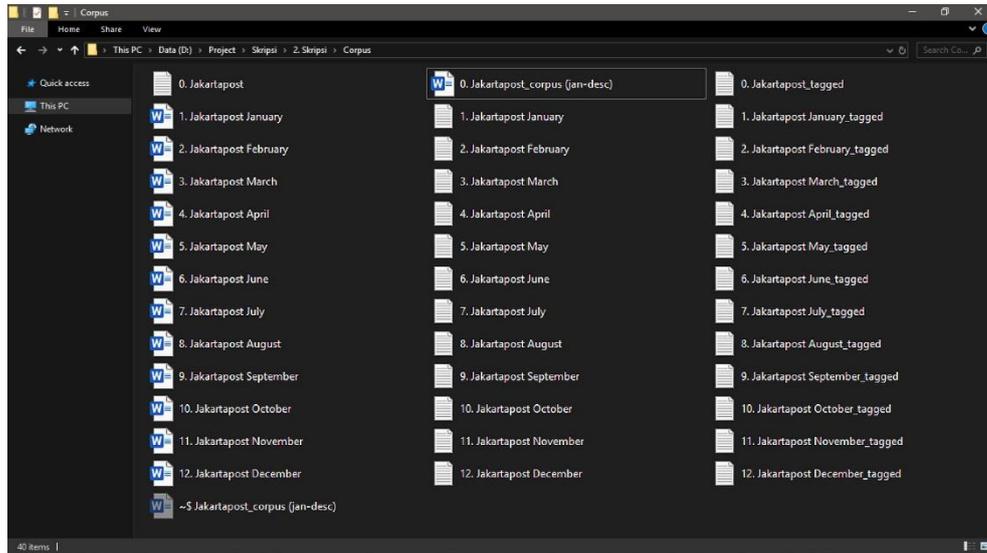


**Figure 1: AntConc Corpus Software**

### Data collection procedures

The articles were manually compiled by the researchers to form the specialized corpus. Through the online subscription feature on the Jakarta Post news site, the researchers could

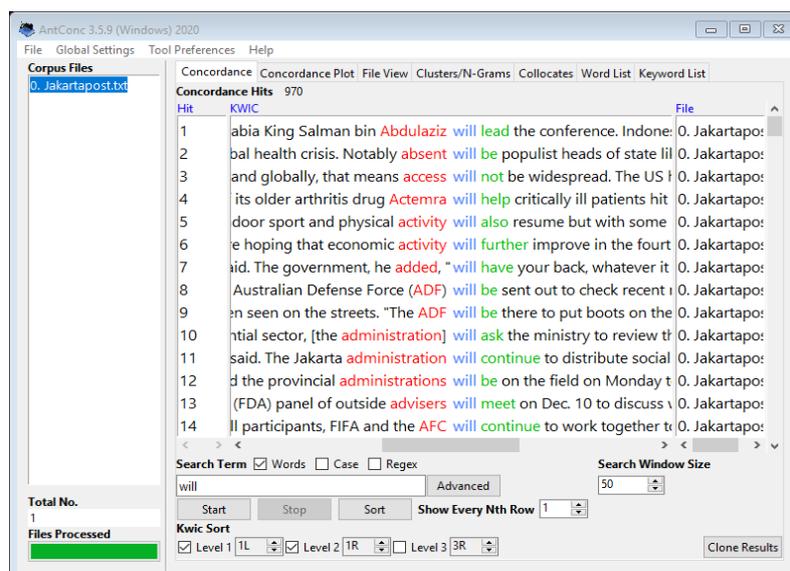
access all the articles needed in the year 2020. The articles can also be sorted based on the month it was published, making it easier for the researchers to sort the data.



**Figure 2: Screenshot of the Collections of the News Article**

### Data analysis

The researchers used the software AntConc to find all the uses of the verbs in the specialized COVID-19 corpus. Then, the verbs are sorted based on their frequency. The researchers chose the frequently used verbs to be analyzed. After that, for the qualitative analysis, the researchers used the concordance feature on the corpus software AntConc to find all the uses of the verbs to determine the context of each verb used in the sentences. After analyzing the context, the researchers then conclude the reliability value of the verbs.



**Figure 3: Example of the Concordance Feature Results**

## RESULTS AND DISCUSSIONS

The researchers found four verbs with high frequencies used to describe the reliability in COVID-19 related news in Indonesia. The four verbs are *reported*, *confirmed*, *expected*, and *suspected*. These verbs represent how the media portray the reliability in COVID-19 related news in Indonesia.

### The Verbs as the Reliability Parameter

The four verbs found have frequencies above one hundred, with the highest being as high as four hundred by the verb reported.

**Table 5. All of the Verbs Found as the Reliability Parameter Keywords**

No	Frequency	Range	Token	Reliability Level
1	424	12	Reported	High
2	352	12	Confirmed	High
3	115	12	Expected	Medium
4	111	8	Suspected	Medium

Previously, according to Wandana (2021), the four verbs were considered to have a high-reliability level. The researchers once only used two reliability levels in the analysis, high and low, for simplicity. The four keywords found are in the form of past tense, which in and of itself has a high-reliability value because all of them describe events that already happened.

However, the differentiation comes from the modality that is commonly used in news reporting. According to Bednarek (2010), "Evaluations of reliability are connected to what is generally described as an epistemic modality or modalisation in linguistics, that is, matters of reliability, certainty, confidence, and likelihood." (p. 26). The words *expected* and *suspected* are the verbs commonly used to indicate possibility rather than facts compared to the verbs *reported* and *confirmed*. The value of the reliability can vary in the different uses of the modality, starting from an utmost certainty to a mere guess.

According to Bednarek (2010), a news story is based on the aspect of evidentiality, another parameter on Bednarek's media evaluation. Evidentiality is used by the writers to evaluate the reliability and the source in giving subjective statements. Generally, a factual proof will have more reliability than someone's opinion or thoughts. Based on that, the verbs *reported* and *confirmed* are bound to have the highest value of reliability since both of them are used to portray the information as it is.

**Table 6. The Concordance of the Verb Reported**

No	Sentence
1	“California on Wednesday reported a coronavirus case of unknown origin, making it potentially the first incident of the virus spreading within US communities.”
2	“Owners of Chinese restaurants abroad have reported a downturn in business since the novel coronavirus outbreak, as few customers dare to have dinners there.”
3	“The second-most populous state in Australia reported a record rise of 725 new COVID-19 cases despite having reimposed a lockdown on Melbourne, the state capital with a population of 5 million people, four weeks ago.”
4	“Bahrain, which has suspended flights to Dubai, on Wednesday reported a rise in cases to 26, some of whom had traveled through the UAE.”
5	“On Wednesday, India's health ministry reported a total of 1.19 million coronavirus cases so far with almost 29,000 deaths.”
6	“Every one of Indonesia's 34 provinces has reported positive COVID-19 infections, according to the Health Ministry, with Gorontalo reporting its first confirmed case on Friday.”

Source: The Jakarta Post (2020)

In Table 6, it can be seen that the verb *reported* is followed or accompanied by facts. For instance, the first sentence on Table 6 above mentions *California* as the location, *Wednesday* as the time, *unknown origin* as the source, and *US communities* as the target subject. All of the sentences above and the majority of the verb *reported* on COVID-19 related news are found with a specific piece of information regarding the condition and the status of the current pandemic.

The verb *reported* in and of itself is the basic expression to report a piece of information. Merriam-Webster (2021) also describes the verb *reported* as the following, “to make a written record or summary of,” “to give a formal or official account or statement of,” or “to announce or relate as the result of investigation.” So, it is suitable for the verb *reported* to be given the high value in the reliability parameter, the same with the verb *confirmed*.

**Table 7. The Concordance of the Verb Confirmed**

No	Sentence
1	“The new cases come after authorities on Wednesday confirmed a second instance in which a person tested positive for the virus without having traveled to Japan.”
2	“The country has confirmed a total of 16,298 cases since the pandemic began, with 189 fatalities, more than half in Victoria and its capital Melbourne, which is under a new lockdown.”
3	“Australia has now confirmed almost 26,000 cases of Covid-19 and 663 deaths from the virus, the vast majority in Melbourne and its surrounds since July.”
4	“According to the official government count, Jakarta had 52,840 confirmed COVID-19 cases with 1,386 deaths as of Saturday. (trn)”
5	“This week, the world hit a grim milestone, surpassing more than 37 million confirmed COVID-19 cases.”

Source: The Jakarta Post (2020)

Meanwhile, the verb *reported* is the common term used in making a factual statement in many news reporting. The verb *confirmed*, on the other hand, is unique to COVID-19 news. In table 7, it can be seen that all five sentences as the example are all describing the COVID-19 victims. The verb *confirmed* is used to update the numbers of cases from a given time in a

specific location, starting from the global count to the cases in each country, city, and even individual cases, as seen in the first sentence of Table 7.

Both *reported* and *confirmed* are the frequent words used in describing the reliability of COVID-19 related news in Indonesia. Both are used to describe facts, thus giving them high-reliability value. Furthermore, the two verbs can also be categorized as *genuine*. The two verbs are both reporting the news without any opinionated information that can cause any negative evaluation towards the news factuality. Bednarek (2010) uses the reliability level *genuine* when a word is used to describe the authenticity of something related in the news (Table 3).

**Table 8. The Concordance of the Verb *Expected***

No	Sentence
1	“Approval for the Pfizer-BioNTech vaccine is expected later this month in the United States and EU.”
2	“Up to four million doses are expected by the end of December.”
3	“Coronavirus vaccines are expected to be key to moving beyond the pandemic and several labs are currently working on developing the shots.”
4	“Preliminary results of the trial are expected to be released by the end of September, the university said.”
5	“All emerging market and developing economy regions are expected to contract this year, including notably emerging Asia, where large economies, such as India and Indonesia, continue to try to bring the pandemic under control,” the IMF said in its report.”
6	“Few vaccine developers were expected to have definitive trial results before the presidential election.”
7	“The vaccine is expected to provide immunity from SARS-CoV-2, the virus that causes COVID-19, for up to two years, according to the Russian health ministry.”

Source: The Jakarta Post (2020)

In Table 8, the verb *expected* is used as a modality to describe any future event and prediction relating to COVID-19. It can be seen that the topics covered by the verb *expected* are ranging from the update on the vaccine, the spread of the virus, and other aspects affected by the pandemic. The example in Table 8 shows how the verb *expected* is used to set an expectation towards all the information regarding the virus. Similar to the verb *reported*, all uses of the verb *expected* are followed with some evidence. The writer's expectations themselves are not made by the sources such as the governments, experts, or healthcare professionals.

For instance, the fifth sentence on Table 8 is originally taken from an article with the title, “Indonesia’s GDP to decline more than thought as virus keeps spreading: IMF.” The article begins with the following sentences:

“Indonesia’s economic downturn is likely to be worse than previously expected as Southeast Asia’s largest economy struggles to contain the coronavirus pandemic, says the International Monetary Fund (IMF). Indonesia’s gross domestic product (GDP) is now expected to shrink by 1.5 percent this year rather than the 0.3 percent contraction the IMF had projected in June. The downward revision for Indonesia comes as the IMF has turned less pessimistic about the global economy, according to the October update of the World Economic Outlook, published on Tuesday.” (Akhlas, 2020)

It can be seen that the source of information and the expectation came from the International Monetary Fund (IMF). Furthermore, the data in which the expectation are made is also presented throughout the article. This made the verb *expected* more or less the same as the verb *reported*, both of them being only statements or facts taken from trusted sources. Although, the data used alongside the verb *expected* is used to make a prediction rather than a piece of laid-out information only to report. Here the reliability value of the verb *expected* is lower than the verbs *reported* and *confirmed*. Even though the values might only be slightly lower since the evidence and the prediction itself do not come from the writer but rather from trusted sources.

**Table 9. The Concordance of the Verb Suspected**

No	Sentence
1	"She was suspected of having the coronavirus upon arrival in Indonesia."
2	"I Gusti Ngurah Rai International Airport authorities in Denpasar, Bali had installed thermal scanners on two of the airport's international arrival gates to anticipate any coronavirus transmission that was suspected to be the cause of the pneumonia."
3	"Two cases of coronavirus were suspected among two staff members of one of the participating teams," cycling's governing body, UCI, said on Friday."
4	"After consulting a lung specialist, he was suspected to have contracted the coronavirus."
5	"A 65-year-old patient suspected to have contracted COVID-19 died on Thursday at the Sulianti Saroso Infectious Diseases Hospital (RSPI Sulianti Saroso) in Jakarta."
6	"An Indonesian citizen is suspected to have the coronavirus after traveling from China."
7	"The virus, which is suspected to have crossed from animals to humans at a market in Wuhan, has killed more than 2,500 people across China and spread around the world."

Source: The Jakarta Post (2020)

Here, the verb *suspected* has some similarities with the verb *confirmed*, in the sense that both of them are unique to COVID-19 news reporting. Furthermore, in Table 9, it can be seen that the verb *suspected* is used to describe detailed information of an individual case of COVID-19 (sentence 1, 3, 4, 5, and 6), among other things like the source and the cause of the virus (sentence 2 and 7). So, while the verb *confirmed* points toward a larger number of cases, the verb *suspected* is more about the detail of each case.

To further prove how the verb *suspected* is unique in COVID-19 reporting, here is the screenshot of what the corpus software AntConc found as the concordance, the example of the uses of the verb *suspected*, as shown in the picture below.

Concordance Results 1:	
Hit	KWIC
13	Agus Putranto has dismissed reports of a suspected case of a new coronavirus, which first
14	d more than 83,000 people globally. Test 'every suspected case' of COVID-19: WHO News Desk Agence
15	called Monday for countries to test every suspected case of COVID-19, as the rest of
16	antine requirements on visitors from Beijing. One suspected case who flew from Beijing to southwestern
17	laboratory evidence. A probable case means a suspected case with supportive laboratory data and/or
18	, more cities are put under lockdown and suspected cases are found in other countries, fears
19	New York City, with an additional nine suspected cases awaiting confirmation. Shortly afterward Go
20	the fast-spreading Wuhan coronavirus outbreak, as suspected cases begin to be recorded across the
21	reporting no confirmed cases by Tuesday, although suspected cases continued to be recorded across the
22	revised its total number of confirmed and suspected cases down 0.3% to 177,700. The pandemic has batt
23	94 Terawan said on Sunday, despite reports of suspected cases in several regions. Hospital authorities ac
24	as quoted by Antara, despite reports of suspected cases in some regions. The government appears
25	as quoted by Antara, despite reports of suspected cases in some regions. The government appears
26	ntact with its counterpart in Singapore regarding suspected cases of the coronavirus there. "We are
27	good fortune stemmed from prayers after some 102 suspected cases of the virus tested negative. Nonetheless,
28	year, reported no new deaths or new suspected cases on Friday, with the toll still
29	age meeting MIS-C criteria should report suspected cases to their local, state, or territorial
30	, while two others remain under observation. The suspected cases were reported in Jakarta, Manado in
31	epidemic has reached the country, after two suspected cases were reported in Jambi and Bandung,
32	below 5 percent. Even then, the number of suspected cases \x96 those who have yet to
33	Kalimantan, also died with COVID-19 as the suspected cause. Almost all recommendations from the World
34	in China. Officials call for calm as suspected coronavirus cases emerge Karina M Tehusijarana an
35	h Singapore -- marked the first identification of suspected coronavirus cases in the province after authoriti
36	N95 masks after news outlets reported on suspected coronavirus cases in Jakarta and Bandung, West
37	and care, Nucki Nursjamsi, said hospitals with suspected coronavirus cases must file a request via
38	has insisted that the country has zero suspected coronavirus cases. \x93No one is suspected
39	observation after being admitted to hospitals for suspected coronavirus infection as of Tuesday. Meanwhile, I

**Figure 5: Some Sample of the Concordance of the Verb *Suspected***

It can be seen from Figure 5 that the words often found alongside the verb *suspected* are the words *cases* and *coronavirus* to form the combined words such as *suspected cases* and *suspected coronavirus cases*. It shows how the verb *suspected*, much like the verb *confirmed*, are both unique to COVID-19 related news reporting.

The reliability value of the verb *suspected* has a similar value to the verb *expected*. In contrast, all the predictions are based on evidence. The prediction itself is not made by the writer but instead by trusted sources such as governments, experts, and healthcare professionals. For instance, in Table 9, sentences 3, 4, and 5 are written with the source of information in the same sentence, such as a lung specialist and a hospital. In contrast, others are followed with details throughout the news article.

### **The Reliability of the Verbs**

Reliability as a term comes closely related to the word reliable, which by definition means "suitable or fit to be relied on: dependable." (Merriam-Webster, 2021a). Similarly, on news reporting, how a news article or the writing of the news itself indicates how reliable their source is. A news article should describe the state of the information used in writing, whether it is a rumor, someone's opinion, or an official statement. The general audience can use information as a base to create their objective opinion regarding the information. For example, when a news article reports that the information came from a regular person's opinion, it can be noted how reliable that source is compared to the opinion of some experts. So, the general audience can keep in their mind the reliability of the information regardless of how important or dramatic news is.

In media evaluation by Bednarek (2006), an evaluation is carried out by paying attention to keywords representing a set of evaluative parameters. Each part of speech in a sentence may contribute to different or multiple evaluative parameters. For instance, in this present research, the part of speech used to evaluate the reliability is the verbs. This current research found four verbs with similar but varying reliability levels, starting from the verbs *reporting* and *confirmed* having the highest reliability value to the verbs *expected* and *suspected* having a slightly less value or medium. The verbs in COVID-19 related news in Indonesia represent its reliability values and characteristic in the word choices. The verbs *confirmed* and *suspected* are both unique to the COVID-19 news reporting. Both of them are often used to describe the cases in the COVID-19 pandemic.

The research conducted by Oktavianti & Ardianti (2019) explains how verbs can be used to determine the characteristic of the text. The research used a corpus-based analysis from a corpus consisting of the Jakarta Post news articles. The result is as follows, “Verbal type occupies the most frequent position since the nature of news is to deliver information of factual events” (p.203). It can be noted the importance of the verbs in their role to deliver the information. Therefore, by evaluating the reliability of the verbs in COVID-19 related news in Indonesia, the reliability of the COVID-19 related news in Indonesia itself can also be assessed.

Furthermore, the nature of COVID-19 related news in Indonesia can be seen from the use of the verbs *reported* and *confirmed* as the keywords with high-reliability value. With a situation like the current pandemic, the information demand is very high, especially on the number of cases, vaccines, and any statements from government officials, healthcare professionals, and experts. All of the information is represented by using the verb *reported* to describe the official statements and the use of *confirmed* to describe the update on the COVID-19 cases, among other things. But, with the pandemic happening worldwide, all sorts of predictions are needed or stated as it is needed for everyone to know what to do and expect in the long term. Here, the predictions are represented by using the verbs *expected* and *suspected*. Both verbs are taken straight from the governments, healthcare professionals, and experts. This is due to the characteristic of COVID-19 related topics associated with some information regarding science in health, medicine, epidemiology, economy, and other high degree science.

A group of researchers at Boston University, Smith et al. (2020), used machine learning to analyze the topics in which COVID-19 related news is covered. From all of the topics analyzed by machine learning, it all boils down to the topic such as the outbreak in China,

global and domestic, government and personal actions, global and domestic economic consequences, and also other topics such as the impact the pandemic has on entertainment, sports, education, diaspora, and frontline healthcare. All of which requires expertise owned by the experts, healthcare officials, and the governments. Therefore, in keeping with the demands on such information regarding COVID-19, the writing of the news article used the verbs *reported*, *confirmed*, *expected*, and *suspected*.

However, the corpus analysis combined with the qualitative analysis used in this research works because the news media reports the correct factual information. It is one of the reasons the Jakarta Post is chosen as the only news source, as the known reputable English news source in Indonesia, and to eliminate varieties in the reports of multiple news publishers. The study conducted by Brennen et al. (2020) explored the types, sources, and claims of COVID-19 misinformation. This study shows how the information is often spun, twisted, recontextualized, or reworked. One of the primary sources is social media. So, it is still our responsibility to read and understand the writing of the news and choose our news source wisely.

Analyzing the reliability of the verbs in COVID-19 related news in Indonesia describes how COVID-19 is portrayed in media. With the use of the verbs *reported*, *confirmed*, *expected*, and *suspected*, it can be said that the media covers the COVID-19 news through many statements and predictions from experts, governments, and healthcare professionals. The verbs *reported* and *confirmed* are the verbs that are used to deliver officials' statements and reports to the public. In contrast, the verbs *expected* and *suspected* are used to portray the predictions that the officials made towards the pandemic. The high and medium levels given to the verbs used to portray the reliability of the COVID-19 news in Indonesia indicate that the COVID-19 news topic is covered with a high likelihood of happening. It can be seen from the evidentiality that is present in the news. All of the statements and predictions are evidence-based and are often laid out and included in the writing of the news article. The COVID-19 related news in Indonesia has become an important topic and has become a way to inform the general public. The media is the source of information used to create decisions and personal judgments towards the pandemic.

## CONCLUSION

The present study analyzed the reliability of the verbs in COVID-19 related news in Indonesia using corpus analysis and qualitative analysis. This study found four different keywords representing the reliability parameter. The keywords are the verbs *reported*,

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*confirmed, expected, and suspected.* The four verbs have reliability values ranging from high to medium. The verb *reported* and *confirmed* are considered to have a high-reliability value due to the aspect of evidentiality found in the use of both verbs. The verbs *expected* and *confirmed* are considered to have a medium reliability level due to the modality used to express the prediction in the news. However, all four verbs are considered in the range of high reliability because of the nature of COVID-19 related news that contains science-based information such as health, epidemiology, economic, and other high degree sciences. This sort of information can only be acquired through the official statement of the government, healthcare professionals, and experts. The media has an important role in informing the public about the pandemic.

However, this study only analyzes the linguistic aspect of the writing of the news. The accuracy of the information only came from choosing the Jakarta Post as the reputable English news publisher in Indonesia. The responsibility in reading the news is to understand the writing of the news, which this study has presented, and also in choosing trusted news sources. Furthermore, this study can further be improved and continued with analyzing the article next year and increasing the number of words made into the specialized corpus. The researchers can also use more than one news publisher to further increase the variety and accuracy of the research. The analysis of news media is important to understand how certain topics are portrayed and how the general public is informed. The present study analyzed the reliability of the verbs in COVID-19 related news in Indonesia using corpus analysis and qualitative analysis. This study found four different keywords representing the reliability parameter. The keywords are the verbs *reported, confirmed, expected, and suspected.* The four verbs have reliability values ranging from high to medium. The verb *reported* and *confirmed* are considered to have a high-reliability value due to the aspect of evidentiality found in the use of both verbs. The verbs *expected* and *confirmed* are considered to have a medium reliability level due to the modality used to express the prediction in the news. However, all four verbs are considered in the range of high reliability because of the nature of COVID-19 related news that contains science-based information such as health, epidemiology, economic, and other high degree sciences. This sort of information can only be acquired through the official statement of the government, healthcare professionals, and experts. The media has an important role in informing the public about the pandemic.

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## FULL ENGLISH OR CODE-SWITCHING: STUDENTS' PERCEPTIONS ON ONLINE CLASSROOM LANGUAGE

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**Abstract:** *Online learning has become one of the ways to deal with the COVID-19 problem. Regulation to socialize the social distancing movement forces many fields, including education, to adapt to face this problem. As a result, face-to-face learning turns into online learning. In online learning, a lecturer can maximize the use of language as a teaching medium as is done in face-to-face learning. Specifically, in English Language Teaching (ELT), there is a possibility to use both Indonesia (L1) and full English language (L2) to explain the lessons. This phenomenon is called code-switching. Therefore, this study investigated students' perceptions of their lecturers' code-switching and to find out the types of code-switching applied by the lecturers in the online classroom at English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. This research is a descriptive qualitative study using classroom observation, questionnaires, and interviews of the participants. The result of the research showed that 86% of students agree that lecturers should use code-switching (CS) in the teaching-learning process, while 14% disagree about code-switching uses. Meanwhile for types of code-switching, the results showed that the types of code-switching used by the lecturer are (4%) tag CS, (45%) inter-sentential CS, (45%) intra-sentential CS, (0%) situational CS, and (6%) metaphorical CS.*

**Keywords:** full English, code-switching, online learning, perceptions

### INTRODUCTION

Education is defined as someone's learning experiences throughout his life (Mudyahardjo, 2001). The main point of education is to learn something. While learning, there is a process of acquiring knowledge or skills through study, getting experiences, and being taught by a teacher. In a normal situation, teachers teach their students directly at school, university, or other educational institutions. There is a live interaction between teacher and students to deliver the materials, called face-to-face learning. This learning ensures a better understanding and real participation of lesson materials and gives students a chance to bond with each other.

Unfortunately, a current phenomenon happens worldwide and affects the teaching and learning process (face-to-face learning). Coronavirus disease 2019, also known as Covid-19, is one of the largest pandemics that occurred in the world. At the end of 2019, the world was shocked by this virus outbreak which infected almost all countries worldwide. The Indonesian government has taken several steps to solve this extraordinary case; one is socializing the

social distancing movement. This concept means that to reduce or even break the chain of covid-19 infection, people must maintain a safe distance from others at least two meters long. It is not allowed to make direct contact with other people, and mass gatherings must be avoided. Those regulations force many fields, including education, to make new adaptations to face this problem. It has disrupted the normal function of educational institutions such as schools and universities. As a result, face-to-face learning turns into online learning.

Gonzales and Louis (2018) define online learning as learning carried out from a distance assisted by electronic devices, such as tablets, smartphones, laptops, and computers that require an internet connection. The online instruction quality could determine how much a student learns (Jacobs, 2013). It can be maximized by using language as a teaching medium to achieve student understanding in face-to-face learning. The language used must be considered a problem due to the limited interactions that can be done in an online classroom.

The same things happened in English Language Teaching (ELT) in Indonesia since English is categorized as foreign. It is common to use both Indonesian and English in the teaching-learning process to explain the lessons. This phenomenon is called code-switching. Hymes (1974) stated that code-switching had become a general term to alternate two or more languages, varieties of language, event speech styles. For example, English as a foreign language into Indonesian as the first language. In addition, Wei in Cárdenas-Claros & Isharyanti (2009, p. 68) defined code-switching as a code commutation (alternation) that occurs at or above clause level.

This phenomenon is also common at the university level, especially in the English Language Education Study Program. Lecturers usually did code-switching consciously or unconsciously while providing the materials. Hutauruk (2016), in her study about code-switching in bilingual classes at Bunda Mulia University, revealed that lecturers used code-switching to explain the content subject to the students better. They do code-switching to prevent misinterpretation. Then, whether this phenomenon can affect student learning outcomes also depends on the students' perceptions, especially if it is done on online learning. The literature and previous work on code-switching in the classroom are abundant. However, most of them were on face-to-face learning, which in its implementation is in a live interaction.

Fareed et al. (2016) investigated the perceptions of Pakistani students towards teachers' code-switching during English lectures at the tertiary level in their research entitled "English Language Teachers' Code-switching in Class: ESL Learner's Perceptions." The findings of the study revealed a positive attitude of the students towards teachers' code-switching.

However, some of the students believed that code-switching by teachers restricts their exposure to English.

Similar to Fareed et al. (2016), Rahayu (2019) conducted a study of code-switching by the teacher and the students, specifically teaching English speaking skills. Rahayu conducted this study to find the types and functions of code-switching used by the teacher and the eighth-grade students at SMPN 1 Sambit and the students' perceptions of using code-switching. This research showed that the most uses type of code-switching is inter-sentential code-switching. It also described the functions of code-switching are participant, solidarity, and topic switch. Meanwhile, for the students' perception, most of them agreed that using code-switching in the English teaching-learning process is necessary to help them understand the complex content, and the teaching-learning process can run well. This result is in line with Hakim et al. (2019) in their study entitled "Students' Perception Toward the Use of Code-Switching Use in EFL Classroom," which shows that most students agree on code-switching in the classroom. They perceive code-switching from their teacher helps them improve their English skills, especially in listening skills. The students also respect teachers who use code-switching rather than full English language because they feel comfortable and confident studying English. All of the previous works revealed that code-switching mostly has positive perceptions from students on different levels of education, specifically in offline classrooms.

Related to the explanation above, it can be concluded that code-switching help students in understanding the material. Students' perception of the use of language, whether it is full English or code-switching, in the online teaching and learning process may be different for every student. Some students may think that delivering the material using full English language is an excellent way to increase English ability rather than code-mixing or switching. Other students may believe that using full English is not good since it is difficult to understand the material.

Based on the different perceptions among students, the researchers want to analyze and observe their perceptions. It is needed to help the teaching and learning process, especially in English Language Teaching in online learning. This research focuses on students' perceptions of the phenomenon of code-switching. In addition, the researcher also focuses on types of code-switching used by the lecturers to get the information and supporting data of students' perceptions. Therefore, the researchers intend to conduct a study titled "Full English or Code Switching: Students' Perceptions on Online Classroom Language."

## **REVIEW OF LITERATURE**

### **Code-Switching**

#### *Definition of Code-Switching*

Code-switching happens because of someone's ability to use more than one language in their everyday life. Indeed, as they speak to each other, they have reasons why they change their language. It possibly depends on the situation and the condition. Changing the language would be better because they choose to use another language in conversation.

Hymes (1974) stated that code-switching had become a general term for alternate people of two or more languages, varieties of language, event speech styles. It happens when someone switches one language to another language, for example, English as a foreign language, into Indonesian as the first language. It is in line with Chaer & Agustina (2004, p. 115), who state that code-switching uses two languages (or more) by a speaker in the same communication event. The statement defines code-switching as a language material consisting of two languages or more spoken by the speakers in the same conversation. On this occasion, all of the participants (including the speaker and the hearer) also talk or at least understand both languages in use. Then, according to Sert (2005), speakers do code switch to define situations as they wish and convey nuances of meaning and personal intention.

Based on the theories above, it can be concluded that code-switching is a situation when people switch one language to another language when they speak to convey meaning and information clearly in the same communication event.

#### *Types of Code-Switching*

According to Jendra (2010), code-switching can be categorized into two different categories such as grammatical and contextual categories. In the grammatical category, which is based on switching, codes are found in sentences or utterances, while the contextual category is based on why people switch.

The grammatical category has three types of code-switching as tag code-switching, inter-sentential code-switching, and intra-sentential code-switching based on Poplack (1980):

##### *Tag code-switching*

This type happens when inserting a short expression (tag) from one language into an utterance entirely in the other language. Sometimes, it is located at the beginning or the end of the utterances. The switch is simply an interjection, sentence filler in the other language that serves as an ethnic identity marker. Tag is usually used to emphasize something in your sentence and intend to make a polite impression. By adding tags, people avoid a firm order.

For example: “Don’t go outside, *janji ya?*”

“She said you already finished the assignment, *ya nggak?*”

#### *Inter-sentential code-switching*

Appel & Muysken (1987) explained that Inter-sentential switching alternates in a single discourse between two languages. The switching occurs after a sentence in the first language has been completed. The next sentence starts with a new language or, on the other hand, means that inter-sentential code-switching occurs between a different number of sentences. We can simply define it as code-switching that happened at the sentence level.

For examples:

“His girlfriend is so beautiful. *Dia punya selera yang bagus.*”

“Your mother must be proud of you. *Kamu tidak boleh menyerah!*”

#### *Intra-sentential code-switching*

This type is the most complex type between these three kinds of code-switching. Poplack (1980) argues that intra-sentential code-switching refers to switching from one language to another in a sentence involving the syntactic units of words, phrases, or clauses.

For examples:

“*Aku harap* you do the science project immediately after this class.”

“Please help me *membuat cake untuk mereka*, they look so hungry.”

Meanwhile, according to Wardhaugh & Fuller (2021), the contextual category has two types of code-switching, namely situational and metaphorical code-switching.

#### *Situational Code-Switching*

This type appears when a sudden change of the situation causes bilingual switches from one code into another. The factors of choosing a code could be the setting and the participant. For instance, there is a situation when the Indonesian language switches to English (foreign language) because of an English native-speaker friend (additional participant). Example in the form of dialogue:

Lisha : *Sepertinya karena pengaruh budaya negara mereka.*

Rayyan: *Mungkin saja. Aku pun tidak tahu.*

Kate : Hi, guys. What are you doing?

Lisha : *Wah kebetulan ada Kate.* We want to ask you about something. Can you help us?

### *Metaphorical Code-Switching*

Metaphorical code-switching occurs due to a change in perception, the topic of the conversation, or even the purpose. It perhaps tries to change the listener's feelings toward the situation. For instance, the teacher delivers a formal lecture in English, but suddenly, the teacher switches the language to the first language to encourage students to discuss.

## **METHOD**

### **Research Design**

The researcher uses a descriptive qualitative analysis as a research method. Descriptive qualitative research is designed to gain information regarding the current status of the phenomenon. In this case, it is about the teaching and learning process in an online classroom that the researcher attempts to describe specifically on students' perceptions of the use of language by the lecturers in the online classroom.

### **Participants**

The English Language Education Study Program of Universitas Lambung Mangkurat, which held online learning in the pandemic era and implemented full English and code-switching on the teaching-learning process, was chosen as the setting of the study. The samples of this study were 42 English Language Education Study Program students of Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia. Since the beginning of pandemic covid-19 in 2020, those students have had online learning in all courses of their study. They were chosen because the researchers also analyzed one lecturer called L1 who teaches them in the online classroom. The analysis of the L1 is to know the types of code-switching used by L1 in the teaching-learning process.

### **Instruments**

In this study, the researchers use observation, questionnaires, and interviews. For the observation, the researcher uses non-participant observation to observe the subject. The researcher is not interacting or participating but is still present in the action scene. Classroom observation is important to determine the types of code-switching used by the lecturer during the teaching and learning process in the online classroom. The observation was already conducted four times due to the limited synchronous class by the L1. Because it is held in the online classroom, the researchers recorded the teaching-learning process using screen recording to document the lecturer's speech during observation. At the same time, the researcher filled the observation sheet by presenting the checklist and writing the utterances.

For the questionnaire, there are 25 questions related to the use of full English and code-switching in the online classroom. There are three parts of the questionnaire, (1) face-to-face learning vs. online learning was on questions number 1—3 (3 questions); (2) full English uses on online classroom was on questions number 4—12 (9 questions); and (3) code-switching uses was on questions number 13—25 (13 questions). The questionnaire was adapted from Young & Norgard (2006), Fareed et al. (2016), Ling et al. (2014), and then modified by the researcher to relate it with the online learning situation. However, specifically on code-switching, the statements were taken from Moskowitz's FLINT (Foreign Language Interaction) analysis system in Brown (2001, p. 170). All of the questions provided with the YES/NO answer with an additional column to explain their reasons for giving further information. Then for the interview, the interview questions were the summary of the questions listed on the questionnaire. The participants were asked the questions to confirm and crosscheck the participants' answers written on the questionnaire.

### **Data Collection Procedures**

The researcher used three instruments for this study to collect the data, which means that the technique is called triangulation. Triangulation is the collection of research data or information using two or more sources to gather the information (Cohen et al., 2005, p. 141). Creswell stated that collecting data means identifying and choosing individuals for a study, gaining their permission to study them, and gathering all information by asking questions or observing the subject's behaviors. As explained in the previous point, there are three forms of instrument: classroom observation, questionnaire, and interview. These are the following steps for collecting the data:

1. The researchers do the classroom observation to get the data about the types of code-switching used by the lecturer during the teaching and learning process in the online classroom.
2. Then, the researchers will distribute the questionnaire to collect data about students' perceptions of their lecturers on using full English or code-switching language.
3. Furthermore, the researchers conducted interviews with some students based on the result of the questionnaire. The interviewees will be interviewed based on their perceptions and experiences using language in their online classroom.

### **Data Analysis**

After all data is collected using data triangulation such as classroom observation, spreading questionnaires, and conducting interviews, the researcher starts to analyze the data.

The researchers intend to use the coding method to analyze students' perceptions. (Saldana, 2021) defines that in a qualitative study, code is a term or short phrase that symbolically assigns a summative, salient, essence-capturing, and evocative attribute to a portion of language-based or visual data. The data can consist of transcripts of interviews, field observation notes of participants, papers, documents, literature, objects, photographs, video, websites, email correspondence, etc., in this study. The data is in the form of questionnaire data and interview transcripts. Therefore, the researchers use several steps in analyzing the data from the questionnaire and interview as follow:

a. Prepare and organize data.

In this step, the researcher starts to identify the result from the questionnaire and interview descriptively.

b. Review and explore the data.

The data from the interview result were transcript in written form. Then, the number of positive and negative perceptions was counted based on criteria guideline from Minister of State Apparatus Empowerment Judgement No. KEP/25/M.PAN/2/2004 on the Society Satisfaction Index. This index was addressed to lecturers as government employees in the education sector. This study will interpret students' perceptions toward lecturers' proficiency in language teaching.

**Table 1. The Criteria Guideline**

The Interval Data of Perception	The Converted Number to Letter	The Converted Number of Criteria
25,00% - 43,75%	D	Poor
43,76% - 62,50%	C	Fair
62,51% - 81,25%	B	Good
81,26% - 100,00%	A	Excellent

a. Create initial codes.

After exploring the data, the researchers create an initial code according to the respondents' answers.

b. Review those codes and revise or combine them into themes.

All the codes found in the previous step will be combined into themes to produce a research result.

c. Present research results in a cohesive manner.

Moreover, the second data analysis is for classroom observation to find the types of code-switching used by L1. The researchers prepare data for analysis by observing the video recording of the online classroom, writing code-switching utterances conducted by L1,

comprehending all data related to types of code-switching based on Poplack (1980) and Wardhaugh (2021), and filling the observation sheet by presenting the checklist on each utterance.

## RESULTS AND DISCUSSIONS

In this section, the study results are explained along with the discussion of each research question. The first research question is about the students' perceptions toward the use of language (full English or code-switching) on online classroom language.

### Students' Perceptions on Online Classroom Language

This part consists of students' perceptions of face-to-face and online learning implementations, total English uses in online classrooms, and code-switching.

#### *Students' Perceptions on Face-to-Face Learning vs. Online Learning*

The questionnaire and interview for students' perceptions on online classroom language were analyzed and found some initial coding. Then, the researchers reviewed, revised, and combined all initial coding into a big theme to get the final result (Table 2).

**Table 2. Students' Perceptions on Face-to-Face and Online Learning**

Theme	Initial Coding
Learning Interaction	1. Internet Connection
	2. Problems in Assignments
	3. Misunderstanding
Learning Motivation	1. Freedom of Learning
	2. Flexible Learning
	3. Distraction
Learning Environment	1. Real Participation
	2. Focus on Learning
	3. Online Application

Their answers led the researchers to problems on online learning and the effects on classroom language. It can be seen from Table 2 that three main factors influence students' perceptions regarding both learnings. There are learning interaction, learning motivation, and learning environment. They stated that these three factors influence their learning process since the sense and atmosphere of both learnings are totally different based on each coding found on their answers to the questionnaire.

The first factor is learning interaction which consists of internet connection, assignments, and misunderstanding. Most of the students stated that the intensity of interaction on online learning has minimum uses rather than face-to-face learning. One of the factors is the influence of the internet connection. Sometimes, it makes students have difficulties interacting

in doing assignments, whether in individual or group. The problem in internet connection also causes misunderstanding between student—lecturer or student-student.

The second factor is learning motivation. Most of the students stated that online learning gave them “freedom of learning”; they don’t need to follow the rules as same as attending face-to-face learning such as using appropriate clothes, focusing on the lecture, or eating some snacks. Online learning also provides flexible learning to attend the class everywhere they can. Apart from those two things, students said that online learning has distractions on its implementation, for example, from students’ surroundings. Then, those three factors affect students’ learning motivation: laziness and lack of spirit in the learning process.

The third factor is the learning environment. Coding number one is related to the sense of actual participation when students learn online learning. The learning process was limited by the screen, students and lecturers could not meet each other, and sometimes it had no immediate feedback, whether from the lecturer or students. Then, related to distractions on the previous theme (learning motivation), online learning also makes students less focused on their learning process and makes the learning environment less effective. In addition, the absence of “real” classmates and honest discussion make the learning process less authentic. However, some students revealed that online learning made them more updated toward technology and other modern learning media.

Then, the next section is revealed about students’ perceptions of the use of the whole English language and code-switching.

### ***Students’ Perceptions on Full English Uses on Online Classroom***

First, the researcher calculated the number of students’ perceptions of full English in the form of a percentage based on previous criteria guidelines (Table 1). It showed students who support full English use in online classrooms (YES answer) and students who did not support full English use (NO answer). It can be seen in Table 3 below:

**Table 3. Full English Uses on Online Classroom**

No.	Statement of the Item	Yes (+)	No (-)
1	Full English language by the lecturer is easily understood in the online classroom.	29%	71%
2	Full English language by the lecturer motivates you to pay attention to him/her in the online classroom.	76%	24%
3	Full English language is a way to increase English skills.	93%	7%
4	Full English language affects students to keep active to participate in the online classroom.	19%	81%
5	Full English language affects students’ vocabulary mastery.	86%	14%
6	Full English language affects students’ writing skills.	52%	48%
7	Full English language affects students’ reading skills.	69%	31%
8	Full English language affects students’ listening skills.	90%	10%

9	The lecturer should use full English language in online classroom.	24%	76%
Average		60%	40%

The result of students' perceptions toward the implementation of the full English language in the online classroom is in a fair category (60%). In the percentage above 80%, it was found that most of the students claimed full English language as a way to increase their English skills (93%), especially on students' listening skills (90%). In addition, full English language also has a significant positive impact on students' vocabulary mastery which showed at 86%. This result indicates that full English language is still used due to some factors explained in the additional column. It has the same treatment for 40% of students who disagree about using the full English language in the online classroom. The lowest percentage was 19%, which indicates students' activeness in the online classroom. It means that full English language tends to make students more silent due to some factors described in the data below.

The researchers analyzed the data and found some initial coding. Then, it reviewed, revised, and combined all initial coding into a big theme (focused coding) to get the final result (Table 4). As mentioned before, there were YES and NO answers. YES answer stands for positive perception toward full English language, while NO answer stands for negative toward full English language.

**Table 4. Students' Perceptions toward Full English Uses on Online Classroom**

Theme	Coding
<b>Positive Perceptions</b>	
<b>Improvement in English skills</b>	1. English is a Must
	2. Accustomed using English
	3. New Vocabulary
<b>Learning Motivation</b>	1. Feel Motivated
	2. Desire to Understand
<b>Students' Personality (to lecturer)</b>	1. Good Delivering of Materials
	2. Respect the Lecturer
<b>Negative Perceptions</b>	
<b>Students' Personality (to themselves)</b>	1. Lack of Confidence
	2. Lack of Motivation
	3. Lack of Vocabulary
	4. Confusion
<b>Learning Interaction</b>	1. Audio Interference
	2. Misunderstanding

Table 4 shows five major themes found on students' perceptions. The researchers divided the themes into positive and negative perceptions based on the coding. In the positive perceptions, there are three themes: improvement in English skills, learning motivation, and related to students' personality to the lecturer.

Students' improvement in English skills was the highest percentage among other statements which showed in table 4. Most of the students claimed that full English language is a must, especially for English students. It creates an English environment in online classrooms to use the English language and increase their vocabulary mastery.

Then, learning motivation could appear within themselves to understand what the lecturer explained. Students' motivation and desire to understand learning materials will come up if the lecturer uses full English. Some of them stated that they would miss the material and get confused if they ignored the lecturer. In addition, students consistently pay attention to the lecturer because it is a way to respect the lecturer, especially if the lecturer has a good way of delivering material.

Although the advantages of full English use in the online classroom are already described above, full English uses are also proved by the disadvantages like the effects on students' personalities, caused by problems in interaction on online learning. Factors such as lack of confidence and lack of motivation appeared if the lecturer taught students to use the full English language. Some were afraid to express their idea due to a lack of vocabulary or even confusion in understanding the lecturer's talk. Moreover, because full English language held on online learning, 40% of students was not fully considered due to the audio interference such as from internet connection, a distraction from the environment, and sometimes it leads to misunderstanding between the lecturer and students in comprehending the learning materials.

### ***Students' Perceptions on Code switching Uses on Online Classroom***

First, the researchers calculated the number of students' perceptions on code-switching uses in percentages based on previous criteria guidelines (Table 1). It showed the data of students who support code-switching uses in online classrooms (YES answer) and students who did not support code-switching uses (NO answer). It can be seen in Table 5 below:

**Table 5. Code-switching Uses on Online Classroom**

No.	Statement of the Item	Yes (+)	No (-)
1	Code-switching makes the student understand the lecture easily.	88%	12%
2	Lecturer's code-switching help student in understanding concept in the online classroom.	98%	2%
3	Lecturer's code-switching gives students the confidence to speak and participate in the online classroom.	90%	10%
4	Lecturer's code-switching motivates the student to work in that course/subject.	93%	7%
5	Lecturer's code-switching affects classroom situations.	95%	5%
6	Student will understand easier if lecturers give a question in a way he/she switches their language to Indonesia.	90%	10%
7	Lecturer's code switching in quoting someone	86%	14%

8	Lecturer's code switching in clarifying speech	83%	17%
9	Lecturer's code-switching for the task instructions (giving directions) helps the student understand the task better.	93%	7%
10	Lecturer's code-switching in giving responses or feedback is easier to understand.	79%	21%
11	Lecturer's code-switching makes the student not confused.	83%	17%
12	Lecturer's code-switching does not weaken students' English.	69%	31%
13	Students prefer to use code-switching in the online classroom.	71%	29%
Average		86%	14%

It can be seen that the average score "YES" answer on students perceptions' toward code-switching uses is 86%, and 14% of students gave a "NO" response. Eighty six percent is between 81,26% - 100,00%. This result indicates that the students' perceptions of code-switching use on online learning are excellent. This positive perception is also supported by their responses to additional columns provided and the interview conducted after the questionnaire was distributed.

All of the statements include the criteria good to excellent. The highest percentage was 98% which stands for lecturer's code-switching help student in understanding concept in the online classroom. The rest of the statements also gave positive results toward code-switching use in the online classroom.

The researchers analyzed the data and found some initial coding. Then, the researchers reviewed, revised, and combined all initial coding into a big theme (focused coding) to get the final result (Table 6). As mentioned before, there were YES and NO answers. YES answer stands for positive perception toward code-switching, while NO answer stands for negative toward code-switching.

**Table 6. Students' Perceptions toward Code-switching Uses on Online Classroom**

Theme	Coding
<b>Positive Perceptions</b>	
<b>Learning Environment</b>	1. Comfortable Learning
	2. Interesting Learning
	3. Tense of Learning
	4. Increase Confident
<b>Learning Motivation</b>	1. Feel Motivated
	2. Feel Appreciated
	3. Lift the Mood
<b>Learning Interaction</b>	1. Get the Main Point
	2. Prevent Misunderstanding
<b>Negative Perceptions</b>	
<b>Learning Environment</b>	1. English Environment
	2. Out of Topic
	3. Waste of Time

Table 6 shows that 86% of students have positive perceptions of the use of code-switching in the online classroom, while the rest, 14%, have negative perceptions. The

researcher found three main focused codings: learning environment, learning motivation, and learning interaction.

In focused coding of learning environment, students felt that the lecture that applied code-switching in the online classroom was considered comfortable learning. They had minimum pressure when the lecturer explained the material and allowed them to use code-switching in the learning process. It reduced the tense of learning, and students could express their idea freely. Besides feeling comfortable learning, the students also claimed that code-switching made learning more enjoyable. Even though the course has some difficulties, they still can understand it by understanding the lecturer's code-switching.

Nevertheless, there are some negative perceptions regarding the learning environment. There are 14% of students who disagree with the use of code-switching. They think that code-switching decreases the English environment since they are English Education students. Some lecturers who use code-switching mainly continue to use Indonesian to tell stories other than lessons. It makes out of topic and wastes time without being used effectively until the end of the course.

Next, for learning motivation, code-switching makes students feel motivated and appreciated by the lecturer, whether from the lecturer's explanation, responses, or feedback. Some students said they felt more appreciated when the lecturer praised them in their first language (Indonesia). It also boosts students' mood in learning since online learning sometimes makes students bored due to the indirect learning process.

Then, code-switching helps students get the lesson's main point for the learning interaction and prevents misunderstanding. Students claimed that some lecturers had complicated explanations and vocabulary, but they got the point easily when they switched their language to Indonesian. In addition, the students agree that they will respect the lecturer who teaches code-switching due to the lecturer's comfortable learning and feeling of being heard.

The second research question is about the types of code-switching the lecturer uses in the online classroom. Table 7 shows the detailed result.

## Types of Code-Switching Used by L1 on Online Classroom

**Table 7. Types of Code-Switching**

No.	Meeting	Types of Grammatical Code-Switching			Types of Contextual Code-Switching	
		Tag CS	Inter-sentential CS	Intra-sentential CS	Situational CS	Metaphorical CS
1	Meeting 1	5%	37%	42%	0%	16%
2	Meeting 2	7%	59%	30%	0%	4%
3	Meeting 3	4%	29%	62%	0%	5%
4	Meeting 4	0%	56%	44%	0%	0%
	Average	4%	45%	45%	0%	6%

The results on this table were from the observation on online classrooms to know the code-switching phenomenon on the teaching-learning process. The research findings show that the most dominant types of code-switching that occurred in the teaching-learning process by the lecturer are inter-sentential and intra-sentential code-switching. According to Hoffmann (2014), inter-sentential code-switching happens at a sentence level. One of the examples from the L1 is, “But in this world, students, is there anything that can’t be forgiven? *Ada gak sih hal yang tidak bisa dimaafkan?*” It occurs in the sentence level of the Indonesian language that appears after the sentence level of the English language. L1 uses inter-sentential to repeat the previous utterance in English. At the same time, intra-sentential occurs in a sentence involving words, phrases, or clauses (Poplack, 1980). One of the examples from the L1 is, “So, it’s quite the same, *bagian* part III or chapter III will be *metode pelaksanaan*, and chapter IV will be *ada* budget or fundings and schedule.” It showed that the lecturer added a short expression such as a word or clause between two sentences by changing the language from English to Indonesian. Other types of code-switching, such as tag code-switching and metaphorical code-switching, rarely occur in the lecturer’s utterance. The situational code-switching did not occur at all, probably because there was no sudden change since the setting and participant were in the online classroom, which has minimum distraction—for instance, people’s coming to the school as the same as on face-to-face learning.

From all findings, the researcher found that students prefer code-switching rather than full English language on online learning. They claimed that code-switching helped them understand the lecturer’s explanation and lesson materials despite many disturbances like internet connection. It is related to the study by Ansar (2017), which stated that teachers make code-switching in the class to make meaning clear and transfer the knowledge to students efficiently. Thus, teachers’ intention to change the language positively affects students’ understanding. Furthermore, this study has the same result as Rahayu (2019), which revealed

that students agreed that using code-switching in the English teaching-learning process is necessary to help them understand the complex content. The teaching-learning process can run well. So, it can be stated that code-switching helps the learning process, whether in face-to-face learning or online learning.

Meanwhile, for the types of code-switching, other previous works also revealed that the types of code-switching which used the most was inter-sentential switching. To name some, Rahayu (2019) and Hutauruk (2016) found that the most used type of code-switching is inter-sentential code-switching. The lecturers switch the language when delivering the materials, commonly occurring at the inter-sentential level because the lecturer wants to ensure whether the students understand the material. It can be said as a strategy for the lecturers to transfer the knowledge and information to make the students understand the content subject better.

## **CONCLUSION**

Based on finding and discussion, it can be concluded that English Language Education Study Program students prefer code-switching rather than full English language in the online classroom. It is proven from the data of students' questionnaires and students' interview sessions. Students support code-switching because code-switching has some positive factors, such as creating a good learning environment, increasing learning motivation, and more apparent learning interaction. Even though they prefer code-switching in the online classroom, it does not rule out that they still need full English language in the learning process. Because they are English department students, the need for full English is very considerable besides their choice of code-switching.

Then, the types that appear the most are intra-sentential switching and inter-sentential switching, followed by tag switching, and last is metaphorical switching. While for the fifth type, situational switching did not appear at all in the meeting. This research shows that code-switching can be the way to make the communication between lecturer and students in English teaching-learning effective and understood well by the speaker and listener. These results were gained from the online classroom that needs more attention due to internet connection problems, limited interaction, and motivation for students. Other future researchers will probably find some strategy to make online learning on English language teaching have minimum difficulties on its implementation.

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## ACTS OF INSULTING SPEECH ABOUT COVID-19 ON SOCIAL MEDIA

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**Abstract:** *As a nation with the largest number of Muslims in the world, Indonesia is a miniature of Muslim life in the eastern world. However, the emergence of social media makes the identity of the Islamic community in Indonesia begin to disappear. The use of language in social media often creates conflicts. Disputes in cyberspace can lead to legal action. However, social media users are not aware of this. This paper discusses the use of language on social media in the context of the Covid-19 pandemic that contains insults. The sociopragmatic framework is used as an analytical tool. The researcher applies a qualitative descriptive method to describe the findings and discussion. All data were analyzed according to the context of the incident using Spradley data analysis which included domain, taxonomy, componential, and cultural themes analysis. The results showed that the research data could be divided into four categories: blasphemy, insults, a combination of blasphemy and insults, and neutral data in criticism.*

**Keywords:** insulting speech, social media, covid-19, sociopragmatics

### INTRODUCTION

Freedom of expression in cyberspace is getting easier and broader. However, this development has implications for the weakness of language use. Freedom of expression is guaranteed in the 1945 Constitution of the Republic of Indonesia (UUD 1945) encapsulated in Article 28 which reads, "*Kemerdekaan berserikat dan berkumpul, mengeluarkan pikiran dengan lisan dan tulisan dan sebagainya ditetapkan dengan Undang-undang*" (*Undang Undang Dasar, 1945*). However, in practice, there are unwritten politeness norms that need to be applied. It is often overlooked by some social media users, causing hate speech.

Hate speech on social media takes various forms, one of which is insults. The definition of *penistaan* (insult) in *Kamus Besar Bahasa Indonesia* (the Great Indonesian Dictionary) is mentioned as *proses, cara, perbuatan menghina(kan)* (*Penistaan, 2021*). The definition is considered general, so it needs in-depth interpretation. In law, insults are regulated in the *Kitab Undang-Undang Hukum Pidana* (Indonesian Book of Criminal Law - KUHP) Article 310 (1), which reads,

*"Barang siapa sengaja menyerang kehormatan atau nama baik seseorang dengan menuduhkan sesuatu hal, yang maksudnya terang supaya hal itu diketahui umum, diancam karena pencemaran dengan pidana penjara paling lama sembilan bulan atau pidana denda paling banyak empat ribu lima ratus rupiah"*.

Some elements must be fulfilled in insults, namely (1) there is a perpetrator, (2) there is an intention, (3) there is an accusation, (4) it is widely distributed, (5) there is a victim. If the elements are incomplete, the speech cannot be legally insulting. If an act does not contain accusations, but the victim feels his honor has been degraded, the perpetrator can be subject to Article 315 concerning minor insults. Accusations are related to actions, while insults are related to speech. Insults on social media refer to *Undang-Undang Infromasi dan Transaksi Elektronik* (the Information and Electronic Transactions Law - UU ITE) Article 27 (3) which reads,

*”Setiap orang dengan sengaja dan tanpa hak mendistribusikan dan/atau mentransmisikan dan/atau membuat dapat diaksesnya Informasi Elektronik dan/atau Dokumen Elektronik yang memiliki muatan penghinaan dan/atau pencemaran nama baik.”*

The sanction of insult through social media refers to UU ITE, while the act relates to KUHP.

The language of insults is subjective. An utterance can be considered an insult but not necessarily the same by others. It causes legal doubts in deciding cases. Therefore, language analysis is needed to explain the meaning of speech. To interpret speech, pragmatics can be used as an analytical tool. Speech is a verbal action performed with words. In pragmatics, words are not limited to verbal actions but also act. When a person utters insulting words, he is conveying verbal symbols and carrying out insulting actions. In interpreting speech, pragmatics is related to context. A word can mean insult in one context, but it is just an ordinary word in another context.

There has been a mushrooming body of linguistic studies that have recently focused on analyzing insults on social media. The first is the study of insults from a pragmatic perspective. A study conducted by Karjo (2016) on tweets containing insults by musicians found that assertive speech acts dominated the tweets. In addition to assertive speech acts, directive speech acts in the form of suggestions, and one type of expressive speech act is also found in the insults. The second focuses on speech acts and their relation to the law. Triyanto (2019), in his analysis of hate speech on social media based on forensic linguistic analysis, made recommendations regarding written language on social media that has no legal impact. Thamrin et al. (2019) examine hate speech associated with criminal law on social media. This study concludes that hate speech acts are dominated by expressive, commissive, and assertive speech forms. All speech acts are carried out implicitly, and all data indicate the potential for violation of the law contained in the speech act. Arianto (2021), in his forensic linguistic review of hate speech in the form of hoaxes on social media, resulted in three classifications

of data, namely (1) potentially criminal hoaxes, (2) hoaxes that have no legal impact, and (3) data that is categorized as not containing hoaxes or hoaxes crime. The third is a pragmatic study that examines forms of hate speech, hate topics, and types of hate. This study has been carried out by Widodo (2017), who examines hate speech to state officials on social media. The study concludes that most hate speech is related to religion, such as religious provocation, blasphemy, and blasphemy. A similar study was also conducted by Ningrum et al. (2018), who analyzed hate speech in the comment column of social media. This study found forms of hate speech, topics of hate speech, and types of speech acts. Observations made by Lusiana (2019) on the level of politeness of someone on Facebook in making hate speech found that politeness speech begins with a high level of politeness, but in the end performs the opposite speech act, namely by threatening and insulting. Claudia & Wijayanto (2020), who analyzed hate speech acts in Facebook group comments, found that speech acts were dominated by expressive speech acts with the aim of provocation, incitement, insults, hoaxes, and unpleasant actions.

The studies above show the significance of research related to hate speech and insults, especially linguistic analysis. This research focuses on linguistic analysis so that it has no legal implications. In addition, this study focuses on the description of speech acts that dominate hate in social media based on gender. In addition, the verbs that make up the insulting speech act are also explained. The category of insults is classified according to four actions: blasphemy, insults, blasphemy and insults, and criticism.

## **METHOD**

In social media, language is the main communication tool. Through language, social media users can communicate by expressing opinions and responding to the opinions of others. This communication can be interpreted positively and negatively. It means that the public can get useful information from the virtual communication and obtain information that is detrimental and even has legal implications.

One of the useless information is insults. Social media is a fertile ground for slander because it is easy, free, and fast. Referring to the definition of humiliation in the KBBI, KUHP, and UU ITE, it can be formulated that insulting act is an act that attacks the dignity of another person by accusing or degrading intentionally and spreading it so that the victim feels losing his honor, either through direct speech or using virtual media. However, speech on social media must be studied more intensively as it is likely to be very subjective. Therefore, language analysis is needed that can help explain the meaning of the speech.

In linguistics, pragmatics plays an essential role in interpreting speech. Searle et al. (1980, p. viii) state that the topic of pragmatics includes aspects of the meaning of speech that cannot be accounted for by referring directly to the condition of the truth of the sentence spoken. For example, questioning utterances can aim to command, remind, and so on. According to Leech (1983, p. 24), this difference is caused by the meaning intended by the speaker and interpreted differently by the interlocutor. The speaker has a certain intention in his mind, while the other person interprets the information from the speaker by looking at the context he understands. It requires a similar context in communicating between the speaker and the interlocutor. Mey (1993, p. 38) defines context as the environment, in a broad sense, that allows participants in the communication process to interact and which makes the linguistic expressions of their interactions understandable. Thus, pragmatics examines the use of language in communication, not in the realm of grammar. From this view, it can be concluded that pragmatics is the study of language communication externally because it is related to the context of communication.

In pragmatics, there is a reference that an utterance denotes an action (Austin, 1962, pp. 98–99). This reference is also known as performative speech. When someone insults you, for example, “You are no better than a field buffalo,” he is not only speaking verbally but also committing an insulting act. Searle & Vanderveken (1985, pp. 182–183) developed Austin’s (1962) thinking by presenting five types of speech acts, namely (1) representative, utterances related to true or false propositions; (2) directive, speech that makes the interlocutor do or not do something for the speaker; (3) commissive, speech that makes the speaker commit to doing something for the speech partner in the future; (4) expressive, speech that expresses feelings to the interlocutor; and (5) declarative, utterances expressed by speakers so that they can change the reality of the world. Speech acts can also be done directly or indirectly (Parker, 2007, pp. 17–20). Indirect speech acts are based on the form of the sentence. On the contrary, the speech in indirect speech acts is different from the sentence form. Depending on the context, the utterance “What time is it?” can be said directly or indirectly.

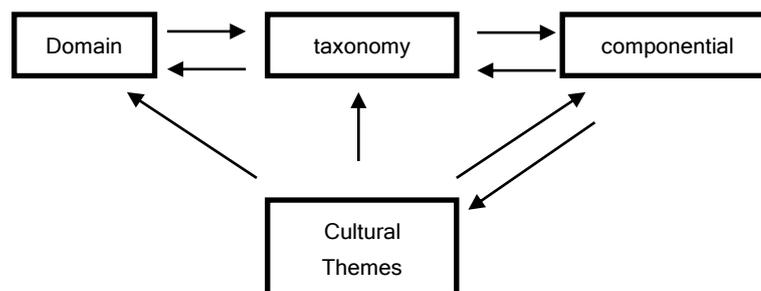
Sociopragmatics is considered the meeting point between sociological studies and pragmatics (Leech, 1993, p. 15). The social environment that includes sociopragmatic studies includes how to talk to a group of people with certain social factors, such as age, gender, occupation, education, and so on. In general, boys and girls have had differences in the use of language since childhood. Girls are considered more polite in speaking than boys when playing (Ladegaard, 2004 in Prayitno, 2017). In addition to being courteous, women are considered more thorough, better at praising, containing subjective personal elements, and so

on. The emergence of these social factor variables is useful in determining the structural pattern built by a particular social group in using language.

Methodology and method are two different things (Santosa, 2017, pp. 45–46). The methodology is defined as the approach taken to support research, while the method relates to location, data sources, data, sampling, data collection, data validity, and data analysis. Based on this view, this research methodology uses a qualitative design with characteristics as described by Sugiyono (2013), namely (1) natural; (2) is descriptive; (3) emphasize the process rather than the product; (4) perform inductive data analysis; and (5) emphasize meaning.

The location of this research is the media. The media used are social media, such as Facebook, Instagram, WhatsApp, Twitter, and Youtube. The data source used is speech in the form of text taken from several social media platforms at the research site. The data source is the response of several netizens regarding Covid-19. This research data is in words, phrases, clauses, and sentences on social media that contain insulting expressions during the Covid-19 pandemic. Data collection is done by observing the use of language in social media. Because the researcher is not part of the data collection, this research is called *simak bebas libat cakap*.

The research data were analyzed using Spradley's (1980) analysis which consisted of a domain, taxonomy, components, and cultural themes analysis. Stages of analysis are carried out circularly. Researchers are not fixated on successive stages, but researchers can also re-observe the previous analysis process.



**Figure 1.** Spradley's analysis

Domains are a natural part of the larger structure of cultural phenomena (Grbich, 2007). The domains used are gender and type of action. These acts consist of blasphemy, insults, criticism, and a combination of blasphemy. The taxonomy will reduce the insult data into types of speech acts. Componential combines the results of domain and taxonomy analysis. Cultural themes link the three previous analyses to obtain cultural meaning (Spradley, 1980, p. 267).

## RESULTS

In the research method, it is stated that insulting acts consist of four categories, namely (1) blasphemy, (2) insults, (3) criticism, and (4) a combination of blasphemy and insults. The following discusses the categories of insults based on Spradley's analysis.:

### Domain Analysis

The natural parts that form the research data ecosystem include gender, action, and social media.

**Table 1. Domain Analysis**

GENDER	ACTION	SOCIAL MEDIA					total	gender
		IG	TW	WA	FB	YT		
M	blasphemy		8	3	19	2	32	146
	insults	7	14	3	48		72	
	criticism	2	31		3	3	39	
	blasphemy and insult				2	1	3	
F	blasphemy	1		1	4		6	37
	insults		2	1	15		18	
	criticism	3	3		5	1	12	
	blasphemy and insult					1	1	
Σ		13	58	8	96	8	183	

From the table, Facebook is still liked by people. It is because Facebook is simple, easy to use, and attractive. Besides, some people want to keep in touch with old friends through this app. Men and women collectively use social media to insult, followed by criticizing, insulting, and a combination of insults and insults.

### Taxonomy Analysis

In taxonomy analysis, the data will be reduced into small parts so that the natural category of the object of research appears. The reduced data are gender, speech acts, and speech act verbs.

**Table 2. Taxonomy Analysis**

GEN	SPEECH ACT																				TOTAL				
	AS						DR						CM				EX					DC			
	telling	informing	commenting	explaining	accusing	saying	asking	forbidding	requesting	inviting	advising	suggesting	ordering	challenging	vowing	offering	threatening	swearing	Sympathizing	thanking		insulting	blaming	forgiving	promising
M	5	11	32	3	31	4	1	5	12	1	3	10	12	2	2	1	10	7	3	1	67	19	1	1	244
F	1	3	10	0	7	3	0	1	6	0	0	2	3	0	0	0	0	0	1	0	15	7	0	0	59

In terms of quantity, men more often perform speech acts on social media. Both men and women tend to insult others. Interestingly, men dominate every speech more than women. Of

the 24 utterances, women did only half. It is inversely proportional to the habit of women who talk more than men in socializing.

### Component Analysis

Componential analysis connects between components that have been carried out in domain analysis and taxonomic analysis (Santosa, 2017, p. 84). at least contains gender, actions, social media, speech acts, and speech act verbs.

**Table 3. Component Analysis**

G	SM	AC	SPEECH ACT																			TOTAL				
			AS					DR					CM				EX				DC					
			telling	informing	commenting	explaining	accusing	saying	asking	forbidding	requesting	inviting	advising	suggesting	ordering	challenging	vowing	offering	threatening	swearing			sympathizing	thanking	insulting	blaming
M	IG	bl																							0	
		in											2					2		1		6				11
		cri		1	1																					2
		bl-in																								0
	TW	bl	1	3	1	1	3	1		1			2									4	4			21
		in			3	1	2						1					1				12				20
		cri	3	1	22						2	1	3								1		1			34
		bl-in																								0
	WA	bl		2	1		1				1		1	1		1	1	1					2			12
		in								1			1										2			4
		cri																								0
		bl-in																								0
FB	bl		2		1	16	1			2	2	1	4			1	5	3			5	1			44	
	in	1	1	1		5	1			4	1		3	2	1		3	3	2		26	6	1		61	
	cri			2					1	1															4	
	bl-in					5		1	2	2		1									9	2			22	
YT	bl		1			1							1								1			1	5	
	in																								0	
	cri			1			2																		3	
	bl-in		1										1									1			3	
F	IG	bl					1													1					2	
		in																							0	
		cri		1	1						1			1												4
		bl-in																								0
	TW	bl																								0
		in																				1	2			3
		cri	1		1			1																		3
		bl-in																								0
	WA	bl		1									1											1		3
		in						1														1				2
cri																									0	



study because it is more detailed. Although the research data intersect with legal issues, the analysis is only in the linguistic field.

**Data 121/LK/FB/NST**

3 MENIT YLL PEMILIK TOKO JLN KOLOPAKING KOH AMENG MENINGGAL  
DIRENGGUT COVID 19...KELAMBATAN PENANGANAN GUGUS TUGAS  
PENANGGULANGAN COVID 19 KEBUMEN  
HARI INI JAM 12.30 SELURUH AREA KEBUMEN KOTA WAJIB LOCK DOWN... TIDAK  
ADA ALASAN APAPUN HARUS LOCKDOWN (DPP PATRIOT NUSANTARA (Data not  
edited)

A Facebook account with the name SA has posted a status with a sentence like the one above. SA posted the status in response to a message from a friend that Koh Ameng had died. However, the fact is that Koh Ameh is still in the hospital and his illness is unknown.

The post contains two speech acts, blaming and commanding. The first speech act can be seen in the sentence *KELAMBATAN PENANGANAN GUGUS TUGAS PENANGGULANGAN COVID 19 KEBUMEN*. SA blamed Covid-19 officers for being slow to handle. SA's opinion can damage the good name of Covid-19 officers. In the KBBI, *lambat* means *tidak cepat, memerlukan waktu banyak, dan tidak tepat waktu*. Those three phrases can tarnish the honor of Covid-19 officers. If the information submitted is correct, it is not necessarily the fault of the Covid-19 officer. Therefore, SA has defamed the Covid-19 officers. The second speech act, SA, requires lockdown. At the same time, the SA does not have the authority to decide whether it is an emergency or not.

Capital letters indicate an important thing, for example, a marker for the beginning of a sentence, a marker for a position, a title, the name of an institution, and so on. Capital letters in the post indicate that the SA informs important and urgent matters. However, the fact is the opposite. It is not important and not urgent because it is not proven true.

**Data 29/PR/FB/NST**

*Guru sekarang enak ya*  
*Makan gaji buta* (Data not edited)

The Covid-19 pandemic forced school activities to be suspended. It was done to reduce the spread of the virus. Instead, learning is done online. A Facebook account with the initials MN judged this to be inappropriate. The post was MN's response to the government's policy of stopping school activities. MN suspects that teachers will only receive salaries without teaching.

If paraphrased, the post becomes "*Guru sekarang (hidupnya) enak ya. (guru hanya) Makan gaji buta*". The post contains an accusing speech act because the teacher is considered not working and only receiving a salary. The term *gaji buta* can be interpreted without

working will get money. The accusation was false because the teacher had to teach online. As a result of that post, many people had similar assumptions to MN, thus discrediting the teacher's name

### Insult

In KBBI, insult has the same meaning as blasphemy. Both are processes, methods, degrading actions. The act of insulting one person makes another person socially inferior. However, there is a difference between blasphemy and humiliation. Soesilo (1991) states that it is called blasphemy if there are accusations, while insults do not contain accusations. Saying stupid to others in anger is considered an insult, while cheating words contain accusations of deceiving others.

#### Data 77/LK/IG/PHN

*Woi Polisi bacot, kontrol.., Woy sini polisi anjing.., Gue lagi nongkrong.., Yoi..lagi nongkrong sini.. santuy*

An Instagram account with ID FS uploaded a video titled "Fuck bout covid." The sentence in the video is as written above. At that time, the police carried out patrols to suppress the spread of COVID-19. Seeing the police patrol, FS recorded while saying "*Woi Polisi bacot, kontrol.., Woy sini polisi anjing.., Gue lagi nongkrong.., Yoi..lagi nongkrong sini.. santuy*". The footage was uploaded on FS Instagram and was seen by many people.

The speech act performed by FS is an expressive speech act. The expression of FS' emotional feelings was expressed by demeaning the police. Police are considered a lot of *bacot* (useless talk) and even likened to *kontrol* (male genitals) and *anjing* (dog). In Indonesian culture, the mention of dick is considered taboo because it is inappropriate to say, while dogs are considered unclean animals by most people. These three words have a low meaning, so they do not deserve to be compared with the police institution.

#### Data 128/PR/FB/PHN

*Katenya suci.. Tp takut jg ya ama mbk corona (dengan ikon senyum)..waah dipertanyakan kesuciannya (dengan ikon senyum)"ketahuan deeh keasliannya (Data not edited)*

Facebook with the SN account responded to another account's post which reads "*Lantai dasar dimana Ka'bah berada masih seteril dari Tawaf, dialihkan kelantai 1,2, dan 3. Saya foto jam 18.05 WAS atau jam 22.05 WIB. Lantai dasar baru dilakukan desinfektan total menyikapi kasus CORONA Virus Disease (Covid 19), demi keselamatan dan kesehatan jamaah terutama yang umroh. Semoga tak ada kasus Covid 19 bagi jamaah umroh dan nanti jamaah haji tahun 1441 H/ 2020 M, aamiin*". SN's response was as written above. As a

result of the post, several mass organizations are planning to come to SN to be held accountable.

With an assertive speech act, SN commented on the post about the Kaaba. SN's comments are followed by expressive speech acts, namely insulting. The form of insult is to question the sanctity of places of worship in Islam. The post was also followed by a smiling icon indicating that the post was laughing at the place of worship. Next, SN also wrote the sentence "(with a smile icon) "*Ketahuan deeh keasliannya*". The post suggests that SN considers the Kaaba an unholy place. SN's post was considered demeaning, and he even laughed at places of worship of Islam that are believed to be sacred by its adherents.

### Criticism

Criticism and insults are different. Criticism conveys that the interlocutor can change for the better, while insults try to humiliate the interlocutor. Although both evaluate, criticism provides a useful evaluation rather than insulting. Evaluation in criticism is based on deviations from social norms. Critics also consider the context of the speech to get the message across properly. Swear words are not part of criticism.

#### Data 12/LK/TW/KRI

Ini situs resmi Pemprov DKI terkait COVID-19. Ada update jumlah pasien dan peta penyebaran di 5 wilayah. Ada tanya jawab seputar corona virus juga. Kemenkes juga punya situs yang sama, tapi gak bisa dibuka  
@kemenkesRI #coronavirus  
Corona.jakarta.go.id/faqs/ (Data not edited)

The difference in the number of patients exposed to Covid-19 on the websites of the DKI Jakarta Health Service and the Indonesian Ministry of Health caused hot news, including on social media. Twitter with the name AN wrote a tweet like the one above. AN's tweet responded to the noisy news on Covid-19 patient data, especially in DKI Jakarta.

SN's response in commenting on the news was considered not excessive. It can be seen from the absence of swear words, no intention of demeaning other groups, informing the contents of the DKI Jakarta Health Service website so that the Ministry of Health of the Republic of Indonesia can imitate it because it is more informative. The post tagged the Ministry of Health account so that this message arrives and is followed up. This criticism is made to improve the Indonesian Ministry of Health website.

#### Data 120/PR/TW/KRI

#ProkesAlaRezim bebas dilanggar . #ProkesAlaRezim kebal hukum. Dah gitu aja  
(Data not edited)

The difference in the government's attitude in suppressing the spread of Covid-19 is a question for many people. The social gap became a hot topic when the president and other

dignitaries attended an artist's wedding. People feel that there is injustice from the government in enforcing policies. A Twitter account with ID @YLT responded to the incident with the tweet above.

The tweet above contains no swear words. The word regime in the hashtag is a symbol of fighting injustice. The hashtag was widely echoed on Twitter, so it became a hot topic at the time. This tweet is a form of public disappointment with the government. Health rules should be obeyed together but may be violated by some groups. Some groups received sanctions for violating health protocols, but others were free. It is the main point so that the government can immediately improve policies.

### **Blasphemy and Insult Combination**

Sometimes, posts can contain more than one action. This paper found two actions in a post, namely blasphemy and insult. In addition to making accusations, the post also uses swear words.

#### **Data 170/LK/FB/NSTPHN**

(1) *serentak razia oleh Polisi malam ini diberapera wilayah Jakarta terkait CORONA. Orang Cina masuk ke Indonesia tanpa dirazia ...*”.

(2) - *IBUNDANYA meninggal ... yg jadi pertanyaan IBUNDA kandung / IBUNDA angkat #nanya.*

- *Kalian masih percaya sama tipu daya muslihat ini itu ucrut ...?!?*

- *Hanya orang bodoh yang kecebur di got yang sama*

(Data not edited)

The article was posted on HA's Facebook account at a different time. The first post was uploaded on March 22, 2020, when it was reported about Chinese citizens being free to enter Indonesia during the Covid-19 outbreak. The second post was uploaded on March 25, 2020, when President Joko Widodo's mother passed away.

The first post contains an assertive speech act in a notification to the public of a health protocol raid. However, the following sentence assumes that the Chinese came to Indonesia without going through the Covid procedure. Indirectly, it accuses the police of being unfair. Chinese people who come to Indonesia also carry out health quarantine. Moreover, not all Chinese are free to enter. Only certain workers can enter Indonesia.

The second post questions the truth of President Jokowi's mother. In times of condolences, it is better to give prayers and strength. The phrase deceit is considered to contain accusations against Joko Widodo. He is considered to deceive others for his success. Therefore, the phrase could be considered defamatory. The word *ucrut* refers to *curut*, which is a shrew. The impersonation of the president with *ucrut* is deemed to be demeaning and inappropriate to express.

**Data 43/PR/FB/NSTPHN**

*TUKANG NGIBUL. Induk CORONA. Hama brbahaya* (Data not edited)

The entry of Covid-19 into Indonesia began with a debate. Scientists think the virus has entered Indonesia, but the government is unaware of it. The government firmly maintains that Indonesia is immune to Corona. However, the government announced that the Coronavirus had existed in Indonesia not long after. It triggers Facebook account A to make a post like the one above.

The post was addressed to Joko Widodo. The president is considered a liar (*ngibul*), the center of which is the Corona, and even dangerous pests such as Corona. The word *Ngibul* comes from *kibul*, which means lying and deceit. It demeans the president's dignity. Jokowi is also considered the center of the spread of the Coronavirus. The word *Induk* in KBBI means *ibu, utama, inti, pusat*, means mother, chief, main, prime. Therefore, the phrase *induk corona* is considered insulting to the president. The word *hama* means nuisance animals, seeds of disease, and destroyers. The likeness of the president to animals or seeds of disease is inappropriate. Therefore, the likeness of the president to a *hama* is an insult.

**CONCLUSIONS**

Humiliation is a subjective condition. A word can be considered as an insult, but on the other hand, it is regarded as an ordinary word. Linguistic analysis is needed to reveal the meaning of the utterance, whether insulting or not. In pragmatics, speech is associated with the context of the speech. The goal is that the meaning of the utterance can be appropriately explained. This research does not only discuss pragmatics but also sociopragmatics. It is done because language is a cultural product with certain characteristics in its use.

Data analysis was performed using the Spradley model. As a result, the data is separated into natural parts and small parts to take a deeper look at the relationships between parts. The natural part consists of gender, actions, and social media. The minor parts are gender grouping, speech acts, and speech act verbs. Next, the two sections will be combined into a taxonomic analysis to see in more detail each section.

The data is grouped into four categories: data containing blasphemy, insults, criticism, and a combination of insults. Each category is associated with gender, speech acts, and social media. In conclusion, certain genders dominate the use of certain social media, certain speech acts, and certain actions. It helps discover the sociological pattern of the insult phenomenon on social media.

The writer realizes that this writing is far from perfect. Many things should be studied more deeply from this topic, such as implicature, direct and indirect nature, literal and non-literal, etc. Therefore, the author is open to receiving constructive suggestions and input.

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## YOUTUBE CONTENT AS A FORM OF SOCIAL IDENTITY: ACTUALIZATION OF JAVANESE CULTURE OF MUSLIM DIASPORA IN EUROPE

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**Abstract:** YouTube content is one media to transform knowledge about language, one of which is Javanese. The Javanese used in a particular country serves as a social identity that shows the group as a Muslim Diaspora. This research aims to know how an Indonesian Muslim maintains his local language and European identity. Indonesian Muslim Diaspora continues to adapt by negotiating two identities that interact with each other every day. They want to survive and mingle with European society but still maintain the social identity of the local language that they are proud of. The YouTube content thus becomes the unofficial association for the local language, so the actualization of Javanese culture is formed into a social identity. The researchers use a qualitative method reinforced by Hogg's social identity theory. This method reveals the meaning of one of the YouTube content created by the Muslim diaspora in a particular country. The contents showed the group's social identity that maintains the Javanese language even outside their native country.

**Keywords:** YouTube content, social identity, Javanese culture, Muslim diaspora

### INTRODUCTION

With the density of human mobility required to keep up with modern development, digital technology plays an essential role. Almost all human activities go hand in hand with social media, and YouTube is no exception. YouTube is a medium of information that presents a variety of knowledge, but it has also been transformed into the actualization of human language to channel their aspirations. In 2021, Hootsuite Indonesia recorded the development of internet and social media users. Of the 274.9 million Indonesian population, 202.6 million people use the internet, and 170 million are social media users (Riyanto, 2021). It can be interpreted that as much as 73.7% of the population has access to the internet. There is also an increase of 16% or 27 million internet users from the previous year (Handayani & Daulay, 2021).

YouTube has become a prima donna for all circles of society. Apart from being efficient and effective, YouTube also provides several advantages. First, it does not limit the video durations to allow users to express their ideas and opinions through video images or narrations. Second is the

accurate security system by not allowing illegal videos that contain ethnicity, religion, race, and inter-group relations (*Suku, Agama, Ras, dan Antar golongan - SARA*). It is provided with a question that the user must confirm before uploading the video. Third, YouTube users will get a payment to get at least 1000 viewers. Fourth, YouTube users can watch videos offline (no charge) by downloading the video first. Fifth, there is a simple editor to help, such as cropping videos, filtering colors, or adding video switching effects (Handayani & Daulay, 2021).

Apart from the ease of the YouTube users in contributing to the digital world, what is no less important is the language used by users when making videos uploaded to YouTube. Language is one of human's social identities in communicating with others. Language identifies an individual or group identity (Santoso, 2006). Language can also explain regional identity. People from different regions will vary in dialects even though the language used is the same. Meanwhile, language is used as a national identity and unifying society at the more significant territorial boundaries. A national identity can be socially constructed and defined through the direct struggle between the participation and reification of that society (Hermiasih, 2015).

This research aims to find out how far the Indonesian role abroad, especially in the European countries, in defending their Javanese identity and updating their cultural response through YouTube content. This study also aims at contributing to Indonesian society through its participation as active social media users through YouTube. This paper is based on research on various online libraries with an in-depth analysis of diverse literature in social media science, language, response culture, and Muslim diaspora.

## LITERATURE REVIEWS

In writing this article, it certainly cannot be excluded from previous studies related to the discussion of this research. Handayani & Daulay (2021) discusses using YouTube as a communication medium for religious preaching. This study shows that the main attraction for preachers to create YouTube content is to spread *da'wah* and convey knowledge. With YouTube, lectures from preachers can be reached by the wider community anywhere and anytime.

Cahyono & Hassani (2019) discussed the development of YouTube, bringing new communication patterns for preachers and teachers. YouTube as the social media has contributed to the spreading of *da'wah* and the education of Islam. In this respect, YouTube's contribution gives a new aspiration to a learning model or material enrichment limited to textbooks.

Hermiasih (2015) discusses the diasporic gamelan musical communities in Britain. This research focuses explicitly on forming identity and community through Javanese gamelan music. The author explains that the members of the Javanese gamelan posit themselves as ambassadors for Indonesian culture. Apart from promoting Indonesia, they also provide an insight into Indonesian culture in Europe.

Sartini (2015) studies the language behavior of the Balinese diaspora in East Java. This study shows the involvement of three languages, Balinese, Javanese, and Indonesian, interchangeably to communicate in religion, family, customs, education, and friendship. This study also analyzes the existence of code-mixing and code-switching and the occurrence of language accommodation when the interaction is carried out. In this interaction, the Balinese people are more accommodated towards the Javanese language.

Marnita (2011) discusses the language choice and language attitude of the Minangkabau people. The researcher also examines the socio-cultural factors that motivate the choice and the attitude. The study results that the language choice has a different pattern due to age difference, with the adolescents speaking more Indonesian than other age members.

The first four articles explore YouTube as one social media used for religious or educational benefits. On the other hand, research on the diasporic response by the Indonesians is still rare. Thus, this article serves as additional reading on the diasporic response. The last article was written to give an image of the social identity of a language, the language of a region that in some parts of Europe is still maintained by its owner - either for affection for their local language or the spread of language answers through YouTube content which is then made as an acceleration of culture and social identity.

Social identity is generally seen as an analysis of relationships and inter-group relationships between social categories on a large scale. Besides, social identity is also described as forming the cognitive concept of social groups and members of groups. More simply, social identity is self-awareness given explicitly to the relationship between groups and individuals. The formation of social cognition is much influenced by the meeting between individual members in the group, individual role orientation, and individual participation in social groups. The situation, then, forms social identity through three stages: social categorization, prototyping, and depersonalization.

### **Social categorization**

Social categorization affects self-definition, behavior, and perception of prototypes that explain and determine behavior. When this identity is undetermined, the concept of self and society is also unclear. Prototypes can also be a spotlight for social groups. Giving too many prototypes to the group makes the other group's assessment bad. Stereotypes can be a hinder in conditions like this. A stereotype emerged from one group against another group outside of it. People will cognitively represent the prototyped group. Besides, attributes describe similarities and structural relationships in groups. It is done to distinguish and determine the group's membership (Baron & Byrne, 2003).

### **Prototype**

A prototype is a cognitively formed social construction adapted to the maximum extent and differences possessed by other groups. It is done to stand out the superiority of the group. The group's interest in forming a prototype represents the group in a broader social area. Usually, the prototype stands alone. It is not solely supported or obtained from the comparison between social groups. The processes in social groups are impossible to get out of this group. Please note that the prototype is constantly evolving from time to time. Prototypes can also be considered cognitive representations of group norms where the group norms are formed on social regulations that group members only limit. In this case, the most important thing is explaining the behavior and affirmation that someone belongs to a certain social group. Social norms are rules made by the agreement of group members. Social norms become the basis for thinking and moving groups. Then, the social norms do not become an explanation of social conditions. These social norms regulate how individuals in groups should behave and behave.

### **Depersonalization**

Depersonalization is how individuals internalize a part of themselves or view themselves as examples of substitutable social categories rather than unique individuals (Hogg et al., 2004). Social identity is different from self-identity. Self-identity is owned by a person and only becomes that individual's identity. But social identity is owned by an individual and is also owned by other people, and they form a group—for example, the Javanese Diaspora community in Europe. A person from the Javanese tribe meets other Javanese in a particular place, forming a group. With the similarity of origin or ethnicity, there is a social identity.

Both self-identity and social identity come from the individual's self-awareness in forming his identity. Social identity emphasizes group identity and individual relationships with other

individuals in a group. Social identity in a group depends on the image created and attached to the group members. The image can be a positive image or a negative image. This image will distinguish one social group from another, and it will affect the social identity of a group in the eyes of the public. Therefore, Jakiem Asmowidjojo created YouTube content featuring Javanese diaspora from various countries, especially diaspora from Europe. So that his identity as a Javanese does not fade with the culture of the country he currently occupies. Social identity is generally seen as an analysis of inter-group relations between social categories on a large scale. It is also defined as the process of forming cognitive conceptions of social groups and group members.

Social identity is more simply self-awareness given explicitly to relationships between groups and individuals. The formation of social cognition is much influenced by the meeting between individual members in the group, individual role orientation, and individual participation in social groups.

## **METHOD**

This study observes a YouTube channel named “Diaspora Jawa- Jakiem Asmowidjo.” This research is descriptive-qualitative by focusing on the content aspect of YouTube content as the primary source. It means that the data were taken from some of the content contained on the YouTube channel. The data collection technique is observing, transcribing the spoken expressions in the YouTube content, then translating and analyzing.

This study uses a qualitative approach with library research or literature research. This study aims to reveal the problem under study by explaining the state of the subject or object of research, producing descriptive data in written or spoken words from people, and observed behavior. The subjects in this study were videos on Jakiem Asmowidjojo’s YouTube channel. At the same time, the object as a reference in this study is the video content of Javanese diaspora activities abroad. The data extracted in this study can be divided into two groups: primary data related to the research problem, namely YouTube content from Jakiem Asmowidjojo, and secondary data indirectly from the field, in documents and journals, and other reading materials. the data were analyzed from the results of observations and documentation.

## RESULTS AND DISCUSSIONS

Each ethnic group has a character and cultural identity according to their respective regions and geographical conditions. Thus, cultural identity cannot be separated from the concept of ethnicity or regionalism born in each ethnic group, which integrates socially and can exist in their new place of residence. Identity is an ideal construction of our thinking, formed based on assumptions and structures of something we know and the extent to which we can recognize it and respond to it as reality. Cultural identity is a feeling of belonging, belonging to a particular group, a personal conception and perception, and related to nationality, ethnicity, religion, social class, generation, localism, or social groups with their cultural characteristics. So in this context, cultural identity is a breakdown of individual characteristics and the characteristics of groups with cultural similarities (Ennaji, 2005). It can be seen when compared to the cultural aspects of individuals and groups that are considered capable of representing the characteristics of a country and its entire society and visible when compared to the national cultural identity of other countries.

Indonesia was rich in diversity, language, ethnicity, religion, and customs. In the struggle for independence era, the nation's founders realized the potential conflict if the differences were not accommodated well, which impacted the independence in mind and became more challenging to achieve. Therefore, ideas emerged to unite the differences summarized in *Sumpah Pemuda* (Youth Pledge) and served as a turning point in the birth of nationalism and unity among the Indonesians. Today, the feeling as part of one nation remains to exist.

When the Indonesians stay in a foreign country, they seek to contribute to the nation through the diaspora associations. In Europe, the Indonesian diaspora is spread to various countries, especially in the Netherlands. They generally have different backgrounds, such as international students, experts, and professional workers. In these countries, the Indonesian diaspora usually gathers in various communities. Generally, the formation of diaspora communities is based on ethnicity, regional origin, occupation, or hobby. These communities are considered capable of accommodating, nurturing, and representing the existence of the Indonesian diaspora in the foreign country. Each community has its peculiarities as part of the characteristics they try to maintain. One of the Indonesian diaspora communities well known in Europe is Javanese Community in Amsterdam (*Javanen in Amsterdam Zuid Oost (JAZ) - Kumpulan wong Jawa ing Amsterdam*). At first, this community was formed by the Javanese diaspora, who had long settled in the Netherlands as a place to gather (*silaturahmi*) and efforts to preserve Javanese art and culture in Europe.

*“Aku ndek kene kepetuk kabeh konco, bungah banget...  
Dino iki dino kanggo pengeling-eling kanggo bopo biyung jaman biyen” (0:29-0:32)*  
 (“I can meet all of my friends here, makes me very happy...  
 This day is to remember my parents in the past.”) (Asmowidjojo, 2019b)

Over time, the members of this community increased, but the development of the organization and the heterogeneity of its members focused on efforts to preserve and develop Javanese cultural art. The members currently vary from Indonesians and native Dutch. Every week, the community holds regular gatherings and rehearsals together. They bring Javanese cuisine or other Indonesian regions, but they also get Dutch cuisine.

*“awak dewe iki diajari wong tuwo rukun bebarengan, dadi karo bangsa liya yo perlu bebarengan. Iki adate wong Jawa ojo dilalekke.” (2:32-2:42)*  
 (“Our parents educate us to get along together, so with other people we should also get along well. It is the Javanese customs that we cannot not forget.”)

*Iki pecel, Mas. Iki kancane kabeh sing padha teka dina iki padha gawa panganan dewe-dewe. Ana sing nggowo pitik, ana sing gawa pecel, ana sambal goreng tempe....” (2:53-3:03)*  
 (This is *pecel*, Sir. Those who join us today bring the food. Some bring chicken, some bring *pecel*, *tempeh* with chili sauce...) (Asmowidjojo, 2019a)

At the community gathering, some families and children. At certain times, they hold dance festivals. Therefore, art exercises are sometimes conducted by members of the Javanese diaspora in the Netherlands. Usually, adult members practice advanced dance while children are taught basic dance. This way, they still love Indonesian art and culture even when their children have children. At each meeting, a typical Javanese event must be highlighted. For example, they have to communicate using the Javanese language when gathering. They sometimes eat with banana leaves instead of plates, eat by hand, and wrap the food using leaves. They do these little things to remember simple Javanese habits still and remain sustainable even though they are in other parts of the world. Each member brings a typical Indonesian food and then enjoys it together at the end of the event.

This regular meeting aims to maintain communication so that their children do not lose their sense of Javanese cultural roots. The Javanese diaspora has the same vision: to preserve the richness of Javanese art and culture that they love and introduce it to the European community. They also actively try to promote Indonesian tourism through various cultural performance activities. The Javanese diaspora has an essential role in the efforts of Indonesian cultural

diplomacy and tourism, especially the Javanese in the international sphere. In addition, the awareness as part of the Indonesian nation makes the Javanese diaspora united in maintaining their social identity, which is then passed down to their children. The extensibility of the Javanese diaspora spread throughout the world is often a reference for the development of Indonesian arts and culture abroad, especially in Europe. In a new place, the Javanese diaspora always maintained the cultural values they inherited from their origin, which they then reconstructed together.

*Aku neng kene kepethuk pada kanca bungah banget. Sing pindo aku ngelingi bapa biyung ku biyen sing di gawa ing suriname. Saiki aku ing kene, dina iki dina pangeleng eleng kanggo bapa biyung jaman biyen. (0:29-0:47)*

(“Here I can meet my friends and I’m delighted. Secondly, I remember when my parents were brought to Suriname. Now, I am here. This day was remembered as a day with my father in the past.)

*Tegese aku asli wong Jawa sing saking Indonesia sing dikontrak ing Suriname. Yo isih keturunan Jawa asli, trus melestarikan Jawa, budaya lan warisan iku adate wong Jawa. Sing bener, aja lali, kudu eling tata krama lan waspada, ngono wae. (0:51-1:25)*

Obviously, I am a Javanese, coming from Indonesia to work in Suriname. I’m still native Javanese, then preserve the Javanese cultural heritage is our customs. Most importantly, we cannot forget to keep out manners and be aware of that. That’s it.) (Asmowidjojo, 2019b).

The Indonesian diaspora always strives to maintain their social identity in various ways, including in arts and cultural activities. They regularly hold various meetings according to their geographical region to maintain a sense of brotherhood. In addition, they also actively participate in various public activities. Europeans sometimes attend these meetings even though they do not belong to the diaspora community. Concerns about the fading of social identity in generations of the Javanese diaspora can be minimized through various activities that require the active involvement of the diaspora and their families (Narottama & Arianty, 2017).

### **Linguistic Aspect**

Long before the government of the Republic of Indonesia officially sent Indonesian workers (TKI = *Tenaga Kerja Indonesia*) abroad, between 1890-1939, the Dutch royal government, which at that time colonized Indonesia, had succeeded in sending and employing 32,956 Indonesian migrant workers from Java to Suriname, South America. The purpose of sending the workers is to make up for the labor shortage in several plantations in Suriname. The labor shortage resulted from the abolition of slavery on July 1, 1863. The abolition caused many plantations to become

neglected, even abandoned. As a result, the Surinamese economy, which initially relied heavily on plantation products, fell drastically (FIB, 2018).

Although these Indonesians have lived in Suriname for 128 years, they still have Javanese habits, like having festivals of leather puppets (*wayang kulit*), dance drama (*wayang wong*), and Javanese theatrical performance (*ludruk*), and *Remo* dance. Another effort is to prevent the Javanese language from deteriorating, which is not easy for the diasporas. They live far from their native land, and the local community does not use the Javanese language. This situation drives Jakiem Asmowidjojo to make YouTube content to spread the Javanese language. He does so to prevent the Javanese language from extinction. The local language represents the national language. It reflects the local values, like manners, view of life, or ethics. Javanese also has a language level that works to respect the speech partners.

Language acquisition is needed for family and community communication to preserve the Javanese language in the diaspora. The community holds cultural art festivals that embrace the Javanese society, thus, updating the linguistic activity. These activities are a form of human harmony responsive to the people in their lands, and they can also adapt to local customs and cultures. Jakiem Asmowidjojo also supports the movement of *Bela Budaya dan Bahasa yang Bertanggung Jawab* (Responsible culture and language defense) through his YouTube channel. On one occasion, Asmowidjojo held a meeting with Sri Sultan Hamengkubuwono X (Asmowidjojo, 2019c). The Javanese diaspora formed a community, held a meeting, and spread it through YouTube content because they wanted to contribute to the development of national culture. Even though they are out of Java, they keep the social identity of their relationship.

## CONCLUSIONS

This paper examined the actualization of the social identity among Javanese people and the Javanese diaspora in Europe. It further argues that the Javanese language shall not be limited to the action of the Javanese people but to include also the expression of the Javanese diaspora in Europe. The affection for their local language expressed through the YouTube content serves as an acceleration of culture and social identity. The YouTube content finds out how far the Indonesian population in the European territory defends Java and updates their response culture. The formation of diaspora communities is based on ethnicity, regional origin, occupation, or hobby. The Javanese diaspora has an essential role in the efforts of Indonesian cultural diplomacy

and tourism, especially the Javanese in the international scope. The YouTube content succeeds in showing the social identity of a group that still maintains the Javanese language even though they are outside their native country.

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## GENDER EQUALITY IN MARLINA THE MURDERER IN FOUR ACTS AS SEEN FROM ISLAMIC PERSPECTIVE

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**Abstract:** *Marlina the Murderer in Four Acts*, an Indonesian movie, was played for the first time in cinemas in 2017, and outstandingly, this movie returned to be shown again in 2019. The movie has won many awards that prove its quality and excellence. Since this movie powerfully conveys gender equality in a country with the world's largest Muslim population, it is challenging to observe how the depicted gender messages are based on Islamic values. Hence, this article combines the analysis of gender equality and Islamic perspective with *Marlina Murderer in Four Acts* as the object of the study. The representation theory of Stuart Hall will be applied to observe the signs which represent the gender issues. Then, this research is qualitative research supported by Gillian Rose's visual approach. The data analysis technique is conducted by observing the representations of gender equality in the film while analyzing those with the concept of gender equality in Islam. The research finds that gender equality is reflected in the narrative and cinematic elements. Furthermore, it is correct that men and women are biologically different, but both genders have equal capabilities and skills. In conclusion, *Marlina* represents the struggle for equality and the result of such a struggle because equality should be obtained by consciousness, willpower, and acts.

**Keywords:** gender equality, Indonesian movie, Islamic perspective, representation, visual analysis

### INTRODUCTION

One of the symbols of the struggle for gender equality in Indonesia is Raden Adjeng Kartini. In the era before independence, she sent a letter to her friend in the Netherlands, the contents of which questioned the injustice of society's views based on gender differences. Her struggle continued afterward, even in the reform era or post-new order collapsed in 1998. The struggle for gender equality resulted in many things, starting from issuing legal regulations that protect women's rights, which previously did not yet exist (Mursidah, 2012).

Some phenomena show the concrete results of this struggle. One of them was the election of Megawati Soekarno Putri as the fifth president of the Republic of Indonesia for July 23, 2001 - October 20, 2004. Many regional heads, both regencies or cities, and provinces, led by a woman.

The struggle undertaken to achieve gender equality in Indonesian society is not only carried out in the political sphere. But also, in the arts and culture, one of them, through the dissemination of moral messages from films produced by the nation's children (Kartika, 2015).

One of the films that chanted the issue of gender equality is *Marlina the Killer in Four Acts*. The film was first shown in theaters in 2017 and was re-aired in early 2019. This film won many awards at home and abroad. Several studies on feminism have made this film a subject. This research is more focused on the struggle for gender equality. In reality, women have the same potential as men (Walby, 1992). Such a message surfaced through a movie entitled *Marlina The Killer in Four Acts* (Surya, 2017).

The film is a mass communication medium that is classified as the youngest artwork when compared to literature, music, dance, and theater (Rachman, 2016). The film, which is only around a century old, has managed to infiltrate all levels of society. Everyone, except the blind, can enjoy the visuals displayed by the film (Siagian, 2006).

Rogen Manvell, as quoted by Siagian, explained that film had become a part of people's social life (Siagian, 2006). Everyone, men, women, old, young, from various backgrounds, often watch movies without first knowing whether they will like it or not. Movies have become like food. Everyone needs food, and occasionally it is possible to eat food that is not following his taste. In principle, it can be said, however it may be, food remains a basic human need (Rachman, 2020b).

Based on the above approach, the urgency of understanding film messages well has become a basic need. Thus, a film can provide significant benefits in life (Rachman, 2020a). This research attempts to explain the importance of understanding film well. This qualitative research uses a visual analysis approach to see the discourse displayed by the film.

On the other hand, the message conveyed by the film does not only revolve around the plot, setting, conflict, and resolution. Different meanings might be inserted in it, like the main content or agenda of the film. In general, films can talk about subjects and objects with unclear positions when discourse in messages is thrown into the public space through the media (Stam, 2008). For example, when a filmmaker comes to the cinema and is in front of the big screen, who is the subject of the text being displayed? Is the audience watching the text (film)? Or is it the film or filmmaker who is influencing ideology or meaning? The complexity of all elements in the film makes the audience flexible and free to absorb and interpret messages. On the other hand, the audience must understand the message carefully.

Based on the background that has been described above, the purpose of this study is to find out the struggle for gender equality in the post-reform era represented in the Indonesian film, *Marlina the Killer in Four Acts*. This research is expected to be used as a scientific reference for further research that discusses the discourse in the film, can also be about the definition of values, teachings, and so forth that are shown through discourse analysis films. There have

been several studies regarding the representation of women's struggles in Indonesian films. However, there are not many studies that link it with Islamic values. This study fills the position to add to the literature regarding Indonesian films, women's struggles, and Islamic values.

## **REVIEW OF LITERATURE**

Several previous studies were used as references in writing this article, including research about cultural violence against women in three Thai films (Ruangnapakul et al., 2018). The similarities between the research and this article are in the subjects, namely, women and films. However, this article discusses only one film from Indonesia. Another research used as a reference is the discussion of *Wanita Berkalung Surban*. In addition to discussing women in the film, the research also mentions the nuances of Islam in the film (Yusoh et al., 2018).

The film is a medium to strengthen the image and trust in front of the audience. Each meaning the film carries comes from a series of signs arranged to form a meaning. The film cannot be separated from the framework of thinking of the makers to propose a frame of thought that is explicit or implied. In addition to forming a community construction, the film is also a recording of reality that grows and develops in the community and then projects it onto the screen (Sobur, 2003). The film is a mass communication media that presents stories, music, and other technical offerings.

Furthermore, the film has become a powerful tool for instilling ideas, such as Hollywood filmmakers framing discourses and ideas about Islam through the big screen. The film is a product that should be studied in the message related to the creator's perceptions and experiences about a matter. The mass media, including films, are amid social realities with diverse and complex interests, conflicts, and facts. According to a critical view, the media is a group tool with dominance to manipulate and strengthen its presence while marginalizing non-dominant groups.

One function of mass media, including film, is cultural transmission. Related to this function, Lippmann (1998), with the popular proposition of the world outside and pictures in our heads, argues that the media functions as forming meaning. The picture contained therein related to an event can change people's interpretations of reality and the pattern of their actions. Views of reality are displayed by the media in certain ways. The conceptualization of the phenomenon of mediation through the function of cultural transmission in the terminology of knowledge is known as the concept of representation (Mudjiyanto, 2011).

McQuail (1987) explains films can deliver messages in a unique and manipulative power. With this ability, a film can become an instrument of public diplomacy. The film can convey ideology or thoughts to the public. Pratista (2008) states two elements form a film. The two elements are the narrative element and the cinematic element. The two elements interact and are continuous and dependent on one another. The narrative element is the material to be processed. In a film, the plot and content of a story or script are narrative elements.

Meanwhile, a cinematic element is a way to process the film. The cinematic element is technical in filmmaking. There are four elements there. The first element is *mis-en-scenes* or everything in front of the camera, with four main components: settings, lighting, costumes, and makeup. The second element is the cinematography, which is the treatment of the camera and film as well as the relationship between the camera and the captured object. The third element is editing or selecting the transition from one image to another. The fourth is sound or anything that the listener's senses can catch. It can be a back sound or soundtrack that accompanies the film. There is also a dialogue that will strengthen the message through the audio aspect earlier. The elements forming the cinematic elements are the setting, fashion, or appearance of the characters and the sound consisting of background music and dialogue.

Ida (2011) explained representation is one of the processes of producing culture. The meaning process takes place in a particular context that is influenced by the cultural background of a particular community. There will be special meanings in certain conditions and contexts. Representation explains the meaning of something through something else. In the context of film research, the thing to be explained is illustrated or represented by visual images. Representation is the production of meaning from concepts that exist in the minds of humans through language, including visual language that is displayed through the film (Stam & Raengo, 2008).

There are two points of view in this representation process. First, it is a system consisting of objects, people, and events related to concepts in the human head. It can be termed "mental representation." Without concepts, humans will not interpret anything. The concept in question is not only related to concrete things and can be seen with the eye, but also abstract concepts such as love, ideology, happiness, and so forth. The concept is not only owned by individuals. The concept can also be shared with others. In a sense, it is always possible that one person and another have the same basis in interpreting the world. This phenomenon is referred to as "belonging to the same culture" because people understand something more or less the same way. After the shared culture stage, a point is reached where the ability to describe and

exchange concepts and meanings is necessary. It was there that the second process, which was a system derived from language, emerged.

Language is a means in the process of construction of meaning. To convey meaning from one person to another, language is needed as a communication tool (Hall, 1997). Language makes people able to externalize meaning about all kinds of things. Language gives meaning and changes the meaning conveyed about a particular thing. Through language (including symbols, writing, pictures, speech, films, etc.), humans express thoughts, ideas, and concepts about something. Up to the stage of cultural similarity and understanding of similar languages above, the circulation of representation can run smoothly because the meaning of something depends on how it is represented.

Some scholars explain three approaches to understanding the meaning represented through language (Hall, 1997). The first is the reflection approach that uses language as a mirror to reflect meaning directly following the reality in which the meaning is produced. The second is an intentional approach that uses language to convey meaning according to the perspective of the individuals concerned. The third is a constructionist approach that positions language to construct meaning. This interaction can give birth to new construction in the community. The construction of meaning or definition of Muslims can be renewed by the mass media in films. In this condition, it is possible for the meaning of Muslims in the film to become a new feature of Islam in society.

The visual analysis explains the visual culture, which refers to conditions in which visuals are part of social life. According to Rose (2001), the portrayal is never just an illustration. The depiction is a place to construct and display social differences. There are three areas in visual research. All three describe the position of the researcher's perspective when conducting research or visual studies (Rose, 2001).

The first area is the site of self. The researcher acts alone to interpret and understand the observed visual objects. With the ability of critical analysis, the researcher reads and decodes or parses the meaning one by one from the compositions that form and are attached to objects of visual images that exist. Methods or tools to analyze it can be content analysis, discourse, semiotics, or other textual analysis.

The second is the site of production, which is more inclined to parse the production area or make visual images like seeing the genre or forms of images based on specific categories such as paintings, murals, walls, and so forth. The questions raised in this research area include: Who made it? Who was the picture made for? Why is it made? When was it made? What event is the context in which the picture was made? The methodological approach used to examine

this second area can use ethnography as in the anthropological tradition or use discourse analysis studies.

The third is the site of the audience. This research area determines how audiences read and interpret visual images on display, circulated, exhibited to the public. Research in this area looks at how the audience takes a foothold or position to see the visual (viewing position) and associates the visual image with other texts in the vicinity of intertextuality. The questions that usually arise are who interpreted the picture (audience profile)? How do these audiences interpret? Why do they interpret or interpret the picture? What is the pleasure of the image (visual pleasure) owned by the public? Methodologies that can be used include psychoanalysis, audience ethnography, and reception analysis commonly used in the tradition of media studies.

Discourse is the field of all statements, sometimes as an individualization of groups of statements, and sometimes as a regulative practice of many statements (Mills, 2001). Discourse is a social practice (constructing reality) that causes a dialectical relationship between the discourse event and a particular social, cultural, ideological context. At this point, language is seen as an essential factor to represent the intent of the discourse maker.

Some scholars revealed discourse is a communication process using symbols related to interpretations and events in the broad social system. Through the discourse approach, communication messages such as words, writing, pictures, etc., are not neutral or sterile. The existence of discourse relates to the people who use it and deal with it, the context of the events relating to it, the situation of the wider community that lies behind its existence, and others. All of that can be values, ideology, emotions, interests, and so forth.

Discourse analysis attempts to reveal the hidden intentions of the subject or message maker who put forward a statement. Disclosure is done by placing oneself in the position of the subject by following the meaning structure of the subject. Thus, the form of ideological distribution and production disguised in discourse can be known. So, discourse can be seen from power relations, especially in the formation of the subject and various acts of representation.

Discourse analysis refers to the level of the text along with the history and context of the discourse. Next, the study continues on the factors that influence the text. In his understanding, Foucault defines discourse as a group of statements that form a structure of how something is interpreted and how ultimately, the meaning affects the way it acts.

## METHOD

This study uses a qualitative method. This method is defined as a research procedure that produces descriptive data in written or oral words from people and observable behavior (Bogdan & Taylor, 1990). This study analyzes existing concepts and data so that they spawn descriptive data. The meaning of the struggle for gender equality representation is carried out on two film-forming elements formulated by Pratista (2008). Meaning or interpretation is based on visual analysis of the site of self, popularized by Rose (2001). This research only uses the site of self area because it only sees discourse displayed in visual.

In the area of sit of self, researchers conduct interpretation, meaning, and understanding of the discourse of the object being observed. Researchers use critical analysis to read and decode or decipher the meaning of compositions that exist in visual objects. It was done to answer the formulation of the problem raised, namely, how the struggle for gender equality in the post-reform era was represented in the Indonesian film, *Marlina the Killer in Four Acts*.

Based on the arguments presented above, it can be understood that the area of site of self is the most compatible position in research to examine the discourse of Muslim representation in the visual film conducted this time. This research is not focused on the process of production and acceptance or audience profile but is concentrated on how the discourse of representation in visuals is interpreted or interpreted. The target of this research is the film *Marlina the Killer in Four Acts*. The unit of analysis in this study is the text in the film, which consists of visual images and language used in it. The primary data in this study is the film *Marlina the Killer in Four Acts*. Secondary data in this study came from literature such as books, journals, previous studies, and other materials obtained through internet networks.

Data analysis in the study was carried out by analyzing the constituent elements needed to see the discourse about Muslims in the film with the steps: (1) watch *Marlina the Killer in Four Acts*, (2) examine the representation of the struggle for gender equality conveyed through the forming elements in the film, (3) make a representation analysis connected with discourse about the struggle for gender equality, (4) make a comprehensive conclusion related to the discourse.

## RESULTS AND DISCUSSIONS

*Marlina the Killer in Four Acts* shows two female figures, Marlina as the main character and Novi as the supporting cast. They show that women can do what men can do. In the first act of this film (the Robbery), the audience was treated to a story about Marlina, who was

robbed and raped by a group of gunmen. Apparently, Marlina was able to turn things around. She can kill the herd robbers. Some are killed with poison mixed into the chicken soup, while some are beheaded with the robber's weapon. In the second act of the film (the Journey), Marlina threatened the truck driver, who initially did not want to take her to the police station. In fact, the man in the truck chose to go down because he was afraid of Marlina, who threatened him with a sharp weapon. In the second half, Novi, who had the opportunity to get away from the ambush of the robber who wanted to take revenge on Marlina, decided to stay in the truck whose consequences, she was held hostage by the robber. In the third act (the Confession), Novi, pregnant and looking for her husband in the city on a truck, finally meets her husband. However, the husband accused Novi of cheating. At that moment, Novi, who was nine months pregnant, was pushed and left alone in the middle of an empty road. However, Novi remained able to stand up and did not want to ask for mercy from the husband who abandoned him. In the fourth act (the Birth), Novi kills the robber who raped Marlina. Not only that, she gave birth with the help of Marlina. The delivery was smooth even though Novi was abandoned by her husband.

The above explains gender equality messages in narrative elements or story content. There is also a representation of gender equality in the cinematic element seen when Marlina and Novi use machetes to kill robbers. Using a machete to kill so far is identical to violence perpetrated by men. In addition, at the end of the story, it appears they were riding motorbikes with large engines, which men commonly use.

### **Female Struggle**

Many representations of the struggle for gender equality in this film are through the symbols and the storyline. The symbols that appear include how Marlina uses a machete to kill men. Machetes in the area where the film is set are generally used by men. Marlina can also ride a motorcycle with a clutch, which men usually use. The bike was previously owned by a male criminal. There is an impression, Marlina has succeeded in taking over the property of a man. In other words, Marlina's use of a machete attempts to deconstruct the discourse on male domination.

All this time, in Indonesia, it is widely understood that symbols are identified with a certain gender. For example, boys are often given car or gun toys. At the same time, girls are often given cooking toys or dolls. In fact, there is nothing wrong with girls playing with those toys of cars or guns. Likewise, there is nothing wrong with boys playing with cooking or dolls.

Take it further, many women later become police or soldiers and use a weapon for their daily activity, like many men who become famous chefs. On the other hand, men symbolize the family's economic support, while women are managers or house guards. In fact, many women are also the economic engine of the family. These dichotomous symbols need to be deconstructed as a form of effort to fight for gender equality. In this way, the community increasingly understands that the capacities of men and women are equal. Moreover, the goal of equalizing gender has become the world's agenda and has been a United Nations resolution since 2015 as one of the Sustainable Development Goals.

In the storyline, there are many messages about gender equality. Marlina lives a quiet life after her husband has passed away. She was raped and robbed but managed to resist and win. She made a long journey to reach the police station and report what had happened to her, although she had to be upset because the report could not be received that day. Then she came home without any man's help. The story describes the spirit of an independent woman.

The story about Novi is more interesting to be observed, particularly in the struggle for gender equality. Novi is pregnant, but her husband leaves her. Marlina tries to help Novi. Unfortunately, they are visited by male criminals. In this situation, Novi helps Marlina, whom the criminal raped. Novi slashes the criminal's head with a machete. After that, Novi has contractions and looks like she will give birth, which Marlina will help later.

Both Marlina and Novi have difficult times. However, they can live it even without the help of men. All this time, there are many stories about great men who can overcome all obstacles alone. The storyline of this film shows that women can also live tough lives without depending on men. Myths or stories about the superiority of men over women are countered by the narrative in this film. In fact, there are many great women in Indonesia, even the world. In this era, symbols and understandings of the absolute dominance of men need to be straightened out.

### **Gender in an Islamic Perspective**

There are many important points from the value of gender equality in the film *Marlina the Killer in Four Acts*. The first is regarding the courage of women against men. This fact shows that both women and men have the same level of courage. The question of women's courage against men can be seen in the first act of the film (The Robbery). The second point is strong determination, which is seen in the second half of the film (The Journey). Marlina is not afraid of the truck driver even she dares to threaten the driver, who is a male. Marlina was driven by the determination to report the robbery she had experienced to the police station in the city.

The third is independence, which can be witnessed in the third and fourth acts (The Confession and The Birth). In the third act, Novi chooses not to beg for mercy from her husband, who has left her. In the fourth act, Novi could give birth without male assistance. Novi also showed courage when she dared to attack the robbers at Marlina's house.

In the Islamic perspective, one's courage, determination, and independence should not differ by gender, male or female. In *Al-Isra': 70* (2021), God said humans were created male and female in the best form in the most honorable position. Humans are created noble by having reason, feeling, and receiving instructions. Therefore, the Qur'an does not recognize the difference between men and women because, before God, men and women have the same degree and position. What distinguishes them is only in terms of biology.

The biological difference is natural or inborn and cannot be seen as a justification for inequalities of ability. Differences can create a division of tasks. However, it is emphasized that every task is equally important to achieve true happiness under Allah's blessings. Islam has given women's rights fairly. Women do not need to ask, let alone demand or fight for them. In *Al-Ahzab: 35* (2021), Allah explains that men and women have the same rights and obligations. The reward and goodness on the last day will also be the same. Individuals will be judged based on their deeds in the world. Therefore, gender in the Islamic perspective considers women to have the same or equal position as men.

Islam views gender differences not as discrediting one another (Umar, 2001). Sexual relations are relationships between men and women based on physical demands and categories. At the same time, gender relations are a different concept and social reality. The division of sexual labor between men and women is not based on normative understanding and biological categories but qualities and skills based on social conventions. It could be someone biologically identified as a woman because she has specific roles. She chooses roles like men or vice versa. For example, in a household, for some reason, the wife develops her potential and career to earn a living, while her husband chooses to raise children and take care of the household.

Some scholars say, the problem of gender inequality in society lies in two main problems; First, the overlapping of public understanding between the concepts of gender and biological/sex/gender; Second, it is because of the first problem that there is an understanding and interpretation of religion that seems to contain a gender bias. On the other hand, genetic differences between men and women need to be discussed more carefully and carefully because wrong conclusions about this matter not only have an impact on scientific issues but also have further implications for humanitarian issues. By concluding that men and women are

genetically different without providing a complete explanation, this conclusion can be used as legitimacy for the social reality that treats men as the main sex and women as the second sex.

The misunderstanding of the term gender results in the ambiguity between gender and biology, even though the two are different. Genetics and sex are the characteristics of two biological sexes, such as men having a penis and sperm, while women have reproductive organs. These are inherent and are not interchangeable with one another. Meanwhile, gender is an inherent trait of both men and women that is socially and culturally constructed. For example, women are soft, beautiful, emotional; men are strong, mighty, and rational.

The theories mentioned above, of course, have elements of truth. However, none of the above theories have been agreed upon by all parties. Moreover, if one considers these theories, none of them involve religious values as a source of consideration, even though religious values are one of the essential elements in people's lives. Almost every religion has a holy book that is sourced from the Most Perfect and Most Neutral.

The Qur'an hints at gender equality with the following arguments, the Qur'an mentions men and women alike as servants (*Al-Zariyat: 56*), men and women as caliphs on Earth (*Al-Baqarah: 30*), men and women receive primordial promises (*Al-A'raf: 172*), Adam and Eve were actively involved in the cosmic drama (*Al-Baqarah: 35*), men and women can achieve achievements (*Ali 'Imran: 195*). Based on these arguments, the ideal image of the Qur'an about women, according to Nasarudin, turns out to be a bit far from the mainstream or traditional understanding of Islam so far which often divides the roles of men and women in a dichotomous manner; the public domain is the domain of men's power while women are sufficient in the domestic sphere (Janah, 2017). In fact, the ideal woman described in the Qur'an has various profiles and typologies; such as Queen Bilqis, a superwoman who has autonomous and independent political and economic power in the area of Prophet Sulaiman (*Al-Naml: 22*); Asiyah, a woman who dared to take on the role of critical and courageous opposition to her husband Pharaoh (*Al-Qasas: 9*); Maryam, a single mother and woman who dares to challenge public opinion (*Ali 'Imran: 45*) and many others.

## CONCLUSION

Based on the results and discussions that have been carried out to determine how the struggle for gender equality is represented in the Indonesian film *Marlina The Killer in Four Acts*, two main points can be concluded. First, the struggle for gender equality is seen in the narrative element of the film, namely in the script or the overall story content. Second, the

struggle for gender equality is seen in the cinematic element or the attributes used by actors in acting. Gender equality can be seen when Marlina and Novi can survive the harsh life without a single help from men. In characterizing Marlina and Novi as a whole, it can be concluded that there is the independence of women, who can do anything without the help of men, things that men generally do. So, women can do what men do. The struggle for gender equality in this film aligns with the essential points of gender equality from an Islamic perspective. Men and women should have the same courage, determination, and independence. The struggle for gender equality carried out by filmmakers aligns with the noble messages in the holy book Al-Quran.

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## MORAL VALUES TOWARD BAILEY'S SELECTED SHORT STORIES: AN ANALYSIS OF PRAGMATIC APPROACH

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**Abstract:** *This research aimed to describe the moral values in Bailey's selected short stories entitled *The Bird*, *The Little Boy Who Wanted the Castle*, and *The Camel and The Pig*. This research uses a descriptive qualitative, and pragmatic approach that focuses on readers' points of view. The data were collected through a questionnaire given to school students in Makassar. This study also applied reception theory. In this case, readers are free to respond to a literary text, including reflection on moral value in the stories. The results of this research reveal that there are a lot of moral values in Bailey's short stories, which the readers identify. The moral values are steadfastness, love and affection, kind-hearted, cooperativeness, bravery, humbleness, and thankfulness. This research results also show that most respondents significantly responded to the moral values using their experiences and feelings. Moreover, this research proves that reading literary works can be used as a teaching method, especially in teaching moral values to the readers.*

**Keywords:** moral value, pragmatic approach, *The Bird*, *The Little Boy Who Wanted the Castle*, *The Camel and The Pig*

### INTRODUCTION

Reading is important. There are several reasons to support this statement. First, it is good for health; it serves as entertainment to relieve stress and help the brain's performance, especially the brain memory. Second, it can establish a person's moral values. Mackay (in Wirahyuni, 2017, p. 4) states, "Our lives change in two ways: through the people we meet and the books we read. This statement strengthens the evidence that good reading generally contains good moral values and aims to impact the readers. It also explains that people have chances to make reflection and meditation by reading.

Through reading activities, a reader can choose many kinds of reading materials. One of them is literary work with some segmentations, and this research is limited to children's literature. Children's literature plays an essential role in shaping the mentality of children from the very early years of their life. This statement is supported by Arbuthnot (in Indriani, 2011, p. 1), who states that "children's literature is made to broaden their mind, enrich their knowledge and expand their social awareness."

Although the target readers of children's literature are children, adults can also enjoy it and make the genre their favorite. There are many writers for children's literature. One is

Carolyn Sherwin Bailey, whose short stories highly value morality. Moreover, she was the winner of The John Newbery Medal in 1947. The John Newbery Medal is a literary award given by the Association for Library Service to Children, a division of the American Library Association (ALA). The award is given to the author of the most distinguished contribution to American literature for children.

The researchers use Bailey's selected short story by the consideration that her works have more value than the other writers because she was awarded TJN's medal. In addition, there is an interesting point that Bailey is an American writer, whereas her works are read by Indonesian, especially Makassar students. The differences between author and reader nationalities are interesting to see whether the values of the short story are acceptable to Indonesian readers or it is unacceptable.

Based on the explanation above, in this study, the researchers investigate the moral value in Bailey's selected short stories, "The Bird", "The Little Boy Who Wanted the Castle", and "The Camel and The Pig" taken from *Tell Me Another Story*, based on the readers' point of view. This purpose in literary analysis is known as a pragmatic approach, specifically in terms of reception. In this case, readers are free to respond to a literary text and its moral value. The finding of this study is expected to give an optional dimension to treating students' moral perception of literary works. On the other hand, this study hopefully gives readers experiences in reading American short stories to enrich their reading materials and hope they can learn about moral values and apply them in their life.

## **REVIEW OF LITERATURE**

There have been some previous studies that are related to this study. First is Squire (in Segers, 2000, p. 77), who conducted a survey using four short stories. Fifty-two respondents read the short stories. The themes of those short stories are about common personal development. Squire used content analysis to know students' responses by composing categories of value judgment. The most important result of this study proved that having different sexes did not affect the readers' responses. The other study was conducted by Ummah et al. (2020), who discussed the moral values found in *The Last Leaf* short story. Moral values were identified by using sociological theory. This study reveals some moral values in the short story: tolerance, fairness, belief, kind-heartedness, honesty, and responsibility.

## Short Stories

Hendi (in Kusmayadi, 2007, p. 32) says, “Short stories are short narratives that contain a single narrative.” It is relevant to Badudu (in Kusmayadi, 2007, p. 34), who states that the “short story is the leading story and concentrates on the events, which events that develop the event itself.” Kennedy (1991, p. 148) also defines a short story as:

A short story is more than a sequence of happenings. A finely wrought short story has the richest and conciseness of an excellent lyric poem. Spontaneous and natural as the finished story may seem, the writer has written it so artfully that there is meaning in heaven, seemingly casual speeches, and apparently trivial details.

For many years, the existence of short stories has been discussed. Similar to the novel, the short story talks about human experiences. As a part of narrative prose, a short story also contains intrinsic aspects. The intrinsic aspect deals with the aspects of literature such as setting, character, plot, and theme. The element of fiction that reveals the place and time of events in the story is called the setting. Nurgiyantoro (1995, p. 241) says that:

The breathing the air at the time – reader entered imaginary world. Refers to setting of time, a story always happens in a particular time. An author sometimes explicitly mentions the time the story happens in literary works. So, the story happens at a specific time. However, sometimes the author does not explain the time clearly, which is called general setting.

Based on Nurgiyantoro’s statement, the setting is the general location and the historical time in which the action occurs in a narrative or dramatic work. The other intrinsic element of the short story is character. Characters hold an essential role from the beginning until the end of the story. When we read a fiction work, we will find the characters presented in it. Marsh (1995, p. 19) says that “the characters are the people in a text. They are part of the ordinary life that you meet as you read”.

Another intrinsic aspect of a short story is the plot. A plot is a chain of events formed by phases of events to interlace a story. The plot has conflict as the opposition of two persons. They may argue, fight, etc. Williams (1984, p. 51) supports this statement, who states “conflict as the roof of the unstable situation at the start of the plot.

The theme is also essential in the short story. It is the subject of a talk or piece of writing. Gill (2006, p. 195) says every fiction or literary work has a theme. It is the central idea of the story. On the other hand, Marsh (1995, p. 2) mentions that the “theme is subject which interests the writer and which is discussed in the text.” Generally, the theme of a literary text is about daily life. It is supported by Sumardjo & Saini (1991, p. 56), who mentions that themes may

be a problem of life, an author's view of life, and their comments toward life. A theme in a story is explicit. It is stated somewhere in the story, either by the author or one of the characters.

### **Moral Value**

The moral is a word derived from Latin *moris*, which means custom, habitual, values, and role of life (Bertens, 2005, p. 4). He stated that one perspective on the development of morality entailed the construction of judgments about justice, equality, and cooperation.

According to Schwartz & Boehnke (2004, pp. 230–255), morality is related to dealing with or capable of distinguishing between right or wrong conduct principles. Standards habit concerning right or wrong in conduct. Meanwhile, values are the social principles, goals, or standards held or accepted by an individual, a class, a society, etc. In short, moral value is the relation of belief, behaviour/-and attitude of each individual.

Buzan (in Syamaun et al., 2019, p. 278) has categorized moral values into eleven types. They are described as follows:

#### ***Bravery***

The Oxford dictionary defines 'brave' as: "*Ready to face and endure danger or pain, showing courage.*". Purnomo (in Syamaun et al., 2019, p. 278) states that bravery means "the principle in willing to face danger, pain, or trouble, not afraid, having courage. It implies fearlessness in meeting danger or difficulty".

#### ***Humbleness***

Ghosh (2002) said that humbleness is likely to refine, sharpen, and broaden one's thinking, keep one's mind clear and open to the unlimited possibilities in nature, contain selfishness, and prepare one for ethical decision-making in the real-world situations.

#### ***Honesty***

The meaning of honesty, in general, is synchronized between words and actions or speech and reality, but some experts give different meanings (Suud et al., 2020, p. 101). *Kamus Besar Bahasa Indonesia* (KBBI) states that honesty means not lying, not cheating, being sincere, and expressing the character of someone who has an honest and straight heart (KBBI, 2016), 2002).

#### ***Steadfastness***

Nisak (2014, p. 19) mentions that steadfastness is "a kind of someone's characteristic needed to reach a dream." It can be concluded that steadfastness is defined as the resoluteness of human attitudes in making a decision.

### ***Love and Affection***

According to Merriam-Webster (2021), the term “affection” is; (a) a moderate feeling or emotion, tender attachment, fondness, or (b) the action of affecting. Botirovna (2009, p. 9) underlines that affection is an expression of personal feeling of love or caress to people, animals, and things you love and respect. Affection may be expressed with words, phrases, and facial expressions, with the help of touching one’s head or patting them with love and care. The main thing in affection is the intense feeling of love. We think one cannot use affection for somebody or something if they do not love them.

### ***Sympathetic to Others***

Hornby (2015, p. 1514) defines sympathetic as “the feeling of being sorry for somebody. It shows that we understand and care about the problems of the other people”. In other words, sympathetic concerns about someone in a bad situation.

### ***Cooperativeness***

Merriam-Webster (2021b) defines cooperativeness as willing to be helpful by doing what someone wants or asks for. Hornby (2015, p. 323) states, “cooperativeness involves the fact of doing something together or working together toward a shared aim.”

### ***Thankfulness***

Hornby (2015) defines the word thankful as “pleased and relieved.” Both of those are great feelings. Everyone wants to be pleased and relieved. Thankfulness is “a big appreciation about what has been received by someone from God or other people” (Nisak, 2014, p. 20). Usually, this action refers to the correlation between God and humans.

### ***Trustworthiness***

Trustworthiness refers to the quality of being reliable and truthful. To be trusted by others, someone must do good things such as telling the truth, being responsible

### ***Sincerity***

Yahya (in Syamaun et al., 2019, p. 278) states that sincerity is “acting by complying to Allah’s orders without considering any personal benefits or any expectations in return.”

### ***Kind-hearted***

Merriam-Webster (2021c) mentions that being kind-hearted is having or showing a sympathetic nature. A kind-hearted person likes other people and always wants to help them.

## **Pragmatic Approach/ Reception Theory**

Sell (1994, p. 31) states that the literary pragmatic looks at both writer and reader (implied by the text) “as being aspects of the real writer and reader, between whom there is an interaction

in the real world.” Horatius (in Teeuw, 2020, p. 51) mentions that Art must combine *utile* and *dulce*. *Utile* means useful, and *dulce* means interesting. The values of *utile* and *dulce* are given by readers. The theory used to know readers’ response toward literary works is reception. Reception derives from the word *recipere* (Latin). It is interpreted as acceptance from readers. Pradopo (2021, p. 218) says that reception is the science of beauty based on reader responses to literature. Reception theory refers to the attempt to account for a single text that can be interpreted differently by different readers.

Iser’s theory of reception explains the potential meaning without limiting itself to certain aspects because the meaning of the text happens dynamically. It is similar to Endraswara (2003, p. 125), who mentions that the reception shows readers of literary texts distinctly, so the responses by the readers are different. The difference in experience will determine the meaning and reception of literary texts.

From the explanation above, this study follows Iser’s idea. The procedure of this study consists of the essential point that the result depends on people’s interests or views. In this case, there is no authority to determine whether something is true or false; because everybody may have different responses. So, the readers possibly give positive or negative receptions toward short stories.

## **METHOD**

The method of this study is a descriptive qualitative research based on interviewing and observing data. The researchers asked the readers to read the selected story and instructed them to reflect on the moral values in the stories. After that, the data were categorized based on the eleven moral values explained by Buzan’s classification.

In collecting data, the researchers follow Endraswara (2003, p. 126), who states that synchronic data collection takes two steps: first, readers or a predetermined group read the literary work. Then the readers answer the oral questions (interviewing) or written questions. The answers from the readers should be analyzed according to the form of the question. If using a questionnaire, the data can be tabulated. While the researchers used the interview method, it can be qualitatively analyzed. After that, the readers will be asked to interpret the literary work they have read. The results of the reader’s interpretation will be analyzed using the qualitative method.

## RESULT AND DISCUSSION

### Short Story 1: “The Bird”

This story was about Serozha’s birthday when he received many different gifts. His uncle gave him a gift that he prized above all the rest; it was a trap for snaring birds. He ran into the house to show his mother the trap. His mother said: “It is not a good plaything. What do you want to do with birds? Why do you want to torture them?” “I am going to put them in a cage,” Serozha said. “They will sing, and I will feed them.” The story ended when “Serozha went to his cage, he saw the bird lying on its back, with its legs crossed, and all stiff. After that Serozha never again snared birds” (Bailey, 1918a, pp. 229–230).

Most readers say that this story has good moral values. The moral values are “do not torture the animal,” “take care of your pet,” “animals have their own life and deserve freedom,” and “listen to your mother.” This response related to the love and affection aspect based on Buzan types. In the significant meaning of moral values, one reader says, “better to let someone go than you take care of them, but in the end, you just ignore them.” It is a good comment because the statement is out of the characters of the story. It proves that the reader tried to involve the story by reflecting the bird as the symbol of a human being and relevant with kind-hearted by Buzan.

On the other hand, steadfastness refers to the response that “sometimes you want is not always the best.” This story is not only about the pet but also many things in our life. In contrast, some of the readers dislike this story because the ending of the story is not a happy one. The other negative response comes from one respondent who said that “it is a bad moral value because his uncle gives trap and it teaches the children to torture animal in an earlier age.”

### Short Story 2: “The Little Boy Who Wanted the Castle”

“The Little Boy Who Wanted the Castle” tells about the boy who decided to find a castle based on her picture book. He told his mother about it, for he always told her everything, and she smiled down into his face as she buttoned his coat. “Are you sure you can find a castle?” she asked. “Oh, yes indeed, very sure,” the boy answered. “And if I can’t, I’ll ask someone on the road, and he’ll be able to tell me.” In his adventure, he asked some people where the castle was. At the end of the story, the boy only found his own house. He had come back by way of the turns in the road. It was his pretty garden that he saw and his fine supper that he smelled. His dear father and mother waited at the door, with their arms outstretched to greet him. “You are the king and queen,” shouted the boy, “always good and kind!” “And this is our castle,”

laughed his mother. “Come in, my little Prince. The feast is waiting for you” (Bailey, 1918c, pp. 11–14)

The majority of respondents give positive responses to moral values in the story. The moral value is kids need to be brave to do adventure. This response includes of bravery aspect of Buzan. Next, some respondents said “real castle is home,” “the better place is home,” “be grateful in your life,” “we don’t need something perfect or luxury, but we need something that makes us feel happy,” “we don’t need a castle to live on because we have our own home with good feast and parents that love us so much,” “we should appreciate everything that we had because not all people can have what we have.” In this case, those comments are related to the thankfulness aspect. The love and affection aspects are also reflected in readers’ responses: “King and queen do not always use crowns because the true king and queen come from the heart,” and “don’t leave your home and parents because parents are everything.”

### **Short Story 3: “The Camel and The Pig”**

This story about a camel and a pig chanced to meet in a far country, and as neither had seen the other before, they began at once to boast. “The greatest distinction and the best in the world come from being tall,” said the camel. “You are in the wrong, Camel,” argued the pig. “There is nothing in the world so important as being short. “This matter must be settled by a test,” the camel said. “If I fail to prove the truth of what I feel about myself, I will give up my hump.” “That is well-spoken,” replied the pig. “And if I cannot show you the truth of what I have said, I will give up my snout.” In the story’s ending, the two thought the matter over and decided that the camel had reason to keep his hump and the pig to keep his snout. It is good to be tall when height is needed; it is also sometimes necessary to be short (Bailey, 1918b, pp. 295–297).

The moral values given by the readers are “sometimes good be tall and sometimes good be short depend on condition,” “everybody has plus-minus,” and “grateful of ourselves because God made us always have a reason of something.” Those comments are related to humbleness, cooperativeness, and thankfulness aspects. The interesting one is a respondent who says, “there is a symbol of religion that camel is identical with Arabian or Muslim and the pig is similar to non-Muslim. It means that this story teaches us how to be tolerant of religion.

## CONCLUSION

Bailey's selected short stories entitled "The Bird", "The Little Boy Who Wanted the Castle", and "The Camel and The Pig" are good reading materials for kids and teenagers because they are interesting and educating. Based on the result and discussion above, the researchers conclude that some moral values exist in Bailey's selected short stories. Those moral values, namely steadfastness, love and affection, kind-hearted, cooperativeness, bravery, humbleness, and thankfulness.

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## THE ENGLISH LANGUAGE TEACHING AT YOGYAKARTA SENIOR HIGH SCHOOL USING SCIENTIFIC APPROACH PERSPECTIVE

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**Abstract:** *This paper discusses the quality of the English teaching process based on the scientific approach of senior high school students in Yogyakarta. It investigated the teacher's understanding of the lesson plan of English teaching with the scientific approach and the implementation of the scientific approach in English teaching. The design of the paper used descriptive qualitative. The samples of this study were nine teachers of senior high schools in Yogyakarta. The data of the teaching process was collected by using lesson plan review, observation, and interview. The assessment sheet of lesson plan review is used by collecting lesson plan data using the scientific approach. The data got from the teacher's lesson plan had been made by the teacher before. The assessment sheet of observation is used by gaining data about implementing English teaching in the classroom. And the interview sheet contained questions that aimed to get more information from the English teacher. The data analysis used in this research is an interactive model from Miles and Huberman. They were data collection by observation, interview, review documents, data reduction, display data, and conclusion drawing. The finding showed that the teachers' understanding of the English teaching lesson plan with the scientific approach was good. It was established in the lesson plans that the teachers made, which had the characteristics required by the Minister of Education and Culture Regulation No. 22 the Year 2016. Another finding was that the implementation of the scientific approach had been exemplary because the teachers in the teaching process had implemented the 5 M teaching steps. However, it was constrained by the students who were still embarrassed or afraid in questioning and communicating. Finally, the study showed that the teachers must be active in activities organized by The Ministry of Education and Culture and The Branch Office of Education of the Province, City, or Regency by participating in English teacher forums, workshops, or training held by Educational Quality Assurance Agency or Other Organizations related to Curriculum 2013.*

**Keywords:** scientific approach, English teaching, lesson plan

### INTRODUCTION

The scientific approach is the approach used in the current curriculum, namely the curriculum 2013 in all subjects designed for 21st-century learning models. There is a change in learning from students is told by the teacher being learners to find out the material from various learning sources beyond the limits of educators and education units. The learning process can be paired with a scientific method. Therefore, the curriculum 2013 mandates the essence of the scientific approach to learning. The scientific approach is believed to be a golden platform for developing attitudes, skills, and knowledge of students in Indonesia, especially for English subjects in school.

To use the scientific approach should have five teaching steps (Observing, Asking, Experiment/collecting information, Association/Processing information, and Communicating) in the learning process. The approach is supported by several other learning methods, such as problem-based learning, project-based learning, discovery-based learning, etc., all of them have to mean “doing science,” which is centered on learners. The scientific approach is supported by these methods, in line with the principles of genre-based English and text learning, which are based on a series of concepts about language, its function, and use.

McCollum (2009) explains that the learning process with a scientific approach is essential because it can increase curiosity (foster a sense of wonder), improve observation skills (encourage observation), encourage analytical activities (push for analysis), and require communication. Besides making students more active in constructing their knowledge and skills, the scientific approach can also encourage students to investigate facts from a phenomenon or event. Those students are taught and accustomed to seeing the scientific truth of a phenomenon in the learning process. Students are trained to think logically, coherently, and systematically using high-order thinking (HOT) capacities. White (1997) had warned about the importance of teaching students facts.

English teachers have implemented the scientific approaches reflected in the lesson plan. The lesson plan has the curriculum’s characteristics that apply at this time, such as the identity, the learning objectives, learning material, learning models/methods, the steps of learning activities, media/tools/learning materials/sources, and an assessment. Those are five learning steps as the identity of the scientific approach.

However, there could be a difference between what the teachers wrote in the lesson plan and what the teachers implemented in the classroom. In general, the teachers made lesson plans, but not all listed in the lesson plan can be implemented. The teachers can use new things not listed in the lesson plan and achieve the same goals as those listed in the lesson plan. So that in the lesson plan, the teacher still had difficulties determining the indicator of competence achievement, formulating learning objectives and learning assessment, and had an impact on the implementation of the scientific approach in the classroom, namely in doing the five steps in the questioning and communicating. It happened to students who were still embarrassed or afraid in questioning and communicating. Then the teachers also had not fully understood the curriculum 2013 technicalities.

Sumarwan’s (2015) research showed that learning planning was well carried out. Most teachers developed lesson plans using the model due to the training, referring to the Minister of Education and Culture Regulation Number 103 the Year 2014. The implementation of

learning with a scientific approach had been carried out well. The teacher had carried out the five learning steps and acted as a facilitator so that students were actively involved in learning. However, teachers still had difficulty applying the scientific approach and using more lecture, discussion, and question and answer methods in the learning process. There are supporting factors and obstacles in planning and implementing learning. In the learning planning, the supporting factor was the education and training carried out by the Ministry of Education and Culture. The obstacle was the teachers' limited time in preparing lesson plans. Meanwhile, in the implementation of learning, the supporting factors were monitoring the performance of the curriculum 2013 conducted by the Ministry of Education and Culture, the availability of teacher and student books, and teachers who were competent and understood the curriculum 2013. Obstacles were rapid changes in government policies, limited infrastructure, and standardization in learning approaches and methods.

Azizah et al. (2015), in the results of their research, showed that the seventh grade English teacher at SMPN 1 Pamekasan planned the English learning process through writing lesson plans. However, the scientific approach in teaching English based on Curriculum 2013 at the beginning of the year did not go well. Most English teachers in grade VII had difficulty facilitating students and communicating activities between peers or teachers. It meant the teachers still had trouble applying the steps of a scientific approach.

Based on the explanation about the potential and weaknesses of implementing the curriculum 2013 that carries a scientific approach, the researchers are interested in getting empirical information about the implementation of scientific approaches in Yogyakarta City High School, especially in English subjects. This research explicitly describes the English teaching process based on the scientific approach perspective in senior high school in Yogyakarta. The application of this scientific approach is essential to be explored. As explained above, a learning approach is a tool in optimizing the three critical elements, namely students, teachers, and learning resources. Inappropriate approaches to a subject or skill will impact all aspects of the learning process, starting with students' learning outcomes.

### **Scientific Approaches Perspective**

The scientific approach or scientific process-based approach is defined as a learning approach for all subjects, including English subjects in the curriculum 2013 in Indonesia. The enactment of the curriculum 2013 refers to the Minister of Education and Culture Decree Number 128 the Year 2013 concerning curriculum 2013 development says that science is a

method of scientific discovery that is more inductive. We conclude from the facts, then summarize to find common ones.

Learning using a scientific approach has a positive effect on teachers and students. Wahyono et al. (2017) state that learning using a scientific approach positively influences teachers and students. It is because learning with a scientific approach about scientific thinking processes trained in systematic and holistic thinking. The scientific approach sees learning as an estuary and builds further interconnected knowledge that reflects the subject's ability, exploration, and collaboration. The scientific approach also provides opportunities that may be broader for teachers to explore students' knowledge by their abilities and needs.

Osherson et al. (1992) stated that the scientific discovery paradigm is defined in a first-order logical framework. The concept of the success of the scientific search method is formulated and investigated within this paradigm. Meanwhile, research on scientific methods and search methods was also carried out by Tang et al. (2010) which stated that the scientific method typically has its characteristics, namely a series of command steps that intend to guide students' search.

Harahap et al. (2017) say that the scientific approach is related to the scientific method. It incriminates observing activity needed for hypotheses formulation or collecting the data. Generally, it is based on the exposure of data observation or experimentation. Therefore, experiment activity can be changed to get information from various sources. Learning with the integration of scientific activity is generally an inquiry activity. It is a thought process to understand something by asking the question. Inquiry is the dynamic process of being open to wonder and puzzlements and coming to know and understand the world (*What is Inquiry?*, 2019).

From the explanation above, it can be concluded that the learning approach that uses a scientific method is a learning approach that adopts scientific steps that allow for the cultivation of scientific thinking skills and emphasizes inductive reasoning rather than deductive reasoning. Deductive reasoning sees general phenomena to be engaging a specific conclusion. Conversely, inductive reasoning looks at a particular phenomenon or situation, drawing a general conclusion.

In Minister of Education and Culture Decree Number 81 the Year 2013, the scientific learning process consists of five learning experiences, namely:

### ***Observing***

The observing method prioritizes the meaningfulness of the learning process (meaningful learning). The observing method is beneficial for the fulfillment of students' curiosity so that the learning process has high meaningfulness. With the observation method, students find that there is a relationship between objects analyzed with learning materials used by the teacher.

### ***Questioning***

In the curriculum 2013, the questioning activities are expected to emerge from students. Questioning learning activities are done by asking questions about the information not understood from what is observed or asking questions to get additional information about what is observed (from factual to hypothetical questions). The questioning can also be revealed, but it can be in students' minds. To lure students to reveal questions, asking the teacher in learning is also very important, so it must be conducted.

### ***Experimenting***

Students must conduct experiments to obtain genuine or authentic learning outcomes, especially for appropriate material or substance. Students must also have process skills to develop knowledge about the natural surroundings and use scientific methods and be scientific to solve the problems they face every day.

### ***Associating***

The activity of associating/managing information is reasoning activity. The term "reasoning" in the learning process framework with the scientific approach adopted in the curriculum 2013 is to illustrate that teachers and students are active actors. Reasoning is the process of logical and systematic thinking of empirical facts that can be observed to obtain conclusions in the form of knowledge.

### ***Communicating***

Collaborative learning can be carried out in communicating activities. Collaborative learning is a personal philosophy, more than just learning techniques in school classes. Collaborative essence is the philosophy of interaction and human lifestyle that places and interprets cooperation as a well-designed and deliberate interaction structure. A form to facilitate collective efforts to achieve common goals.

## **Learning English with A Scientific Approach**

For senior high school students in Indonesia, learning English is not the first experience but a continuation of what has been obtained in junior high school. Thus, the senior high school English curriculum continues the English language curriculum in junior high school. At this

stage, aspects of language such as vocabulary, pronunciation, word pressure, grammar, and other elements may not be easy to learn because English has differences in many aspects of students' mother tongue. Pachler et al. (2014) says that teaching in the TL can be tiring for teacher and pupils. A lot of thought has to be called language, so pupils don't get left behind.

Burhanuddin et al. (2018) argue that implementing a scientific approach during the learning process still needs improvement. It is caused by unequal chances received by students to participate in the whole steps of the scientific method directly. Naturally, the implementation of the scientific approach is helpful and should be applied during the teaching and learning process in school to stimulate students' activeness.

Teaching English at the senior high school focuses on increasing students' competence to use English to achieve communication goals in various contexts, both oral and written, with higher complexity than the material studied in middle school, using the same approach, which is a text-based approach. This learning refers to the function of language and its use, a unified meaning both oral and written.

Melyadi & Fadloeli (2019) says in their research that the scientific approach can effectively improve students' reading comprehension. It can make students easy to understand the reading test. They should be active to practice a reading skill from the kind of material given by teachers and get the other information from mass media. It can help students get better results in learning English.

Based on these approaches, Sukhriani et al. (2017) stated English language learning with a scientific approach needs to include some of the following activities:

- Purpose of social functions. Texts that are spoken, listened to, read, and written by students are directed to carry out social tasks in an authentic or near authentic manner in terms of their source and use. Through this activity, students will encounter problems or genuine difficulties too.
- The learning process includes observing, asking questions, gathering information or trying, associating, and communicating. In carrying out each activity, it is possible to do other steps. For example, asking questions can be done directly at the observation stage, even collecting information, associating, and communicating. When describing information, things can appear that make students improve their observations.
- The learning process is carried out through habituation and civilization, using many examples in the accuracy and acceptability of the meaning and structure of the text and

linguistic elements of the text that are spoken, listened to, read, written, including behavior in the context of their use.

- The learning process combines initiative and self-activity, group collaboration, and professional guidance from the teacher.
- Learning also includes developing the ability to develop work steps in carrying out each task, including using tables, charts, power points, audio / visual equipment, etc.
- Learning also includes developing questioning skills, including asking questions about things that are not known, questioning things already established, etc.

In the Minister of Education and Culture Decree Number 81, the Year 2013 Attachment IV explains the relationship between learning steps and learning activities and their meaning below.

***Learning step 1***

- Observing
- Learning activity (read, listen, see the picture, video, or others from the teacher).
- Developed competencies (train seriousness and thoroughness, seek information).

***Learning step 2***

- Questioning
- Learning activity (Asking questions about the information that is not understood from what is observed or questions to obtain additional information about what is observed (starting from factual questions to hypothetical questions))
- Developed competencies (Develop creativity, curiosity, the ability to formulate questions to form the necessary critical thinking to live smart and learn for life)

***Learning step 3***

- Experimenting
- Learning activity (do experiments, read textbooks, observe objects/events/, activity, interviews with other people)
- Developed competencies (Develop a thorough, honest, polite attitude, respect the opinions of others, the ability to communicate; apply the ability to gather information in various ways that are learned; develop study habits and lifelong learning)

**Learning step 4**

- Associating
- Learning activity (process the information that has been collected, both limited from the results of managing/experimental activities as well as the effects of observing activities and information gathering activities)
- Developed competencies (Develop an honest, thorough, disciplined attitude, obey the rules, work hard, the ability to apply procedures, and the ability to think inductively and deductively in concluding)

**Learning step 5**

- Communicating
- Learning activity (present the results of observations, conclusions based on the results of the analysis orally, in writing, or other media)
- Developed competencies (Develop honest, thorough, tolerant, systematic thinking skills; develop the ability to express opinions concise and clear, and develop excellent and correct language skills)

**Lesson Plan (RPP)**

The lesson plan is a teacher's plan in teaching in the classroom. The plan is developed from the syllabus. The lesson plan serves as the teacher's assistant in learning based on the Competency Standards (*Standar Kompetensi*) and Basic Competencies (*Kompetensi Dasar*) when the teacher teaches. According to Raval (2013), the lesson plan is a teacher's detailed description of the course of instruction for one class. A teacher develops a daily lesson plan to guide class instruction.

The Ministry of Education and Culture Regulation Number 65 the Year 2013 concerning the Standard Process for Primary and Secondary Education stated that the lesson plan is made for face-to-face learning activities that cover one or more meetings. The lesson plan was developed from the syllabus to direct students' learning activities to achieve Basic Competency (KD). The curriculum 2013 that implemented lesson plans is designed in detail from a subject matter or a specific theme that refers to the syllabus. The components and steps of lesson plan development are as follows: a) identity; b) list of learning objectives; c) list of learning material; d) list of learning method; e) the steps of learning activities; f) media/tools/material/learning resources) include assessment.

## **The Implementation of The Learning Process**

Based on Minister of Education and Culture Decree Number 81, the Year 2013 concerning the implementation of the curriculum 2013 for the implementation of learning includes preliminary activities, core activities, and closing activities.

### ***Preliminary activities***

In preliminary activities, the teacher prepares the students psychologically and physically to participate in the learning process; asks the questions about the material that has been studied and related to the material to be studied; delivers the students to a problem or task that will be carried out to study a material, and explain the learning objectives or Basic Competencies to be achieved; and outlines the scope of the material and an explanation of the activities that students will do to solve problems or tasks.

### ***Core activities***

The core activities are learning processes to achieve goals, which are carried out interactively, imperatively, fun, challenging, motivating students to become information seekers actively, as well as providing sufficient space for the initiative, creativity, and independence according to their talents, interests, and developments physical and psychological learners. The core activities use methods tailored to the characteristics of learners and subjects, including observation, questioning, gathering information, associations, and communicating.

### ***Closing activity***

In the closing activities, the teacher, together with students and themselves, makes a summary/conclusion of the lesson, conduct an assessment and reflection on activities that have been carried out consistently and programmed, provide feedback on the process and results of remedy learning, enrichment programs, counseling services and assign tasks both individual and group assignments by the learning outcomes of students, and deliver learning plans at the next meeting.

## **METHOD**

This research employed the qualitative approach. From the depth of its analysis and functional categories, this research can be classified as qualitative descriptive research with a naturalistic phenomenological approach that aims to find and find understanding or understanding a phenomenon in a particular contextual setting. This phenomenon can be in behavior, perception, motivational actions, and others holistically, using descriptions in words and languages by utilizing various natural methods (Moleong, 2013).

### **Data source**

The data source in this study is English teachers at the Yogyakarta City High Schools who conduct English language teaching using a scientific approach and whose lesson plan is based on characteristics required by the Minister of Education and Culture Decree Number 22 the Year 2016 about curriculum 2013. This research was conducted in nine high schools in Yogyakarta, namely, Senior High School 9 Yogyakarta, Senior High School 10 Yogyakarta, Senior High School Taman Madya I Jetis Yogyakarta, Senior High School Muhammadiyah 3 Yogyakarta, Senior High School Muhammadiyah 5 Yogyakarta, Senior High School Muhammadiyah 7 Yogyakarta, Senior High School Pangudi Luhur Yogyakarta, Senior High School IT Abu Bakar, and Senior High School Piri 1 Yogyakarta. An English teacher who taught classes X, XI, and XII were selected from each school.

### **Instrument**

This study used document review assessment sheets, observation assessment sheets, and interview sheets as the instruments for data collection. The lesson plan review sheet was used to collect data about the lesson plan using a scientific approach. These data were obtained from research on a lesson plan made by teachers before. The observation assessment sheet was used to obtain data regarding the process of implementing English teaching in the classroom, such as how the teacher carries out preliminary activities, how the teacher carries out the core activities, and how the teacher carries out the closing activities of the lesson. With the observation, the researcher could see the supporting factors and obstacles to teaching with this scientific approach. The interview sheet contained questions that aimed to get information from the English teacher. Interviews are aimed at English teachers to obtain information about teachers' mastery in preparing lesson plans, teacher abilities in carrying out learning and evaluating lesson plans, and teaching implementation in the classroom.

### **Data Collection Procedures**

The researcher did several steps as the procedures for data collection.

1. The researcher designed the document review assessment sheet, observation assessment sheet, and interview sheet.
2. The researcher evaluated the lesson plan documents that the teachers had used to teach in the classroom.
3. The researcher observed the teaching process to see how English teachers implemented a scientific approach in the classroom.
4. The researcher interviewed nine English teachers from the nine high schools in Yogyakarta.

5. The researcher transcribed the result of the interview.

### **Data Analysis**

Analysis of the data in this study used Miles, Huberman & Saldana's concept (Miles et al., 2013). The figure can be seen below.

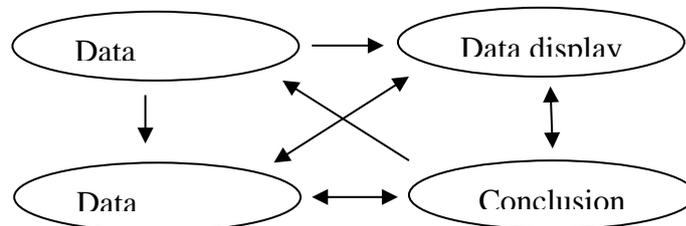


Figure.1 Component of Data Analysis: Interactive Model.

### **Data reduction**

This phase covers the selection, simplification, validation, and transformation of data for getting the relevant data. It could be used to answer the research question. The results of this phase were the respondents' lesson plan, document review data, observation data, interview data, interview recordings, and research photos selected according to the formulation of the problem in the study.

### **Data display**

The data display is the phase to display data systematically. It makes the data easier to read, understand, and lead at the themes that had been categorized. The researcher presented data on the review assessments sheet for the lesson plan in the form of tables categorized based on the themes contained in the table, namely the identity of the lesson, the main components of the lesson plan, and the completeness of the lesson plan components. Assessment of teaching implementation observations was presented in table form and categorized based on the themes contained in the table, namely preliminary activities, core activities, and closing activities. While the presentation of data from interviews in the form of interview scripts. The presentation of the data was also equipped with the data presentation table. The results of this phase were the description of the research results and analysis of the data obtained.

### **Concluding drawing/verifying**

The conclusion is the phase of drawing conclusions. It was obtained from the review of the results of the lesson plan document review, the implementation of teaching in the classroom, and the results of interviews found in the scientific approach in the implementation of English language teaching in Yogyakarta City High School, which was described in the form of a report. The result of this phase is the conclusion of the research.

## **RESULTS AND DISCUSSIONS**

### **Result of Data**

#### ***Review of The Lesson Plans***

Preparation of lesson plans refers to eight aspects grouped into three components; the lesson plan's identity, the main component of the lesson plan, and the completeness of the lesson plan's component. In the first component, the lesson plan's identity with five indicators, seven teachers wrote it in total, and two teachers did not write the fourth indicator, "writing the subject of the lesson." The second component of lesson plan preparation is the main component of the lesson plan with ten indicators. Eight teachers wrote in full from the ten indicators, and one teacher did not write the tenth indicator, "attaching the lesson plan completeness."

The third component of lesson plan preparation is the completeness of the lesson plan's component, which consists of twenty-nine indicators. From the twenty-nine indicators, eight teachers did not complete the nineteenth indicator; "the indicator of competency achievement was prepared using oppressive verbs that could be measured/carried out according to the characteristics of the subjects." One teacher did not write indicator twenty-tree completely, which says "provide an overview of the achievement of learning outcomes." One teacher did not complete the twenty-fifth indicator, "written in the form of items according to the scope of material included in the indicator of competency achievement or knowledge of basic competencies." One teacher did not write complete indicator twenty-six, which "contains material that is factual, conceptual, procedural, and /or metacognitive." Four teachers did not write the twenty-eight indicator, "accommodating local content can be in the form of local excellence, local wisdom, appropriate present, etc. with the material coverage on knowledge of basic competence." One teacher did not write a complete thirty-seventh indicator, "contains preliminary activities, core activities, and closing activities." One teacher did not complete the thirty-eighth indicator, "contains assessment design." Three teachers did not write in full forty-fourth indicator, "making HOTS questions and subject matter specific skills questions."

#### ***Implementation of The Scientific Approach in Teaching Process***

The process of implementing the scientific approach in the teaching process refers to three components, namely the component of preliminary activities, core activities, and closing activities. In the component preliminary activities with five indicators, eight teachers implemented them. One teacher did not implement the fifth indicator, "conveying the steps of learning activities and competencies to be assessed." In the core activities with ten indicators, all were implemented by the teachers. In the closing activities with four indicators, three teachers implemented it. Six teachers did not implement the third indicator, namely "giving

homework assignments both individually and in groups,” and the fourth indicator, “delivering learning plans at the next meeting.”

### ***Interviews***

Interviews for English teachers were conducted to explore the information about teacher mastery in the preparation of lesson plans, the ability of teachers in the teaching process using a scientific approach, and the evaluation of lesson plans and the implementation of teaching.

Based on the interview done by nine teachers, they felt it difficult to do the five indicators in the scientific approach as a sequence. If they did as flexible, it could do well. In addition, the trouble could be found in the students' mood. It made them less ask and communicating. The teacher said that students sometimes could not focus on observing activities because they were busy with their handphones. The students also experienced difficulty doing HOTS tests that demanded them to think critically. It required the teacher to explain the material more.

### ***Discussions***

Based on the research, the teachers had been ready to implement the 2013 curriculum, which used the scientific approach in terms of preparing the lesson plan thoroughly and systematically according to the Minister of Education and Culture Decree Number 22 the Year 2016. The components and steps for developing a lesson plan had included identity, listing learning objectives, listing learning materials, listing learning models/methods, listing steps for learning activities, listing media/tools/materials/learning resources, and including assessments. Learning is expected to take place interactively, inspiring, fun, motivating students to participate actively, and compiling lesson plans based on core competencies and basic competencies or sub-topics held in one or more meetings. However, when examined more deeply, especially in formulating the components of the lesson plan, there were still some shortcomings. These shortcomings included formulating the GPA (Competency Achievement Indicator), formulating learning objectives, formulating learning materials, and assessing learning outcomes.

The Minister of Education and Culture Decree Number 22 the Year 2016 states that learning is the implementation of the lesson plans, including preliminary, core activities, and closing activities. In the preliminary activity, the teacher is obliged to:

- a. Prepare students psychologically and physically to participate in the learning process.
- b. Provide contextual motivation for students to learn according to the benefits and application of teaching materials in everyday life by providing local, national, and international examples and comparisons and adapted to the characteristics and levels of students.
- c. Asking questions that relate previous knowledge to the material to be studied.

- d. Explain the learning objectives or basic competencies to be achieved.
- e. Delivering material coverage and explanation of activity descriptions according to the syllabus.

In the preliminary activity, the teacher carries out several opening activities such as building students' religious attitudes by praying before the learning begins, motivating students to learn, connecting the learning materials with student experiences, conveying the learning objectives and competencies that students must achieve, and conveying the steps of learning activities and competencies to be assessed. Teachers had done all the activities in the preliminary activity according to the data observation assessment sheet done by the researcher.

The core activities in the learning process include observing, asking questions, experimenting, associating, and communicating. The scientific approach to the curriculum 2013 applied in Indonesia requires five steps in the learning process. Based on the research, the core activities with five steps in the scientific approach had done by teachers well. But some students felt embarrassed or afraid in asking and communicating activities.

In the closing activity, the teacher and students, both individually and in groups, reflect on evaluating: the entire series of learning activities and the results obtained to further jointly find direct and indirect benefits from the learning outcomes that had taken place, provide feedback on the process and learning outcomes, carry out follow-up activities in the form of giving assignments, both individual and group assignments, and informing the learning activity plans for the next meeting. And in the research, not all teachers did all components of the closing activity.

## **CONCLUSIONS**

Based on the results and discussion, it can be concluded that implementing a lesson plan with a scientific approach to learning English is good. It was evidenced in the lesson plan made by the teachers, which had shown the characteristics of the lesson plan as required by the Minister of Education and Culture Decree Number 81 the Year 2013. Besides, the English teaching process based on a scientific approach was expected to carry out the five learning steps (Observing, Asking, Experiment/Collecting Information, Association/Data Collection, and Communicating) based on the Minister of Education and Culture Decree Number 81, the Year 2013 in the curriculum 2013. From these aspects, the teacher performed well because of the five learning steps the teacher had carried out in the learning process. It was only constrained by students who were still ashamed or afraid of asking questions and communicating.

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## APPROACHES OF TEACHING WRITING; HOW IT FACILITATES STUDENTS' WRITING

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**Abstract:** *This study is aimed to uncover the writing approaches used by teachers in teaching writing. The subject of this study is a tenth-grade teacher at SMA IT Ar Rahman Banjarbaru. This study used a descriptive qualitative method. The data were taken from the teaching writing processes. There were three methods in collecting data: observation, interview, and documentation. The teacher stated that each of the students could collaborate on four skills. It was shown in the lesson plan. Students collaborate in the discussion, collect the information, represent, and share information. The result showed that the teacher used approaches when teaching writing. The approaches are product approach, process approach, strategic approach, cognitive approach, genre approach, pragmatic approach, process genre approach, concept model approach. Furthermore, the teacher used the integrated approaches. Overall, the teacher applied the approaches; it could help the teacher get easier in teaching writing. Moreover, if the teacher uses the approaches, whether integrated or not, it can hopefully support the teaching writing process.*

**Keywords:** approach, teaching, writing

### INTRODUCTION

English teaching and learning process in school is more complicated than in the prior era. Teachers have to strive to create a good atmosphere for the class. Teachers also can adapt to technological developments. Teachers have to develop their teaching and learning process using approach, media, method, and technique. Writing is a medium of human communication that represents language and emotion with signs and symbols. The result of writing is called text, and the recipient of text is called a reader. Bell and Burnbay (in Nunan, 1991) state that writing is a complex cognitive activity in which the writer is demanded to demonstrate control of several variables simultaneously at the sentence level, including control of content, spelling, and letter, formation, and beyond the sentence structure and integrate information into the cohesive and coherent paragraph and text. Therefore, the most challenging language skill for students is writing. Writing is considered a complex process of putting ideas down on paper that transform thoughts into words (Brown, 2002). To teach writing, teachers need approaches that help them during the teaching and learning process; since the approach is essential, particularly in teaching writing. However, teachers' approaches depend on the students or classroom situation.

One of the writing approaches that teacher usually uses is the process approach. According to Grabe & Kaplan (1996), the process approach allowed students to exercise their linguistic skills. Writing development is seen as the unconscious process when the teacher facilitates the writing process. Besides, Steele (1992) also indicated the characteristics of the process approach are text as a resource for comparison and ideas as starting point. It necessitates more than one draft, focuses on purpose, theme, text type. The approach also emphasizes the reader (audience), collaboration with peers, and creativity.

Prisilya (2017) exemplifies the process approach in her research. The result showed that the process approach is practical for teaching narrative texts at university levels. Thus, there is a need to conduct a thorough study on teaching writing at schools because schools are primary and fundamental levels before students enter universities. The researcher then conducted preliminary research at SMA IT Ar Rahman Banjarbaru. In that school, at the beginning of the lesson, the teacher gave apperceptions to the students by relating with previous material/theme/activity, remembering in asking a question, and asking the question that hooked with the lesson. The teacher used a scientific approach as the curriculum 2013 has suggested. The methods used by the teacher were discussion, interviewing, and question & answer. SMA IT Ar Rahman Banjarbaru was chosen as the setting with several considerations.

The first consideration is that students in SMA IT Ar Rahman Banjarbaru have a complete percentage graduation every year, even though the school has just started in 2014/2015. Secondly, this school is categorized as a new school; therefore, not many research studies were conducted in this setting. Furthermore, the researcher chooses the tenth-grade students in SMA IT Ar Rahman Banjarbaru as they are on their first level in school. It means it is their first experience in learning writing sincerely as in junior high school writing is not taught as thoroughly as in senior high school. As a result, based on the explanation above, the researcher would like to conduct a study on the approach used for teaching writing in tenth-grade students in senior high school. Theoretically, this study is expected to be beneficial to enrich the current knowledge on the approach of teaching writing in senior high schools. Practically, this study is hoped to benefit senior high school teachers to help them get to know and explore what approaches are best used in teaching writing. In addition, it is expected to be the reference to further researchers who would like to conduct a study in the same concern.

## **REVIEW OF LITERATURE**

### **Definition of Teaching**

Brown & Lee (2015) define teaching as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Furthermore, he stated that teaching guides and facilitates learning, enables the learner to learn, and sets the conditions for learning. The teacher’s understanding of how the learner learns will determine their philosophy of education, teaching style, approach, methods, and classroom techniques.

### **Definition of Writing**

According to Raimes (1983), writing is a skill to express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. According to Harmer (2004), teaching writing in English is important for students, especially in non-English speaking countries. Teaching writing in English has two major approaches: process and genre/product. The process approach is concerned with phases in the writing process, while the genre approach requires learners to examine texts they will write before starting their writing.

### **Approaches in Teaching Writing**

Rahmat (2011) classified eight writing approaches: product approach, process approach, strategic approach, cognitive approach, genre approach, pragmatic approach, process genre approach, and concept model. Below is the explanation for those approaches.

#### ***Product approach***

Tompkins (1990) was mainly concerned about the structure of language, and writing development is taught through the imitation of input. Furthermore, in Steele (1992), the characteristics of product approach were imitated a model text, organization of ideas more important than ideas themselves, one draft, features highlighted including the controlled practice of those features, individual, and emphasis on the end product.

#### ***Process approach***

Grabe and Kaplan (1996) allowed students to exercise their linguistic skills. Writing development is seen as the unconscious process when the teacher facilitates the writing process. In addition, Steele (1992) also indicated the characteristics of process approach was text as a resource for comparison, ideas as starting point; necessitating more than one draft,

focus on purpose, theme, text type, the reader (audience) is emphasized, collaborative with other peers, and emphasis on creativity.

### ***Strategic approach***

Crawford (in Rahmat, 2015) allowed students to maximize prior knowledge and graphic organizers. In this approach, writing is a coach with partners doing the think-aloud protocol. Learners talked to their partners about writing and, in doing so, were prompted to use specific strategies to facilitate their writing process. The introduction of a strategic approach also encouraged teachers to focus on teaching writing for authentic purposes.

### ***Cognitive approach***

Crawford (in Rahmat, 2015) sees writing as recursive, and learners use graphic organizers after retrieving information from various sources. Learners were also trained to consider their potential audience before writing. Teachers guided and prompted learners with ideas and suggestions for revisions. Instruction is focused on goals and how to achieve these goals.

### ***Genre approach***

Grabe and Kaplan (1996) define the genre approach as an approach that uses the product approach (knowledge of the language) but focuses on the social purpose. Writing development is seen as the analysis as an imitation of input.

### ***Pragmatic approach***

Grabe and Kaplan (1996) state that the pragmatic approach uses the process view as the foundation where it concentrates on how people use language meaningfully. However, it builds on the social aspects of writing. This approach also uses a whole language approach where writing is taught across the curriculum through reading, listening, writing, and speaking.

### ***Process genre approach***

Grabe and Kaplan (1996) explain that the process genre approach uses a model for imitation. It is concerned with knowledge about the structure of language. It focuses on the social purposes of writing and allows students to learn the process of writing.

### ***Concept model approach***

Johari (2004) introduced the concept model. This model showed that writing is done through three stages: input, process, and output. At the input stage, teachers encouraged students to participate in activities that enabled them to get information to write. The process

stage made students practice the process of writing. The output stage allows students to display their writing to their audience.

## **METHOD**

This study uses descriptive qualitative research. It is a suitable method because the data were described through explanation and elaboration, providing the numerical result. The purpose of the study is to uncover the approaches to teaching writing.

### **Sample / Participant**

The subject of this research is the English teacher of tenth grade in SMA IT Ar Rahman Banjarbaru in the academic year of 2019/2020

### **Instruments**

This researcher used observation, interviews, and documentation to gather the data. The observation ensured that the teaching-learning process in the classroom, especially in teaching writing, went well and could support the interview data. The researcher used the interview to compare observation results and then concluded the data based on observation and the interview. Also, the documentation could give evidence related to observation and interview results. Moreover, the instruments were adjusted with situations and conditions in the field of study.

### **Data collection procedures**

First, the researcher observed the teaching writing process in the classroom. The researcher wrote what happened on the field note during the teaching writing process. The observation was carried out three times per class meeting. There were two classes and six times observations. After getting the note field of observation, the researcher gave a checklist in the observation table that contains characteristics of approaches. The researcher interviewed the English teacher about the writing approaches to support the observation result. The researcher took photos of the students' writing; provided the lesson plan and syllabus. After doing all the steps, the researcher could conclude based on the observation, interview, and documentation result.

## **Data analysis**

The collected data were analyzed based on Miles and Huberman's (2013) theoretical framework for qualitative data analysis by three components: data reduction, data display, and drawing or verifying conclusions.

### ***Data reduction***

Data reduction aimed at selecting, focusing, simplifying, and abstracting the data from the field notes conducted to get valid and straightforward information to conclude. In short, data reduction is part of data analyses, emphasizing data shortening, making the theme focused, and arranging the data in an appropriate order. The researcher chose, eliminated, and summarized the data. Then, the researcher only focused on the data about writing approaches used by the teacher in the tenth-grade students.

### ***Data Display***

The second is the data display. Generally, a display is an organized assembly of information that permits conclusion drawing and action. Looking at displays helps us understand what is happening and do something-either analyze further or take action based on that understanding. The display of the data is the description of the data. Data display is a set of information that has been classified and organized based on the data reduction, leading to the conclusion (Miles et al., 2013). This technique is used to arrange information description or narration to conclude. After selecting and taking the data based on some criteria, the researcher presented and described the data. Data display refers to showing data that have been reduced in patterns. It benefits to help the researcher in understanding the data.

### ***Drawing and verifying conclusion***

The third is conclusion and verification. In this research, conclusions are drawn continuously throughout the study. The researcher made conclusions after presenting and analyzing the data. The step of conclusion and verification involved the researcher herself. Therefore, when the data has summarized, clustered, selected, and synchronized with each other, the data can be transformed.

## **RESULTS AND DISCUSSIONS**

This chapter contains research findings and discussion. The researcher has scheduled the observation from the second half of March 2020 until April 2020. The observation was three weeks, with two meetings in a week for two classes. Unfortunately, the researcher could

not conduct the observation because the school has online learning to reduce the outbreak of Covid-19, with the English classes via WhatsApp group. The online learning for English classes only has one meeting in two weeks, and it was only for sending the task by the teacher. Meanwhile, the answer should be sent to the teacher privately by students' parents.

However, the researcher gathered the interview data based on the interview with Mr. Teacher A on Tuesday, April, 21<sup>st</sup> 2020, about approaches at the tenth-grade students in SMA IT Ar Rahman Banjarbaru. The researcher found the approaches used by the teacher in writing class. It can be seen in Table 1 provides the interview result.

**Table 1. The Interview Result**

<b>Number of Questions</b>	<b>Approaches</b>
<b>1</b>	Scientific approach
<b>2</b>	Scientific approach
<b>3</b>	Scientific approach
<b>4</b>	Concept model approach
<b>5</b>	Pragmatic approach
<b>6</b>	Cognitive approach
<b>7</b>	Product approach
<b>8</b>	Process approach
<b>9</b>	Strategic approach
<b>10</b>	Product approach
<b>11</b>	Process approach
<b>12</b>	Cognitive approach
<b>13</b>	Genre approach
<b>14</b>	Process genre approach
<b>15</b>	Product approach
<b>16</b>	Cognitive approach
<b>17</b>	Genre approach
<b>18</b>	Pragmatic approach

From the table above, the teacher answered 18 (eighteen) questions during the interview. Three numbers for the scientific approach (1-3), cognitive approach (6,12,16), and product approach (7,10,15). Two numbers for pragmatic approach (5,18), process approach (8,11), and genre approach (13,17). One number is for concept model approach (4), strategic approach (9), and process genre approach (14).

Based on the interview result, the researcher has grouped the question and answered with the theory of approaches in teaching writing. For questions number 1 until 3, the researcher made the question by herself as an opening. Based on the answers, the researcher concluded that the scientific approach is for the general teaching and learning process; it is not particularly used to teach writing. The scientific approach is the process of finding out

information in science; any involves testing the ideas by performing experiments and making decisions based on the result of the analysis.

Question number 4 is related to the concept model approach from Johari (2004), in which this model showed three stages; input, process, and output. At the input stage, teachers encourage students to participate in activities that enable them to get information to write. The process stage made students practice the process of writing. The output stage allows students to display their writing to their audience. Therefore, the teacher stated that students have brainstorming in the pre-activity, which is the same as the input. The teacher gave an example and encouraged the students to practice their writing by providing a video, the same as the process. In the lesson plan, the teacher asks students to present their writing in front of the class, the same as output. Davydov (1999) proposed a more concrete concept-based approach called “movement from the abstract to the concrete” (MAC). This approach provides learners with systematic conceptual knowledge in a particular domain. It then encourages them to be procedural with guidance in concrete circumstances relevant to their interests. The researchers such as Negueruela (2003) and Ferreira & Lantolf (2008) emphasize the significance of the concept model and consider it a means of externalizing a concept. They maintain that describing a concept facilitates its externalization and helps to check the comprehension of it and then to modify the comprehension.

Questions numbers 5 and 18 are related to the pragmatic approach from Grabe and Kaplan (1996). Question number 5 represents the whole language approach-writing across the curriculum through reading, listening, writing, and speaking. The teacher stated that each of the students could collaborate on four skills. It was shown in the lesson plan. Students collaborate in the discussion, collect the information, represent, and share information.

Meanwhile, question number 18 represents the statement on the pragmatic approach from Grabe and Kaplan (1996) that uses the process view as the foundation. It concentrates on how people use language meaningfully. The teacher stated that only several writing pieces were meaningful because it could be challenging for students to organize the paragraph well. Also, they still have a lack of knowledge.

Questions numbers 6, 12, and 16 are related to the cognitive approach from Crawford (in Rahmat, 2011). Writing is seen as recursive, and learners use graphic organizers after retrieving information from various sources. Learners were also trained to consider their potential audience before writing. Teachers guided and prompted learners with ideas and suggestions for revisions. For question number 6, the theory stated that learners retrieve relevant information from various sources. The teacher also said that students could always

use other sources even though he provided the source. For question number 12, the theory stated that learners consider the potential audience, same as the teacher said that students' writing has a purpose to the reader. They consider the reader to get knowledge, especially for Islam. For question number 16, the theory stated that teachers guide and prompt learners with ideas and suggestions for revisions. As the teacher said, if students' writing is wrong, the teacher must repeat the explanation about the terms or the text structure shortly and clearly.

Question numbers 7, 10, and 15 are related to the product approach from Tompkins (1990). The approach is mainly concerned with language structure, and writing development is taught through the imitation of input. It also has the characteristics such as imitating a model text, emphasizing the organization of ideas more than the ideas themselves. In one draft, features are highlighted, including the controlled practice of those features, individual, and emphasis on the final product. For question number 7, the theory stated that imitating a model text means students could imitate or modify the text. The teacher confirms it, and it helps students be more guided. For question number 10, the theory stated that the highlighted features include the controlled practice of those features. The teacher also said that students would give an example first and then write their writing. For question number 15, the theory stated that the approach emphasizes the final product or creativity (process approach). The teacher noted that creativity is before the product because creativity makes students flexible then they could exert their effort to be able in writing.

Questions numbers 8 and 11 are related to the process approach from Grabe and Kaplan (1996). The approach allows students to exercise their linguistic skills. Writing development is seen as the unconscious process when the teacher facilitates the writing process. The process approach also has the characteristics such as putting the text as a resource for comparison and ideas as the starting point, necessitating more than one draft, focusing on purpose, theme, and text type, emphasizing the reader (audience), peers' collaboration, and creativity. For question number 8, the theory stated that ideas are the starting point, necessitating more than one draft. The teacher said that students organize their ideas first, gather them, and then write using the draft. For question number 11, the theory stated that the product approach is individual and the process approach is collaborative with peers. The teacher said that students have to collaborate with other peers in the while activity. In the post-activity, they will be individual, which means the teacher uses two approaches in one meeting.

Question number 9 related to the strategic approach from Crawford (in Rahmat, 2011). It allows students to maximize the use of prior knowledge and graphic organizers. In this

approach, writing is coached with partners doing the think-aloud protocol. Learners talked to their partners about writing and, in doing so, were prompted to use specific strategies to facilitate their writing process. This approach enables teachers to focus on teaching writing for authentic purposes. The outline is the same as a graphic organizer. It helps students to get easier when they do the writing.

Questions 13 and 17 are related to the genre approach from Grabe and Kaplan (1996). A genre approach is an approach that uses the product approach (knowledge of the language). Still, it focuses on the social purpose, and writing development is seen as the analysis as an imitation of input. For question number 13, the theory stated that knowledge of the language, as the teacher said, is to practice students' understanding of the language by reading. Also, the teacher believes that reading is very influential in writing results. For question number 17, the theory stated that writing development is the analysis and imitation of input. The teacher said that students must follow the standards. Therefore, they could develop their writing.

Question number 14 is related to the process genre approach from Grabe and Kaplan (1996). The process genre approach uses a model for imitation. It is concerned with knowledge about the structure of language. It focuses on the social purposes of writing and allows students to learn the process of writing. The theory stated that it enables students to remember the writing process. Also, the teacher said it would be directing students to understand what the material is about. The teacher also gives reference to the students. Moreover, the teacher applied the approaches of teaching writing, whether it was an integrated approach or a single approach.

## **CONCLUSION**

The approach in teaching writing is to help and aid the teacher in giving the lesson to the students and the way for the students to get effortless in writing their thoughts. Furthermore, writing skill is one of the most challenging skills in English. Moreover, the teacher will give the students an easy way to pour the idea into writing while using the approaches. The researcher concludes that teachers use approaches when teaching writing based on the research result. The teacher used eight theories of writing approaches, such as product approach, process approach, strategic approach, cognitive approach, genre approach, pragmatic approach, process genre approach, and concept model approach. Hopefully, other researchers could make this research one of the references, and develop this research with a

different method, add more subjects, even add other theories. Last but not least, hopefully, this research is useful and could give motivation or spirit for another researcher.

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## DISRUPTING GENDER INEQUALITY THROUGH NARRATIVE TEXTS IN ENGLISH TEXTBOOK

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**Abstract:** *English textbook is used in teaching and learning extensively in Indonesian education. It contains narratives text to distribute cultural values, but pitifully, the traditional narrative texts depict gender inequality. Gender is defined by culture and inequality between masculinity and femininity—the binary confines calamity to the subordinate gender. The binary seems to restraint femineity as the sub-ordinate gender. Discussing gender will not be sufficiently virtuous without disrupting gender inequality. Thus, this research was conducted to enclose that there are still many stories or traditional narrative texts containing gender inequality in English textbooks. It is assumed as a silent missile in today’s education. The data are the English narrative texts in the English textbook for Eleventh Grade Senior High School published by the Indonesian Ministry of Education and Cultural Affairs (Kementerian Pendidikan dan Kebudayaan / Kemendikbud) in 2017. The data were collected by reading and quoting. Using gender equality perspective, interpretative approach, and content analysis as the technique of analysis, the result shows that the traditional narrative texts that are used unconsciously represent gender inequality. It is assumed to demoralize gender equality, and it is upsetting. It can cause sexual violence and affect children’s lives in the future. Thus, the traditional narrative texts in English textbooks published by Kemendikbud convey gender inequality, in contrast to gender equity.*

**Keywords:** gender equality, narrative texts, English textbook

### INTRODUCTION

Gender issues have been developed a lot in our country, Indonesia. Many writers and researchers have discussed gender issues from many years ago to this moment. Of course, this development allows us in all aspects of human culture to follow and open our eyes to long-rooted gender inequality. Many researchers try to uncover the injustice of gender, and few are still questioning the term gender. Butler (2004) said gender is a man-made cultural formation consisting of two binary oppositions, masculine and feminine. Gender itself is defined by sex. In other words, sex determines a person’s gender. Nevertheless, we return to the initial definition that gender has a masculine and feminine dichotomy. It is the gender that formed the opposition of the two sexes in which the vagina (female sexual organ) determines the feminine gender and thus penis (male sexual organ) constructs the masculine gender.

Gender definition will not be fixed yet as long as it is not a thing but performativity. Gender is fluid (Butler, 2011a). From this notion, it can be drawn that humans must be seen as human regardless of what gender and sex one has. The traditional feminist perspective gives the idea

that our culture shapes one's gender from birth. When the baby has a vagina, it must be feminine. When the baby has a penis, it must be masculine. Then, the heterosexual matrix becomes rampant and rooting in society.

Learning and teaching about gender in schools may not be fully achieved if the teacher does not understand gender. It is pivotal. In Indonesia, the Ministry of Cultural Education has released English textbooks containing stories or narrative texts comprising cultural values, and the purpose is, of course, for good learning. Unfortunately, some of the stories might represent gender inequality.

Narrative text can be a weapon that silently drowns. Narrative text can display a message or ideology with a very clever disguise. It is where literary texts can be very dangerous. The importance of narrative text, especially for language teaching and learning, cannot be overstated. Students automatically follow the plot when they comprehend narrative components such as character, theme, conflict, place, and others. They are led to the meaning of the stories. Understanding literary works need some aspects that improve higher-level thinking and analyzing abilities at this phase (Sejnost & Thiese, 2014).

The challenge is that frequently narrative texts in language education textbooks still have cultural issues, such as women's depiction in narrative texts being narrated in lesser status, roles, and other things than men. Gender inequality is a term used in cultural studies to describe this phenomenon. Of course, this might have an indirect effect on students' comprehension. Women are implicitly represented in uneven gender prejudice regarding gender representation. As is well known, Textbook contents are tightly linked to broader educational and societal situations.

## **REVIEW OF LITERATURE**

Several previous studies have been conducted concerning this study. The first study was conducted by Curaming & Curaming (2020), entitled "Gender (In)equality in English Textbooks in the Philippines: A Critical Discourse Analysis." This study uses Discourse Analysis in conducting the research. The result shows an alignment of men over women, reflecting the gender gap, especially in the economic and political fields.

The second study was conducted by Lee & Mahmoudi-Gahrouei (2020) entitled "Gender Representation in Instructional Materials: A Study of Iranian English Language Textbooks and Teachers' Voices." Using manual and computational analyses, the researchers found men's

domination over women in domestic and public spheres where the writer perpetuates Islamic male domination.

The third study was conducted by Orfan (2021) entitled “High school English textbooks promote gender inequality in Afghanistan.” Using mixed content analysis, the result of the study reveals that males are present before women in the text, and women are not represented considerably in the text. Furthermore, women play a restricted role in the social world, whereas men play the larger part. Thus, the English textbooks encourage and perpetuate gender inequity in Afghanistan.

## **METHOD**

This research is qualitative because it analyzes narrative texts in a textbook related to cultural phenomena. Literary work may not be separated from the representation of cultural context (P. Alasuutari et al., 2012). It is described as a depiction of phenomena. This research was conducted using the interpretative approach and gender perspective to support the argumentation. The discussion of this research is about the cultural phenomena of gender equality in the pedagogical field. In this case, it is an English textbook published by the Indonesian Ministry of Education and Cultural Affairs (*Kementerian Pendidikan dan Kebudayaan / Kemendikbud*).

The data are narrative texts in the form of quotations (sentences, phrases, words, and dialogues) generated from an English textbook for eleventh-grade senior high school published by Kemendikbud in 2017. The four narrative texts are (1) *The Enchanted Fish*, (2) *Vanity and Pride*, (3) *Letter to God*, and (4) *The Last Leaf*. Reading in-depth, taking notes, and quoting are the techniques in collecting the data. The data were analyzed through content analysis. The procedures included proposing the problem, data display, analysis, critical interpretation, and conclusion.

## **RESULT AND DISCUSSION**

As is well known, textbook content is strongly linked to broader educational and societal settings (Yang, 2011). Teaching language can be related to teaching culture. Therefore, narrative writings included in textbooks serve various purposes, including attracting students’ attention to the content, teaching moral values, and so on. It is the relationship between education and social context. In each literary work, there is always a hidden meaning or message. It can be found in a series of narrative pieces written with a specific goal or particular

intention. In other words, the author's message or aim, which is an ideology to be transmitted, is carried through the narrative story. This ideology is then instinctively or unconsciously read and written implicitly. The message or intention is not registered distinctly but hidden behind the texts.

*The Enchanted Fish* is the first narrative text found in the textbook. The story narrates a husband and his wife who live pitifully in a small hut near the sea. Living in poverty makes the wife dream of wealth and supremacy. Her greed leads her into peril. "There once was a fisherman who lived with his wife in a small hut close by the seaside." (Bashir, 2017). Exposing a gender issue, the woman is typically addressed after the husband in this narrative text. Of course, this narrative text reveals gender portrayal that lowers the status of women. It is clear from the sequence that there is a hierarchy of gender binary. As a result, the man is depicted as the dominating sex, while the woman is the second. A male is the family leader and is always mentioned before a woman.

In the sentence "The fisherman used to go fishing every day" (Bashir, 2017), the issue comes to the man described as a worker, whereas the woman is described as a housewife who only does the domestic chores. Of course, it symbolizes gender disparity in terms of social standing. Generally speaking, men and women are portrayed in various ways. Men are frequently seen to be in higher positions than women. Men's activities are valued more than women's activities. Gender is not born but developed due to the patriarchal system's empowerment (Cook, 2007). Gender, from this perspective, explains injustice preconceptions.

Living in a poor and miserable condition, the wife is longing for prosperity, "We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife" (Bashir, 2017). She asks to have a cozy little cottage to satisfy her needs. His husband fulfills her wish and goes to the fish for her demand. Fortunately, her wish becomes true. The snug little cottage comes to real. She and her husband live in the place she was longing for. The story seems predictably nuanced for the poor begging for the wealthy.

On the other hand, the wife's wish will not achieve accomplishment. Living in a cozy little cottage is not enough. She wants to be an emperor who rules and has power. Then, the husband comes to the fish, asking it to make his wife an emperor. "What would she have now?" said the fish. "Ah!" said the fisherman, "she wants to be an emperor." "Go home," said the fish; "She is an emperor already." (Bashir, 2017). Generally speaking, people read the story and imagine that the wife is greedy. Her longing will not be complete. She will always lack in everything. Thus, it indicates that woman is represented as greed human than man.

To be an emperor is not adequate. She wants to be the lord of everything, the lord of the sun and the moon. "I am truly ashamed of my wife's greed, but I can't do anything. She wants to be Lord of the sun and the moon" (Bashir, 2017). Living in a cozy cottage and being a powerful emperor is not satisfying the wife. Her greed will not be contented. As the man brings her wish to the fish, the fish grants her wished greed. She desires to be Lord of the sun and the moon. Gender stereotypes may be defined as a broad opinion about distinct traits of men and women at this moment. Gender stereotypes are defined as "socially accepted ideas that specific traits may be assigned to individuals depending on their membership in the female or male categories" (Lips, 2003). Women are stereotyped based on the features of gender stereotypes. They have been known, but they are helpless. These reasons explain why women are perceived as emotional, have lower educational attainment, have fewer physically tough jobs, and have poor representation.

*Vanity and Pride* is the second narrative text found in the textbook. The story narrates a woman who lives in complicated situational or dramatic irony. Madame Loisel was born a beautiful woman, yet she was married to a clerk who had little money. They cannot afford any jewelry or diamond. When her husband got an invitation to a party, Matilda Loisel thought joining a party without a single piece of jewelry would be a shame. She urges to have jewelry to complete her look since being a beautiful woman is not enough without a single piece of jewelry. Unfortunately, she does not have one.

Woman representation in the narration gives the idea that she is a greedy woman. Being beautiful is not enough without a single piece of jewelry. The jewelry beautifies the look of a woman. It must be contemplated that the patriarchal system is rooting in our lives and shackle woman direct or indirectly. What happened to beauty? The question comes to mind when beauty is defined and tribute to a woman. Must a woman have a beautiful look both physically and mentally? When a woman is attributed to be beautiful, the notion unconsciously traps women in rampant situations (Gottschall et al., 2008). This jeopardy comes to those who do not have beauty. Women will afford to have it in all ways to gain the attribution of the most beautiful woman in the world. Then, the problem arises when the quality of women cannot meet the requirements. The patriarchal system requires that a woman must have beauty. A woman with beauty will gain attraction and be desirable to a man. The idea drags a woman to a lesser status than a man.

The story narrates that Matilda, the main character, does not meet the requirement of beauty. Joining a party without a single piece of jewelry will make her feel pity. The narration can be found in the quotation, "You just don't understand! It's so annoying! I don't have a

single piece of jewelry to wear with my gown.” (Bashir, 2017). She is not rich and cannot afford a single piece of jewelry to complete the look of her gown. Thus, she does not belong to a beautiful woman, and she is ashamed of it. The problems come up when her desire is always in lack. Her passion drags her into greediness. Longing for the jewelry makes her do anything. She urges her husband how to get the jewelry. Then, her husband advises her to borrow the jewelry from her friend, Madame Forestier. Quickly, Matilda gets the diamond necklace from her friend. She looks adorable and gorgeous at the party. Matilda successfully gains all the attention at the party. She is in the spotlight, an attractive and outrageous woman above all women at the party. The happiness is then destroyed when the diamond necklace is gone.

Matilda spends ten years in labor to pay for the diamond necklace. She becomes so worn and old. Matilda is no longer beautiful. She changes because she endures ten hard years of manual labor, scrubbing floors and taking a laundry as stated in the quotation, “It was your necklace, or rather my desire to be elegant, that caused this.” (Bashir, 2017). The desire makes her deplorable condition of life, a life of losing her beauty. It is caused by her greed to be elegant. Unfortunately, the situation is an irony. The replacement is contrary to the diamond necklace. The necklace is fake, but Matilda replaces the necklace with the genuine one in the extended payment as stated in the quotation, “Mine was a fake; the replacement should have cost you nothing more than 500 francs. Oh, my poor, poor, dear Matilda.” (Bashir, 2017).

The longing for higher class life and the desire to turn into greed makes Matilda’s life worst. She does not like wearing an old gown. She desires to buy a new one. Her husband gives her money to buy, and finally, she gets the new one. Furthermore, she does not satisfy with the new gown. She feels humiliated among wealthy people at the party. She urges a single piece of jewelry, and she gets the piece from her friend. Her friend lends her the diamond necklace. At the party, Matilda becomes an outrageous and joyful woman. Because of her greed, she loses her beautiful life working as a laborer for ten years earning money to replace the diamond necklace, which is fake in fact. From this, Matilda’s life turns into an unfortunate situation. She is beautiful and has a new gown, but she is not satisfied. From the narration explained above, it can be said that woman here is represented as greedy sophisticated desires to be honored among high-class society. The term ‘greed’ refers to a negative image of a woman.

The third narrative text in the textbook is *Letter to God*. The text tells the story of a farmer family, a father, a mother, and two sons. The family’s life depends on the agricultural products they cultivate every day. However, bad luck happened to the family. The long-awaited harvest and abundant yields do not fruit. The expected rain has never come. To produce a bountiful harvest requires rain that has not wet their crops for a long time. Unfortunately, it is not rain

that came, but hail storms that damaged their crops. In the end, they failed, the crops were damaged. “You know, woman, now we are finally going to get some rain.” (Bashir, 2017). The narration depicts an image of a housewife who is called a ‘woman.’ The term ‘woman’ can be meant as negative imaging to woman. The farmer called his wife, not by her name, but a gender stereotyping to discrete woman.

The negative stereotyping again comes up when the farmer works in the field, cultivating the crops to live. On the other hand, the woman works at home doing household chores. “His wife, who was busy preparing food, replied: “Yes, God willing.” (Bashir, 2017). From the social and cultural perspective, a woman is like a weak human. A woman works at home, cooking, nursing the baby, washing the dishes, and doing other house chores. On the contrary, man is seen as a powerful human who works outside the house, doing something rough and tougher than a woman. Generally speaking, this is not equal. Women are treated and attributed as fragile humans.

The term ‘mother’ can be defined as a female parent of a child and a woman who performs a role in delivering a baby, nursing a baby, and related to the activity in her child caring. Therefore, the term ‘father’ can be defined as a male parent of the child and a man who performs a role in social parental obligations and rights in parenting a child. Woman destiny occupies in physical characteristic in the opposite to man. Women’s characteristics role attributed to menstrual blood, delivering a child, and breastfeeding. A child is carried through the woman’s womb, and it is identically as the relationship of mother and child. The child is taken care of by a mother, not a father. Father cannot give breast milk because only the mother can give breastfeeding. It goes without saying that a father cannot give birth. The roles attribute to a mother who does the domestic chores inversely to a father. Then the term ‘mother’ can be defined as ‘(m)other,’ the other from ordinate gender and sex (Chodorow, 2021).

Furthermore, Gender inequality is implicitly presented in the narrative of the mention of order in the family. A statement in the story of the Hail Storm says, “Rancho and his wife worried to death,” and his wife is stated after Rancho, the peasant family’s leader, as the breadwinner. In other words, the existence of a mother is preceded by the presence of a father. It is clear from the sequence of mentioning that there is a hierarchy of gender binary. As a result, the man is depicted as the dominating sex, while the woman is the second. A woman is also depicted as a human being who is constantly vulnerable and has to be safeguarded. In contrast to man, a man is always shown as powerful and independent. It shows that a man is more dominant than a woman.

Woman character in the narrative text is represented in gender issues, particularly in gender inequality. The textbook contains stories, which are written in English. The attitude is formed by the language. It is well recognized that language reflects men's social power, whereas language reflects women's lack of power in social relationships. In English, the term man means human, 'He' means to God, and the last name of a family means man, among other things, as quoted in "Always remember we have God. I am sure he will help us." (Bashir, 2017). A woman is referred to as a secretary. A youngster is referred to as a sales promotion, and so on. It demonstrates that woman has a lesser status than man.

The fourth narrative text in the textbook is *The Last Leaf*, a short story written by famous writer O. Henry. The main characters in the story are artists. Sue and Johnsy as women are discharged and diminished by the men in the narrative. The doctor who diagnoses Johnsy's pneumonia asserts that art is not even worth thinking for a woman, as stated in the quotation "Painting!" said the doctor. "That won't help her!" (Bashir, 2017). Johnsy is a woman who has pneumonia and counts her last days by comparing the last ivy leaves falling. She will be getting better when she paints the Bay of Naples. As a man who has negative imaging of a woman, the doctor claims that painting is not fit for a woman and cannot help her heal her pneumonia. The notion then degrades that woman is debilitated.

Furthermore, the most provocative point is that the short story gives the idea of lesbianism. Of course, it does not fit the aim of the Indonesian education curriculum. It should not give to school students and should not be included in the textbook. It can be claimed from the relationship between Sue and Johnsy. Two women live in a studio apartment in an old building in Greenwich Village. Their relationship challenges the unaccepted notion of LGBTQI (Lesbian, Gay, Bisexual, Transexual, Queer, and Intersex). Their behavior is confronted in wider society. They are not married but living together, sharing home life, and taking care of each other. They share romantic intimacy and relationship. Sue calls Johnsy with numerous terms of endearment 'dear,' 'darling,' as stated in the quotations. "What is it, dear?" asked Sue." Ah, darling, it's Behrman's masterpiece." (Bashir, 2017). The intimate relationship is more apparent when Sue says to Johnsy that she does not want Johnsy to die. Johnsy must survive. Sue cannot live alone without Johnsy. Sue will be very depressed, then she says, "Dear, dear!" said Sue, leaning her worn face down to the pillow, "think of me, if you won't think of yourself. What would I do?" (Bashir, 2017). Once again, the relationship intimacy drawn in the story, Sue takes care of Johnsy. She cooks for Johnsy. She will always love by her side.

The narration does not give us an apparent meaning, but two women live together in an apartment caring for each other rather than bearing a child or marrying a man. Thus, it can be

said that they are dealing with a romantic relationship where they spend all their time together, afraid to be separated by death. The relationship, of course, does not fit Indonesian culture. The women here are represented as immoral and confronting the sexual deviation of the heterosexual matrix. The heterosexual matrix refers to a woman and a man only (Judith Butler, 2011b). There is another relationship outside the heterosexual matrix, meaning they commit to homosexuality in the apparent term 'lesbian.' Thus, the representation negatively images women and places them in a lower status.

## CONCLUSION

The narrative texts in the textbook narrate gender inequality. The woman is represented negatively, such as greedy, ambitious, and weak. Furthermore, women are domesticated in a lower sphere than men have. Gender inequality is implicitly expressed and employed in the narrative texts of the textbook. Suppose a textbook is for students, and students learn things from it either directly or indirectly. In that case, it is unfortunately too risky to nail gender inequality in students' set of the ideological foundation of thinking about the gap between man and woman. In a long-term predictive effect, it has the potential risk to induce sexual assault and have long-term consequences for children's lives. As a result, the traditional narrative texts in the English textbook for XI grades of Senior High School issued by Kemendikbud convey gender inequality, conversely with the goal of gender parity.

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