



# ***LINGUAL: Journal of Language and Culture***

Volume 10, Number 2; November 2020

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ISSN (P)



ISSN (E)



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# DEVELOPING ENGLISH READING MATERIAL FOR MIDWIFERY STUDENTS IN MADURA ISLAMIC UNIVERSITY

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## Abstract

This study was conducted to develop English reading materials for midwifery student in Madura Islamic University. The aim was to help students to enrich their experience, build their knowledge, and construct their reading comprehension especially in midwifery context. The procedures of doing the development of this research (R and D) includes need analysis, material development, expert validation, revision, field testing and final product. To collect the relevant information, the instrument used in this study was need analysis that consists of questionnaires, and interview guide. The information that was gotten from need analysis becomes a basis for developing the reading materials. Moreover, Contextual Teaching and Learning strategy was used by the researchers in developing reading material, then the expert validators was carried out to evaluate the material. After making a revision based on the experts' suggestion, the next step was field testing, it was done to know the applicability of material development. Finally, the final product of this study consists of ten chapters about reading material which is suitable for the midwifery context.

**Keywords:** *English reading material, midwifery, and need analysis*

## I INTRODUCTION

There are four language skills that the students should master in learning English, they are listening, speaking, reading, and writing. Reading is an essential skill for English Language learners. Hill and Holden (1990) define reading as the most useful skill for the learners in developing the sense of satisfaction in comprehending a text. In addition, Bright and McGregor (1970:52) state that someone's general knowledge depends much on reading. On the other hand, most students find it difficult in comprehending the reading English text. They fail to derive meaning from what they read. Meanwhile, Nuttal (1982: 5-6) states that the text can be difficult because the students are not familiar with the text, the topic being discussed, vocabularies, and the complexity of the concepts expressed.

Moreover, this study was conducted for midwifery students; they learn English as a compulsory subject even though English is not their major. In this case, they are included as an ESP learner. In other word, they learn English to meet the specific need. Basturkmen (2006:18) said that in ESP, learning language is not for gaining general education, but it is for greater linguistic efficiency in academic, professional and workplace environment. Moreover, in developing material for ESP learner, need analysis is needed. According to Robinson (1991), Need analysis is a basic central of ESP. in this case, need analysis become a basic though in designing the syllabus, lesson plan, and material as well.

In fact, the students do not have a handbook of English related to their field and they find it hard to catch the reading text because of the limitation of vocabulary mastery. Actually, they can easily find the English text which is related to their field in internet but they do not have any appropriate activity to comprehend the text. Therefore, they always skip reading and even ignore to read. Hence, the lecturer should be able to find the right material for the students of midwifery to learn English particularly reading skill. The existence of interactional material is needed in teaching and learning process. Nunan (1991, p. 208) says "While the syllabus defines the goals and objectives, the linguistic and experiential content, instructional materials can put flesh on the bones of these specifications."

For those reasons, the researcher found that it was necessary to develop an appropriate learning material on reading in line with their need as an ESP Learners. It is also developed in order to help the students of midwifery to understand the reading text delivered in English.

Contextual Teaching and Learning strategy are used by the researchers in developing reading materials. As it is stated by Crawford (2001) that procedures of CTL consist of relating, experiencing, applying, cooperating, and transferring (REACT). There have been so many studies about CTL for reading skill. Kaefatunnisa (2015) found that CTL approach can improve students' reading skill, furthermore it can also motivate students to learn and help them to understand the material.

## II MATERIALS AND METHOD

Based on the focus of the research, this research intends to develop reading materials for students of midwifery at Madura Islamic University. Therefore, the design of this research is research and development (R&D). Based on the statement of Borg and Gall (1983:772) in Latief (2011:171), an Educational Research and Development is a research that aims to develop and validate an educational product. The researchers applied research and development from Borg and Gall (1983, p. 772). There are ten steps in conducting educational research and development as follows: (1) Research and information collecting, (2) Planning, (3) Develop preliminary form of product, (4) Preliminary field testing, (5) Main product revision, (6) Main field testing, (7) Operational product revision, (8) Operational field testing, (9) Final product revision, and (10) Dissemination and implementation.

However, this study modifies procedures of the Borg and Gall's model into five steps by considering the research purpose and the limited time. They are need analysis, material development, expert validation, revision, field testing, and final product.

The first step of this study is Need analysis. The aim of conducting need analysis is to identify students' need of the materials, including the content, the activity, and the appropriateness of the materials for midwifery students at Madura Islamic University especially for reading materials. Need analysis was done to the students and also the head of midwifery department. A questionnaire was distributed to the midwifery students. Meanwhile, the researcher interviewed the head of midwifery department to obtain as much information as possible in any given situation in a field. The result of need analysis becomes a base in developing material.

The second step of this study is developing materials. According to Tomlinson (2011), Language learning materials can be used by the learners or teachers in facilitating the learning. He added that the learning materials include textbook, workbook, handout, CDs and DVDs. The materials are completed with colorful illustration to attract the students' attention.

The third steps of this study are expert validation. After developing the draft of the material based on the need analysis, the researchers need to consult to the expert in order to get input whether this reading material has achieved the goal or it has met the criteria of a good one so that it can be applied to the midwifery students. Furthermore, the instruments used in expert validation was checklist validation that covers some criteria such as objective, design, lay out, topic, content, language, instruction, or task.

Moreover, in order to make sure that the developed material is valid to be applied to the midwifery students, the critics, corrections, and suggestions are needed. In this study, the experts are Rini Listyowati, MPd, she is a lecturer, who teaches English for many years. The second expert is Indra Wahyuni, Str.Keb. she is a midwife. She works in PosKesDes. Blumbungan, Pamekasan.

After the material is revised by the expert, the next step is field testing. In this step, the researchers conducted a try out in the real class to find out the data about the applicability, the effectiveness and the appropriateness of the developed materials. the researchers here observe the process of teaching and learning then the result of field testing will be revised and become a final product.

## III RESULTS AND DISCUSSION

### 3.1 NEED ANALYSIS

The data taken from students cover some information needed for developing materials. The researcher distributed the questionnaire to the 18 midwifery students. It was distributed on 20 May 2020. The data was taken from the students' answers to questionnaire about their perception of English subject for them and their need for the English reading materials. Related to their perception of the English subject, they claimed that they like and need English because English is an international language and there are so many terms for their field of study written in English.

In addition, related to the English skill, almost all the students said that they need to master the English skill particularly reading skill because it can enrich their vocabulary and increase the knowledge, especially the knowledge of midwifery which always develops. In fact, they found some difficulty in understanding the English text or passage. The very common reason for this problem is because they do not know the meaning of certain words and lack of grammatical understanding. Moreover, the students said that they need pictures to help them understand the content of the passage.

In terms of vocabulary mastery, the students have lack of English vocabulary; therefore, they need some lists of difficult vocabularies to understand more of the passage. Next, the students need a post activity or exercise after reading the passage and they said that the instruction should be clear and vary.

Furthermore, based on the questionnaire it was also found that they do not have an English handbook which focuses on midwifery and the English books in their local library are limited.

Based on the fact above, it was also known that the students agreed if the English midwifery text book is developed. They said that it would be useful for them in learning English especially in reading English texts in terms of midwifery aspects.

To get more data before designing the draft of the book, the researcher also conducted an interview to the head of Midwifery Department. It was related to the curriculum used and what she expects in developing English reading materials for the students. Based on the interview, it was found that the curriculum used is KKN1 3. The curriculum was developed to reach the learning objective and prepare the students with hard and soft skills that can be applied in all situations. The regulation in this department also pushes the lecturers to develop the learning material for the students. For the English material, she said that there is no hand out book yet so she hopes that the developing material can help the students in learning English in midwifery context. She suggested that that the contents or the topics in the developing material are close to their students' field of study. The learning objective of the book must develop students' ability to understand the English text and to understand the vocabularies in context.

### **3.2 RESULT OF DEVELOPING MATERIALS**

Based on the result of the need analysis, the researcher decided to develop the English reading material to help students overcome their problems. The English reading material includes ten chapters with the topics related to the midwifery context. The objective of the topic was stated at the beginning in each topic. Those ten topics cover some English passages and activities which can enhance the students' ability in reading skill and their knowledge in midwifery context. The topics were chosen under consideration that the topics are all the information or passage about midwifery. They are: 1) female reproductive, 2) pregnancy, 3) baby development week by week, 4) fetal development week by week 5) good nutrition for pregnant 6) labor and delivery. 7) menopause 8) primary of baby needs 9) breast feeding 10) family planning.

The design of reading material should be more interesting, so it was made by providing pictures and the lay out is interesting as well. Each topic is started with the leading questions, it is aimed to lead the students to guess what they are going to discuss and raise their critical thinking about the topic. It is also to attract students' interest and lead them to use their background knowledge to understand the text. Moreover, the passage is presented followed by the lists of vocabulary to make the students understand the context and enrich their vocabulary as well. To measure the students' understanding about the text, post activity is presented by some exercises.

### **3.3 EXPERT VALIDATION**

After the first draft of material has been ready, it must be consulted to some experts to get input whether this reading material has achieved the goal or it has met the criteria of a good one so that it can be applied to the midwifery students. This draft needs their comment and suggestion to improve the quality of the reading material. There are two experts in this study namely, Rini Listyowati, M.Pd, she is a lecturer. She has been teaching English for several years, she is also a chief of English Department. The second expert is Indra Wahyuni, S.Tr. keb. She is a midwife. The aspect reviewed by the experts covering objective, design, lay out, topic, content, language, instruction or task. Moreover, the instruments used to evaluate the draft were the checklist and suggestion form.

From the validation done by the experts, it was found that some aspects should be revised. The first expert validator evaluated firstly to the objective, language, instruction, task He said that the draft has been appropriate in term of the objective because it can develop students' knowledge, reading skill, and comprehend the passage especially about midwifery. The language is communicative enough and understandable. The leading question delivered at the beginning of each chapter can increase students' critical thinking. However, she suggested that the tasks should vary in order to avoid the students' boredom. She added that the grammatical aspect should also be delivered in this reading material in order that the students can understand the passage comprehensively. Besides, the vocabulary should focus on getting meaning from the context. Related to the cover illustration, she said that it has been attractive and it was appropriate with the title. The next evaluation was about the content of each chapter. He found that the content covered the basic knowledge of the midwifery; it is suitable with the students' knowledge. Moreover, the material has already organized attractively. The whole content was attractive and good enough.

The second expert validator has almost the same point of view. She focused more on the content of the passage, layout, and design. She found that the content was attractive, appropriate with the topic title. All the topics are about midwifery context that is learned by the students. It automatically can increase their knowledge. Moreover, she suggested that the topic should be organized and arranged systematically or in order. She noted that the topics should be re-arranged. In chapter 7, the topic about menopause should be at the last chapter, or the topic about breast feeding should be put after chapter 5.

Dealing with the lay out, she said that it has been good and attractive enough. But for the picture in chapter 2 and 8 should be colorful and try to revise the picture using cartoon. Generally, the content is good enough. The whole content of material was appropriate with the midwifery context. The last was the task evaluation; she said that the task was appropriate to the context.

### 3.4 FIELD TESTING

The next step after being validated by the experts, the researchers conducted the field testing. It was done to know the applicability, appropriateness, effectiveness, efficiency, and attractiveness of the product to the midwifery students. The field-testing was done in July 1<sup>st</sup> 2020. The researcher observed and wrote some notes during the teaching and learning process using that developed reading material. The result of field-testing showed that most of the students are interested to the reading text because the topics are related to what they learn. Furthermore, the vocabularies presented after the reading text can help them to understand the text comprehensively. They added that the activity in the reading material is attractive enough.

## IV CONCLUSION

The material developed in this research was the reading material for midwifery students in Madura Islamic University. The sources of the material were taken from several websites. The researchers selected, adopted and adapted those material based on the students' need to help the students to learn English and improve their reading ability in terms of midwifery context. It also helps the lecturer in teaching English for midwifery students as ESP learners.

The topic in this developed material consists of 10 chapters. The topics were selected under the consideration that they were related to the students' interest and enrich their knowledge about midwifery. Those 10 chapters are: 1) female reproductive, 2) pregnancy, 3) good nutrition for pregnant 4) fetal development week by week 5) baby development week by week 6) labor and delivery. 7) breast feeding 8) primary of baby needs 9) family planning 10) menopause.

Furthermore, certain language component or English grammar was also introduced in each chapter. The leading questions in each chapter are also provided in order that the students can guess what they are going to discuss and raise their critical thinking about the topic. Moreover, the developed material was also completed with the vocabulary list which is aimed to enrich their vocabulary mastery. For the exercises in this developed material was design to encourage the students to understand more about the text or passage.

After conducting all the process of developing this reading material, it can be concluded that the reading materials are applicable enough for the students. They are interested in using this developed material. However, the developed material in this study has some limitations, since it was only for reading skill. Therefore, it needs some suggestion and another improvement.

All in all, the aim of this research was to develop English reading material for midwifery students in UIM. After developing this reading material for midwifery students, of course there will be suggestions for the lecturer, students, and also for further materials developers.

For the lecturer and students, this developed material can be used as an alternative source in teaching and learning process at the class especially for English reading skill in midwifery context. It is not the only one, but the lecturer and students can also combine with other recourses.

For further material developers, it is suggested for those who are interested in developing the same material to improve the exercises or activities in improving reading skill for the students. In addition, to make a better product in learning English for non-English department students, the next material should be added with the other three English skills like listening, speaking and writing.

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# STUDENT ENGAGEMENT IN EFL ON-LINE CLASS

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## Abstract

A closed-ended questionnaire was designated to the English Department students University of Nusantara PGRI Kediri to investigate their cognitive, behavioural and emotional engagement during the English teaching learning processes that were administered in online classes. These online classes were managed to implement the government policy in banning the spread of Covid-19 pandemic. The results showed that students' behavioural engagement was relatively high, however, their cognitive and emotional engagement were not extensively positive in some of their aspects. It was found that the students found obstacles in communicating ideas, helping each other, previewing the previous materials, and overcoming anxiety in making mistake during online class. Findings contributes to an understanding of the various aspects of web-based classes and the EFL student engagement in the virtual classes

**Keywords:** *Student Engagement, Online Class, English as a Foreign Language*

## I INTRODUCTION

Corona Virus Disease (Covid-19) pandemic has altered the system of teaching and learning process drastically. Teachers and students are compelled to conduct the teaching learning process from their homes for the unlimited time as the government is still keeping up with the growth of this pandemic. Indonesian Minister of Education and Culture issued decree Number 4 2020 regarding Education Policy during the Emergency Situation of Covid-19. He stated that teaching learning process from home is administered via online in order to facilitate a meaningful learning experience. In order to implement that decree teachers, have to be prepared to change their conventional classes to online ones. Therefore, it is important for the teachers to elevate their self-competence, point of view, and their interaction pattern to the latest technology.

However, there are several problems faced by both teachers and students in the implementation of online class. Suharwoto (2020) revealed several challenges related to the application of online teaching learning process; (1) a technological gap between schools in the big city and those are in the countryside in Indonesia, (2) limitation of teacher's competence to utilize online teaching applications, (3) the lack of the technology resources such as internet and computer, and (4) the low integration among teachers, students and parents in online learning. Teachers are staggered since they have to change the system, syllabus, and the teaching learning process greatly. Students are stuttered getting piles of tasks while parents are under pressure, since they have to accompany their children to do the school tasks. Previously, teachers saw online teaching learning process as no more than a concept or technical application. They did not consider that online teaching learning process is a certain teaching paradigm. Online teaching can be used to ease the students to access various sources of knowledge, more creativity in creating artwork, and supplement for student's knowledge.

Several solutions have been provided by the government to face this pandemic challenges, such as; accomodating online class into one portal that can be accessed by more than eighty thousand people, cooperating with education application providers such as Ruang Guru Quiper School, Zenius, Office 365, Google for Education, and many others to provide free access to their facilities, and cooperate with national TV station to broadcast education programs that can be utilized by the teacher and the students to study at home in meaningful way. Both in conventional and online classroom student engagement take important roles in the success of teaching learning process. Students who have high engagement in teaching learning process tend to be more active in the classroom interaction and they involve more their feeling and sense in their interaction to achieve the learning objectives. Kuh (2003) stated that students' engagement can be used as assessment of development both of personal and learning process. This means that the more students involve in practising, getting feedback in the teaching learning process, the more they learn. It can also be said that the student achievement can be promoted by a high-level involvement of the students to the teaching learning process.

The evidence for role of engagement in influencing students' academic outcomes such as learning achievement and the teaching learning process have been provided by several former studies. Krause and Coates, (2008) clarified that the objectives of engagement were to achieve students' learning



outcomes by devoting their time and effort to do activities that contribute to their learning directly. Trowler (2010) affirmed that students' engagement with active participation was done by the students through their time in the classroom. Jens (2013); Zohud (2015) confirmed there was significant effect of the student engagement to the student language achievement. Furthermore, Han & Hyland (2015) who conducted their research the student engagement in the area of teaching writing stated that the students' engagement contributes to the students' achievement in writing skill. However, little attention has been put into the students' engagement in the online class. One that focused on it was conducted by Ginting (2020) who reflected his experience in teaching English via online. He proposed the use of inquiry community approach to promote the students' engagement in online class. So far, However, there has been no discussion about the type and the way how the students' engagement in online class. Therefore, this study pictured the types and the way how the students involve in online teaching learning process especially when they learn English as foreign language. Thus, we have a comprehensive understanding on the students' engagement in the online EFL class.

Fredricks, Blumenfeld, and Paris (2004) divided student engagement into three aspects such as Behavioural Engagement, Emotional Engagement, and Cognitive Engagement. This study used these three divisions to see the student engagement in the teaching processes that were conducted via online. Therefore, the aims of this study were; to describe what platforms that the teachers used in teaching English via online and how was the student engagement in the implementation of those online teaching learning process.

## II MATERIALS AND METHODS

This qualitative research used case study as the technique of the research as it focused on answering a descriptive question about what happened to the student engagement when they were studying English in online classes. As Ary et al (2010) stated, a case study provides in-depth description of an individual, group, class, site, program, process, institution, or community. It can answer descriptive questions (what happened) or attempt to explain why something happened by looking at a process. The subjects of this study were the students in English Education Department University of Nusantara PGRI Kediri that consists of 120 students. The data about students' engagement in the English teaching learning process of online classes were collected using closed ended questionnaires. The questionnaire was developed using three divisions of students' engagement proposed by Trowler (2010) and Fredrick, Blumenfeld and Paris (2004) as seen in the following table:

	STUDENT ENGAGEMENT CRITERIA	
	Indicators	Sub-Indicators
<b>Cognitive</b>	Comprehension	response to the teachers' questions do the teacher's task
	Share ideas	communicate ideas to the classroom help each other to do the tasks.
	Preview knowledge	answer the teachers questions related to the last materials
<b>Emotional</b>	Interest	eager to join the class do the classroom activities
	Worried	be a afraid to make mistake keep silent
<b>Behavioural</b>	Attention	follow and do the teachers' instruction

	Effort	do the tasks in or out of the classroom submit the task on time
	Classroom Participation Responsibility	participate actively be responsible follow the lesson on time

*Table 1. Student Engagement Criteria*

*Modified from Trowler (2010) and Fredrict, Blumenfeld, and Paris, (2004)*

There were 15 items for each aspects of the students' engagement, five (no.1 up to 5) for the cognitive aspect, five (no. 6 up to 10) for emotional aspect and five questions (no. 11 up to 15) for behavioural engagement. Five options in each question range from strongly agree, agree, neutral, disagree, and disagree were given to get the students' responds. To analyse the data, there were several steps; first, the data got from the questionnaire were turned into scores based on the Linkert-scale in which the score for strongly agree, agree, neutral, disagree and strongly disagree were respectively 5,4,3,2, and 1 score. Then the computed score was calculated in the percentage score for each aspect. Finally, those scores were interpreted using interval analysis. The following criteria were used to interpret the computed score so the level of the students' engagement can be found.

Interval Criteria:

0% - 19.99% = Strongly Disagree

20% - 39.99% = Disagree

40% - 59.99% = Neutral

60% - 79.99% = Agree

80% - 100% = Strongly Agree

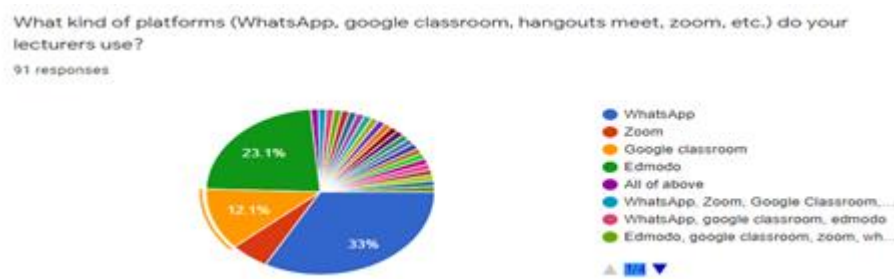
### III RESULTS AND DISCUSSION

#### 3.1 RESEARCH RESULT

This chapter focused on describing the results of the data analysis about student's engagement in EFL online classes that were collected using closed ended questionnaire. The total of ninety participants participated in filling the questionnaire that were conducted via online by using google form.

##### 3.1.1 APPLICATIONS USED IN EFL ONLINE CLASSES

The result of the study showed that the EFL online classes in English Language Department University of Nusantara PGRI Kediri were administered using various applications. We can see those variations in the following graphic:



*Graphic 1. Application Used in EFL Online Teaching and Learning*

From the chart above, we can identify the most popular application to be used to teach online was WhatsApp application in which almost half respondents stated that their lecturers used WhatsApp application to conduct the online teaching learning process. The least popular, in the second number, there was Edmodo application. It was followed by Google Classroom in the third number. In the last

position there was Zoom application. However, it does not mean that one lecturer used only one application, since the respondents also replied that their lecturers used more than one application in teaching English.

### 3.1.2 STUDENTS'S COGNITIVE ENGAGEMENT IN EFL ONLINE CLASSES

Cognitive engagement can be displayed in terms of being strategic or self-regulating. It accomplishes the students's understanding or comprehension, sharing ideas and previewing knowledge. The following data shows the details of those aspects from the students' point of view when they were taught English using online media.

#### 3.1.2.1 Comprehension aspect

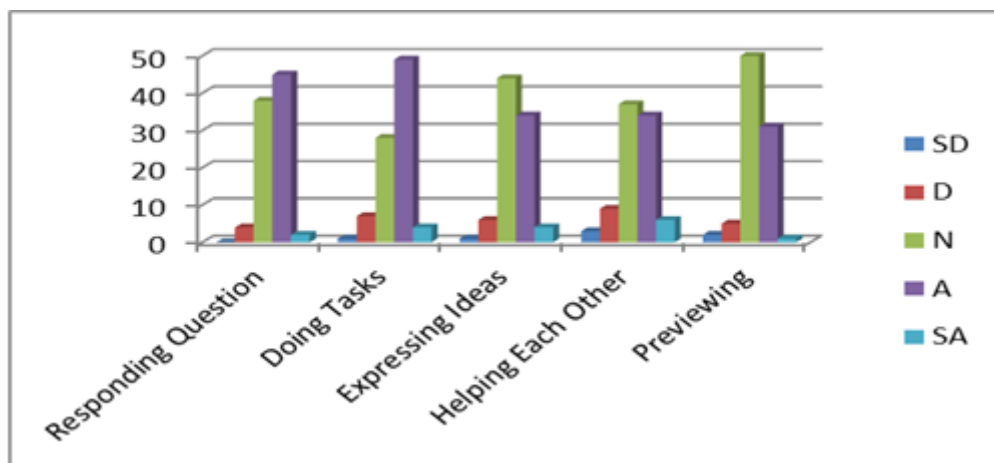
There were two sub-components in this aspect namely; the way how the students understand the teachers's instruction and they way they do the teacher's task. The results showed that more than half students, about fifty two percent students, could response the teacher's questions and sixty percent students were able to do the tasks given by the teachers. There were only few students, in about five percent of the respondents, had difficulties to answer the teachers's questions and around ten percent students could not complete the tasks. It means during the online class in general there were no obstacles for the students to comprehend the teachers's explanations and materials.

#### 3.1.2.2 Sharing Ideas Aspect

In the second sub-indicator of cognitive engagement, namely sharing ideas, the students found limitation both in communicating their ideas and helping each other in online class. Eventhough only a small number of students, approximately ten percent, stated directly that they could not communicate their opinion during the online class, it was found that there were around half students answered that they were in neutral point. It means they were in some cases may found difficulties to express their ideas in the online EFL classes. However, the rest respondents, approximately forty percent students, said that online class did not interfere them to communicate their ideas and cooperate with others in doing the tasks.

#### 3.1.2.3 Previewing Knowledge Aspect

In the last sub-indicator of cognitive engagement namely previewing knowledge, there were not more than half students or fifty percent students gave neutral answer. It means they may have difficulty in relating their new knowledge with the previous one. On the other hand, there were thirty percent students who were able to answer confidently that they could relate their previous knowldege with the teacher's new questions during the online class. The following graphic showed the students's cognitive engagement when they followed the English lesson via online.



**Graphic 2. Students Cognitive Engagement in EFL Online Class**

From the graph 2 above, we could see that the student's engagement in almost all of the cognitive aspects such as; in responding teacher's question, expressing ideas, helping each other and especially previewing the teacher's questions, were in neutral position. It means students might have been difficult

to respond the lecturers' questions, communicate their ideas and cooperate with others in the online class. However, they generally didn't find difficulties in doing the tasks.

### 3.1.3 STUDENTS'S EMOTIONAL ENGAGEMENT IN EFL ONLINE CLASSES

Emotional engagement related to the students's interest and encompassed positive and negative reactions to teachers, classmates, academics, and school. It is presumed to create ties to an institution and influence willingness to do the work. There were two sub-indicators in this aspect such as interest and worried. The following description shows the details of the students' emotional engagement when they followed the online class.

#### 3.1.3.1 Interest Aspect

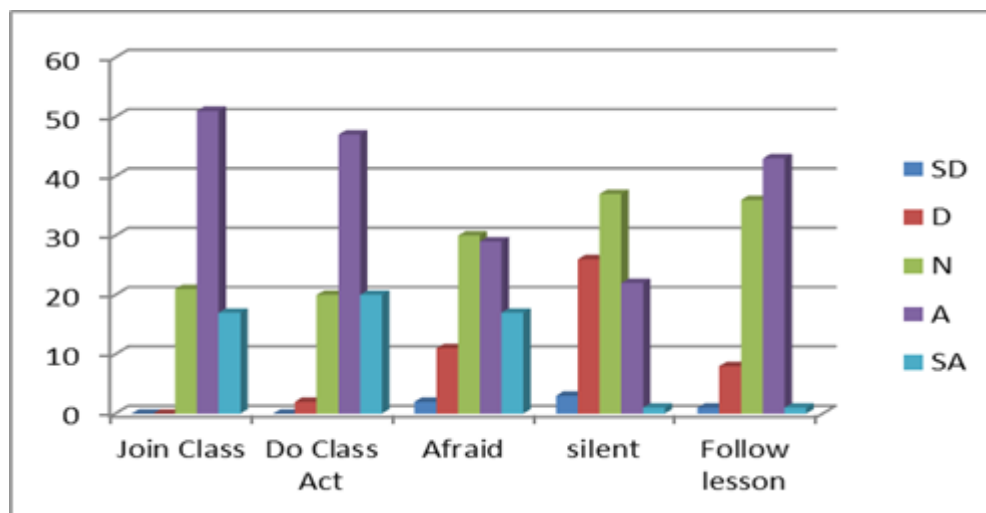
Online class did not hinder the students' interest to join the class. Almost all or respectively eighty percent students stated that they had the same interest to attend the online class as much as their interest to the offline class. In addition, they also had high motivation to do the class activities eventhough they did not have face to face meeting with their lecturers.

#### 3.1.3.2 Worried Aspect

In this sub indicator, worried feeling, however, more than half students said that they had anxiety to make mistake during the online class, therefore they tended to remain silent in the class.

#### 3.1.3.3 Attention Aspect

The students' concentration during the online teaching learning process was not distracted. It is shown from their ability to answer the lecturers' questions and when they had to follow the lecturer' instructions. The data showed that there were only small number of the students or ten percent students who failed to answer the lecturers' questions. It happened at a similar way when the students had to carry out the lecturers' instruction, there were only twelve percent students were unable to do the teachers's instructions. It means online class did not bother the students' concentration during the teaching learning process. Graphic 3 showed the students emotional engagement condition when they followed online classes.



Graphic 3. Students Emotional Engagement

The graph 3 above showed that generally the students' emotional engagement during the online classes were positive especially in the interest and attention aspects. Almost all of the students joined the class, did the class activities and followed the lessson. However, in the aspect of worried, there were almost twenty five percent students answered that they were afraid to express their idea and remind silent when they were in online classes.

### 3.1.4 STUDENTS'S BEHAVIOURAL ENGAGEMENT IN EFL ONLINE CLASSES

Behavioral engagement encompasses the idea of drawing on the idea of participation; it includes involvement in academic and social activities and is considered to be crucial for achieving positive academic outcomes. In this study there were four sub indicators namely: attention, effort, classroom

participation, and responsibility aspects. The following description shows the details of those each aspect.

#### 3.1.4.1 Effort Aspect

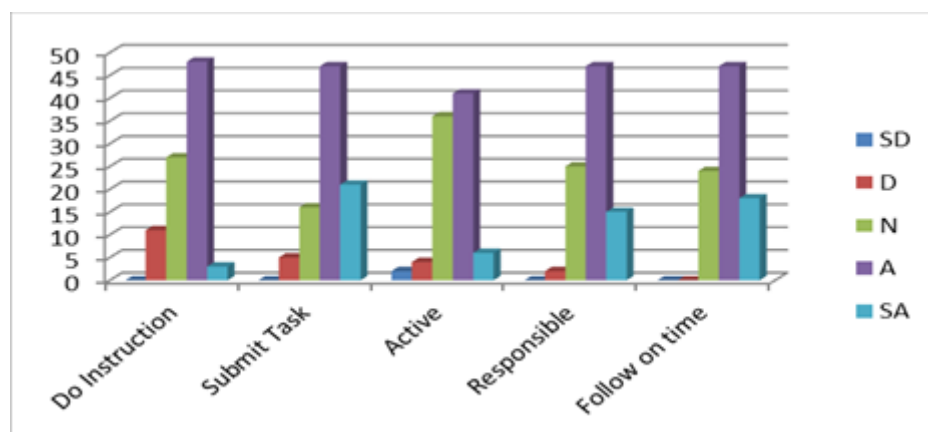
The students' attempt to follow the online lesson were also high. It can be seen from the result of the questionnaire, which showed that the majority were able to submit the tasks on time. On the contrary, there were only five percent students weren't able to do that.

#### 3.1.4.2 Classroom Participation Aspect

The number of the students' participation in online class were also positive. More than half respondents were active in the class, however, there were still one fourth students or forty percent students who were in the neutral position. It means they might have been less active in the online class even though there were only seven percent students who stated directly that they were not active at all in the virtual class.

#### 3.1.4.3 Responsibility Aspect

The students's responsibility in the online class were also positive. Almost all students or seventy percent students were responsible on the lesson. They were also quite eager to follow the lesson. More than seventy percent students had high motivation to be punctual on following the lesson. Graphic 4 shows the results of the students' behavioural engagement response.



**Graphic 4. Students Behavioural Engagement**

The graph 4 above showed that generally the students' behavioural engagement during the online classes were positive. Almost all of the students could do the teachers' instruction, submit the class, be responsible and take part in the lesson on time. However, in the aspect of activeness they were confused how they could be active in their online classes. It was shown that there were almost thirty five percent students answered doubly about whether they could be active or not when they were in online classes.

## 3.2 DISCUSSION

From the research results mentioned above, it can be stated that the student's engagement during the English language teaching that is conducted via online was positive in nature. It is in line with Zohud (2015) who stated that learners became more active and engaged in the learning process and learn better when their teacher use different strategies and media in the class. Dewi et al. (2020) also found that the implementation of Google classroom as a learning aid to improve students' reading comprehension is quite effective, since the students could learn with more access by using their smartphone without being limited by time and place. However, some problems related to the students' cognitive engagement cannot be neglected. The cognitive engagement that were interfered during the online class was the students' opportunity to communicate their ideas and having cooperative and collaborative learning. The students also find difficulties to relate what they have learnt with the materials being discussed. These findings coincided with Coates' (2005) study which found that placing lecture notes or audio streaming on the web is not a substitute for effective lecturing. Students reaction indicate that even when all lecture notes are on the web, they will attend lectures if the lecture is interesting and presented well. Contact with academics and their peers is crucial. To reduce this shortcoming, Ginting (2020) suggested to

mention the names of students who takes online classes since it can build strong social relationship. This strengthen Dewi's at al. (2020) finding about the students' perceptions of using Google Classroom, it revealed that some students still preferred to study in the offline classroom since they could interact directly and easily with the teacher.

The student's emotional engagement especially in handling their anxiety of making mistake was high in the online class. Therefore, they chose to be silent and not active in the class. This coincides with Krause (2005) who said that when lecture material was presented online, academics needed to develop strategies for encouraging student involvement during lectures. For example, integrated activities into the lecture timeslot-in online learning environments, capitalise on the community-building capacities of online discussion forums to connect students to each other and to the learning community. Filius et al. (2018) as cited by Ginting (2020) stated that giving confidence to take over the role of the teacher was relatively effective because this trust made students see themselves positively, increased their self-confidence, and encouraged them to actively interact.

Finally, the only aspect in the behaviour engagement that should be given more attention in online class is in focusing the students' attention to the lesson. It needs suitable strategies to increase the students' concentration to the lesson, as Han and Hyland (2015) stated that the teachers should carefully plan their strategies to enhance the students' engagement. Furthermore, Ginting (2020) stated that promoting the instructor presence in online class by clarify the rules of the lesson can increase the students' engagement in the way that they actively interacted during the online class. This can be done by, for example, explaining what students have to do and what they should not do.

#### IV CONCLUSION

There are several points that can be concluded from this study; firstly, the students' engagement during online class was high in all three aspects; cognitive, emotional and behavioural engagements. They were able to comprehend the lesson, did the task, had high interest and put high efforts during the online class. However, in certain sub categories, such as in the cognitive engagement aspect, the students had difficulties in the way how to communicate their ideas and how to conduct cooperative and collaborative activities in the class. In addition, they also found problems to do previewing activities. They lack the ability to connect previous lesson with the materials being studied. The students also found difficulties both in getting the correct answer and completing the task. Secondly, in the sub category of emotional engagement the students have anxiety in following the online lesson because they were afraid of making mistakes. As a result, they chose not to be active in the class and kept silent. Finally, in the sub category of the behaviour engagement, the students had problems in focusing their attention to the lesson. It is recommended that during the online teaching learning process, the teachers should facilitate the students with opportunities to communicate their ideas by using other additional interactive applications. The teachers also need to create more tasks that can provide chances for the students to have collaboration and cooperation. Regarding to the student's anxiety of making mistake during the teaching learning process, the teachers should give more feedback and reward to promote the student's self-confidence. Lecturers were suggested to follow practical workshop on the strategy in teaching English in online classes then apply those techniques in their teaching learning process. The more appropriate teaching strategies applied by the teacher, the more engaged the students will be to the lesson. For future researchers, there are some aspects that have not been covered in this study such as; the teachers' point of view on the implementation of the online class, the effect of certain teaching techniques or strategies in online applications that can be used to promote the students' cognitive aspect, and emotional as well behaviour engagement in the online class.

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# ENVIRONMENT AND THE STUDENTS' MOTIVATION IN STUDYING INDONESIAN AS A FOREIGN LANGUAGE AT GOBALI PROGRAM, THE UNIVERSITY OF UDAYANA -BALI

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## Abstract

This study focuses on analysing the students' motivation for studying Indonesian as a foreign language at GoBali, a one-semester international study program at the University of Udayana, particularly investigating the students' motivation during the course and analysing how the environment influences their learning motivation. This study involved 76 foreign students and 4 instructors in four Indonesian Language classrooms at the program and the data were collected through survey technique, classroom observation and interview. The results show that the students' motivation in learning Bahasa Indonesia is varied and in general is relatively low. However, the environment where they study the language has actually given an advantage for the learning in which the students become more motivated to learn the language for their daily lives in Bali, apart from whether it will give further benefits for their future or not.

**Keywords:** *Motivation, Foreign Students, Indonesian, Teaching, Learning*

## I INTRODUCTION

There are many scholars that have addressed the importance of motivation in learning a foreign language. Zolan Dörnyei (2008) stated that motivation is indeed one of the determining factors of second/foreign language learning success. Similarly, Oroujlou & Vahedi (2011) asserted that the variable postulates primary impulse to commence a language learning and "later the driving force to sustain the long and often tedious learning process" (p. 1). Motivation derives from a Latin word *movere* mean "to move". It concerns the driving force which moves a person to achieve his goal; It is something that gets somebody going, keeps him working and completes tasks. Motivation gives influence to what, when and how a person does something. Gardner (2010) explains that when individuals have motivation, they will make efforts to attain their goal. Accordingly, they will "show persistence, attend to the tasks that are necessary to achieve the goals, have a strong desire to attain their goal, enjoy the activities necessary to achieve their goal, are arouse in seeking their goals, have expectancies about their success and failures." (in Pineda, 2011: 33). Motivation is, hence, a determining factor of second / foreign language (Dörnyei, 2004: 273).

This study focuses on the students' motivation for studying Indonesian as a foreign language at a one-semester international study programs named GoBali at the University of Udayana Bali Indonesia. The university is one of the Indonesia's leading universities and is the largest and most renowned university in Bali. It has one of the largest international student communities in Indonesia and offers several international study programs where Indonesian language courses are included in all program tracks. One of them is Go Bali. Located in one of the world most famous tourist destinations, Go Bali intentionally designs the program in such a way to balance study time and spare time in combination, that is three study days in campus and four days off. Besides having been successful to attract more and more foreign students to study there, this design, then, has been bringing about a challenge to the management and to the lecturers, especially to those who teach Indonesian language: how to motivate the students to keep studying while they are enjoying holidays in Bali.

In order to solve the above problem, this study was conducted with the aims are to investigate the students' motivation in learning Indonesian language at GoBali program, The University of Udayana, and to analyze how the environment influences their learning motivation. The goal is to attain a better understanding of students' motivation in Indonesian language acquisition and to learn how circumstantial factors can support a better learning.

## II MATERIALS AND METHODS

In order to fulfill the research aims established in the Background above, a multiple case study research design was conducted. It is to describe, analyze and interpret the facts in a study program of a



higher education. And as this study involved multiple techniques such as interviews, observations, and surveys, both quantitative and qualitative research methods were applied.

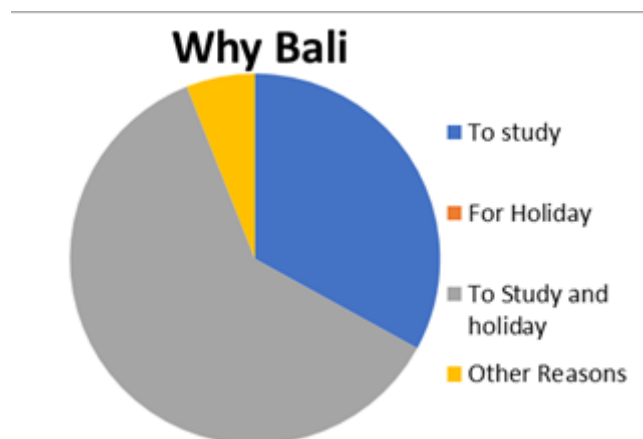
This study involved 76 students and 4 lecturers in 4 Indonesian Language classes. Quantitatively, the data were collected through a survey to the respondents in which the student respondents filled out questionnaires provided, and interviews with the teaching staff as well as with the students. Qualitatively, data collection was carried out through classroom observations along with note-taking techniques.

### III RESULTS AND DISCUSSION

#### 3.1 STUDENTS MOTIVATION TO LEARN INDONESIAN LANGUAGE IN GOBALI, THE UNIVERSITY OF UDAYANA BALI

As has been described above, student's motivation is one of the important factors in a foreign language learning process and many experts argue that the success of students is very dependent on the motivation they have. The survey results related to the motivation of foreign students in Indonesian language classes at Go Bali program in the Indonesian language classes is described as the following.

Why Bali? This is the first question asked to the students in the survey in order to identify their reasons of coming to Bali. The data analysis shows that 61.1 percent of the student respondents chose the option of to study and for holiday. They explained that they chose Bali as the place to spend their summer holiday and taking a short course relating to their study is because the island is the best place to do so for its fame as a world tourist destination. In other words, they came to the island is not merely to study, but also for vacation and enjoying their holidays abroad. As has been described in the introduction of this article, GoBali program actually designs its program in a way that balances study time and vacation (the fact is that there are only three compulsory days for the students to come and attend classes on campus). Hence, it can be understood that those who study in this program, of course, are mostly the ones who are interested in the study schedule. On the other hand, the analysis data also showed that as much as 33.3 percent of the respondents has intention only to study and learn about different cultures and surroundings and 5,5 percent chose the option of other reasons. The percentage is clearly seen in the following figure 1



*Figure 1. Student Survey Result*

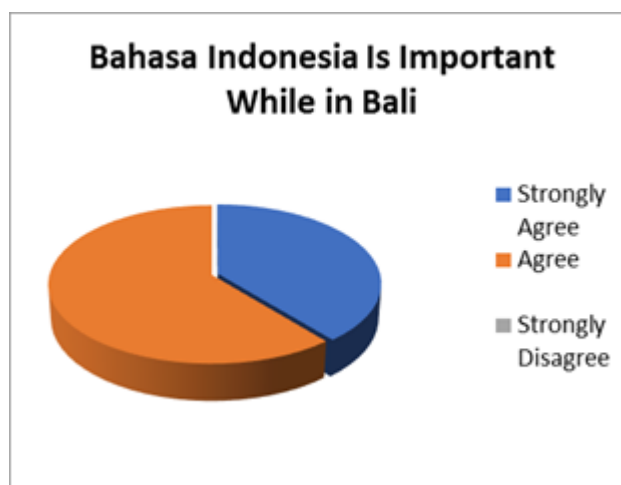
Nowadays, Indonesian government is intensively promoting Indonesian language internationally and the important roles of foreign students in Indonesia to disseminate Indonesian language to all over the world is seen to be prospective. For this purpose, Indonesian language course becomes compulsory for all foreign students who study in Indonesia. From the analysis data, it shows that the above compulsion, then, had become the primary reason of most respondents (55,5 percent) to include the subject into their course list. Meanwhile, the second option of to socialize with the locals was chosen by as much as 38.9 percent of the respondents regarding the reason why they studied Indonesian language, and only 5,6 percent agreed that by becoming skillful in the language will help them have a better future career. (Figure 2).

However, apart from the reasons, all of the student respondents (100 percent) actually agreed that, indeed, the ability to use the language in their communication with the locals would give them an easier life during their stay in Bali (Figure 3). *I agree that Bahasa Indonesia is important while I am in Bali*

*because it will help me to have a better communication with locals, and the good thing is it really helps us to do a better negotiation in prices when I do shopping.* They furthermore commented that this is also one form of appreciation to their surroundings which will give positive impacts to their comfort and security in the island, and I think they are happy if we speak their language. *Moreover, I believe it is a form of respect as well.*



*Figure 2. Reasons of Studying Bahasa Indonesia*



*Figure 3. Bahasa Indonesia is Important while in Bali*

When it comes to the last question of whether Indonesian language would be useful in supporting their career, as many as 88.9% of the total student respondents disagreed. They commented that even though it is good to know the language for themselves as an individual, but in business and many working places, they do not think that they would need it because English and other languages' skills are more important. In contrast, as illustrated in the figure (4) below, there are still some numbers of respondents (11.1 percent) believe that the skills of the language will give benefits to their lives. They added that being skillful in foreign languages, whatever they are, in fact, is a good thing and will give additional values to their journey in achieving the best in their career.

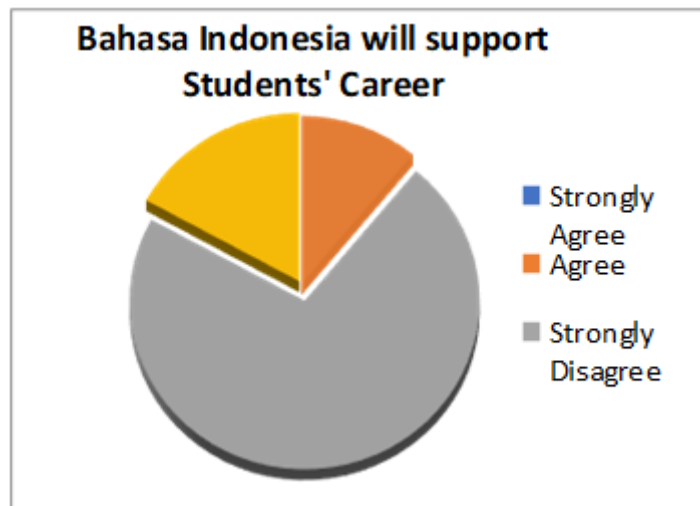


Figure 4. Bahasa Indonesia will support Students' Carrer

### 3.2 STUDENTS' MOTIVATION AND THE ENVIRONMENT

As described in the above sub-chapter, most student respondents stated that they came to Bali with the purpose of studying while on vacation. For their study, they chose Go Bali international study program at The University of Udayana because this program offers a learning system that balances their study and vacation time. The condition gives a special challenge for the lecturers of how to maintain and raise up the students learning motivation so that the course outcomes can be achieved.

Many researchers agree that learning environment which refers to psychological, social and the context where the learning occurs actually affects some aspects in the learning itself, including the students' learning motivation (Fraser&Fisher, 1982; Ludtke, Robitzsch, Trautwein&Kunter, 2009, in Ghrehasim, 2011). From the interviews with the student respondents it is found that most of the foreign students who study Indonesian language in Go Bali program, The University of Udayana are more motivated to learn Indonesian language, because the knowledge is beneficial for their communication with the locals during their stay in Indonesia. One of the student respondents commented, *Eventhough I am not sure whether it will be beneficial for my career, but I think It is still good to be able to speak Bahasa Indonesia while I am in this country in which I can socialize more easily with the locals. It is also helpful if we want to learn about Indonesian culture, read sign so I won't get lost, hahaha, and when I do some shopping.*

In order to maintain the motivation and raise it up, the lecturers managed their classrooms in such a way that is flexible to the needs of their foreign students. They commented that they do not rely too much on teaching Indonesian which must be in accordance with the formal language structure, but rather teach and introduce terms and vocabulary that would be useful for the students' daily communications with the locals. For that, the classes were set up mostly by applying teaching techniques which focus on communication activities to fulfill their students' requirements.

There was an interesting comment of a student respondent during the interview session (which was later agreed by two other respondents) that in fact they did not really agree with the need to be able to speak Indonesian while they were in Bali because as a tourism area the people who live on this island, of course, understand and can communicate in English. *Frankly we don't really need to learn it because everybody we meet seem to understand and can communicate in English.*

To respond to the comments the Indonesian language lecturers in an interview session argued that they were very aware of this condition and responded to it positively. We even direct the lessons in class to authentic materials, for example by inviting them to do role play activities with a topic *Makan di Warung*. In this activity students are introduced to various vocabularies and utterances which will be very useful when they want to eat and drink in a restaurant. This will increase their vocabularies of Indonesian food and beverages, and also learn numbers and money in Indonesian. We hope that by the application of several communicative techniques in a topic like this will make the class become more attractive and will help to increase my students' motivation to learn Indonesian because they get something that they need. We also hope that they will put more respect to our language, the people, this island and this country even more.

#### IV CONCLUSION

From the analysis above it can be concluded that the learning motivation of the students in Indonesian language classes in Go Bali Program, The University of Udayana- Bali are varied and in general is relatively low. The purpose of most students coming to Bali and studying at the program is because this program designs their study which balances their vacation time. This can be understood because Bali is actually a very famous tourism area in the world and of course the students also want to enjoy Bali's tourist attraction. Regarding the Indonesian language course, as much as 55.5 percent respondents stated that they took this course because it was compulsory even though they all realized that Indonesian was very useful when they were on this island. But unfortunately, most of them (83.3%) believe that their ability to speak Indonesian will not support their future careers.

Regarding the relationship between the environment where they study and their learning motivation, this study concludes that there is a close relationship between them. As they have the Indonesian language class in Bali where people speak Indonesian, they become more motivated to pick up the knowledge of the language in order to have a better communication with the locals.

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# AN ANALYSIS OF CONTEXT OF CULTURE AND CONTEXT OF SITUATION IN OBAMA'S SPEECH TEXT

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## Abstract

Functional systemic linguistics studies the meaning of texts. In Understanding the meaning of the text, it needs the involvement of situation context and cultural context. The aim of this research is to analyze the speech text conveyed by Barack Obama in terms of situation context and cultural context. This research used descriptive qualitative approach as research design. Technique of data analysis uses the context of situation and cultural context analysis as formulated by Suzanne Eggins (2004) and Halliday and Hasan (1985). The result showed that situation context is determined in terms of field, tenor, and mode. The field of the text is about description of the problems faced by American State and how to solve those problems. The tenor of this text describes that relation between Barak Obama and the audience is not equal. The mode of the text shows that the text was conveyed orally and rewritten by the journalist in the form of written text. Then, the cultural context is determined in terms of the word choice in making the meaning of the text. In addition, cultural context is also determined by the genre and the purpose of text. Thus, it is analytical text whose purpose is to give the new hope and the solution to crises happening in America.

**Keywords:** *Context of Culture, Context of Situation, Speech Text*

## I INTRODUCTION

English is used in academic field where it is used as a means of communication in education whether in the oral or written form. In a written speech text, language in specific English text will be used to persuade, influence, and give information to societies or audiences toward the content and the purpose of speech which is delivered by the speakers. In political speech, the the purpose of speaker is how to influence the audiences to follow and to take action toward what the speaker wants. The written text of political speech is not only in Indonesian text but also English one. They can usually be found in some media, such as newspaper, internet, magazine, etc. The English text as a language found in the speech text has two functions; as a means of transaction and interaction. First, transaction means a language, English texts, is used to express an 'information' or idea from the speaker or writer to the listener or reader. It is also called ideational meaning (Halliday, 1994). Second, interaction means a language, English texts, is used to express a social and personal relationship such as: feeling, mood, and attitude. Halliday (1994) called this, interpersonal meaning. Besides, using language in political speech also has two types of function, they are as information and transformation. Information means that a speech is used to give information or make societies know what speaker wants and what the content of political speech is. Then, transformation means that the political speech is used to change the societies' mind by purposing to make societies follow the concept or the content of speech. However, for the speakers who give a political speech should have good understanding of the context of situation and culture of a society or community where they live in. Therefore, the most important thing should pay attention for speaker is know the societies socio-cultural condition because knowing those condition will certainly affect the speakers' need.

Speech is expressed through language that functions to convey information, transformation, and interaction, so in composing speech content must be appropriate in accordance with the context. According to Saragih (2006: 23), context is the internal aspects of the text and everything that externally encompasses the text. Saragih also said that language is a social phenomenon which manifests itself as a social semiotic and language is a text that is contextual (determines and refers to one another) with a social context.

Functional systemic linguistics (LSF) is a flow of functional language studies that examines the meaning of texts. This flow develops a theory of language by looking at language as a social process. In other words, the genre seeks ways in which the language used by humans is arranged in different contexts (context of situation and cultural context). In addition to the context of the situation, a text is also built by the cultural context. Cultural context refers to the values shared by a group of people (the community). Halliday (1994) says that each actual context of the situation, the arrangement of certain

fields, the involvement and the means that have formed the text, is not a collection of random features, but rather a whole as a package that is typically coupled in a culture. Therefore, functional systemic linguistics is seen as relevant for studying political speech texts related to the disclosure of the context of the situation and cultural context.

There are some previous researches relates to this research, such as a research was conducted by Hemmam (2006) entitle *Context of Situation Contained in English Commercial Advertisement*. This research analyzed the context of situation in commertial advertisement texts. The context of situation which is analyzed is field, tenor, and mood. While another research is a research conducted by Rosmawaty (2011) entitle *Tautan Konteks Situasi Dan Konteks Budaya: Kajian Linguistik Sistemik Fungsional Pada Cerita Terjemahan Fiksi Halilian*. This study used an approach proposed by Tarigan (1992:7) with the purpose is to reveal the social construction, comprising men's and women's positions and roles in society. Thus, based on the two previous research above, it can be concluded that the research conducted by Hemmam focuses on context of situation only and Rosmawaty tried to reveal social construction, comprising men's and women's positions and roles in society. This means that she used other approach to analyze context of situation and context of cultura. While this research tries to analyze political speech using approaches used by Hemmam and Rosmawaty.

The above phenomena are interesting to be studied in specific English written texts used in speech text. By using English written texts as a medium of international communication whether in formal situation, informal situation, and media will arise sosme problems especially for Indonesian people. One of the problems is that there will be difficulties for Indonesian people to understand the texts whether grammatically or semantically. Then, other problems are about the context of situation and culture contained in English text.

Based on the description above that this research aims to analyze the political speech text conveyed by Barack Obama using Suzanne Eggin's theory (2004) in a book entitled *An Introduction Systemic Functional Linguistics (second edition)* and Halliday and Hasan (1994) in a book entittled *An Introduction to Systemic Functional Linguistic*. This means that this research analyzes context of culture and context of situation.

## II MATERIALS AND METHOD

In order to get the finding of this research objectively, the writer performed a research, provided with the descriptive qualitative approach. The data used is in the form of discourse, sentence, phrase and words gained from English political speech text taken from intenet. Method of data collection is documentation. Technique of Data Analysis uses the context situation analysis as formulated by Suzanne Eggins (2004) and Halliday and Hasan (1985:14).

## III RESULTS AND DISCUSSION

Context is the internal aspects of the text and everything that externally surrounds it. This context analysis covers the context of the situation and cultural context. If the cultural context is the basis for understanding the translated text, the situation under study is limited to the main components, field, tenor, and mode. Field refers to what is happening in the text and the nature of social processes: what the participant is doing by using language as the medium, or as 'the social action'. Tenor or involvement is 'the role structure' refers to who is involved in the social event, the nature of the participants, social status and role. Mode or means is 'the symbolic organization' referring to the part played by the language. This concerns the participants' expectations by using language in certain situations: the symbolic organization of the text, its status, its function in context, the channel (channel): written or oral or a combination of both, the rhetorical means: persuasive, expository, didactic, and the like.

### 3.1 CONTEXT OF SITUATION

**This text is a part of full text of Obama' Speech. The content of text describes the real condition faced by American State. In this case, Obama described the real condition of American citizen first. Then he gave spirit or motivation to his citizen to change their condition.**

So it has been. So it must be with this generation of Americans. That we are in the midst of crisis is now well understood. Our nation is at war, against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost; jobs shed; businesses shuttered. Our health care is too costly; our schools fail too many; and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet. These are the indicators of crisis, subject to data and statistics. Less measurable but no less profound is a sapping of confidence across our land — a nagging fear that America's decline is inevitable, and that the next generation must lower its sights. Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But know this, America — they will be met. On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord. <http://www.mtv.com/news/1700540/obamas-president-inauguration-2013-full-speech>

*Picture 1. Part of Obama's Speech*

#### Situation Description

**Field** : It refers to the subject matter and it may be similar to certain uses of the term domain in computational linguistics: what is happening, to whom, where and when, why it is happening, and so on. Thus, the field is about Obama's second inaugural speech as 44th president of the United States. This speech happened in America on 21 January 2013 and this speech was conveyed by Barack Obama as a president in front of the American citizen.

**Tenor** : It refers to the social relation existing between the interactants in a speech situation. It includes relations of formality, power, and affect (manager/clerk, father/son). Tenor influences interpersonal choices in the linguistic system, and thereby it affects role the structures and the strategies chosen to activate the linguistic exchange. The tenor of this text is that Barack Obama is a new President of United States of America in which he pursued American citizen to struggle to end the economic crisis faced by American citizen. While the citizens or audiences are government or civil societies of America.

**Mode** : It describes the way the language is being used in the speech interaction, including the medium (spoken, written, written to be spoken, etc.) as well as the rhetorical mode (expository, instructive, persuasive, etc.). Therefore, this text was conveyed in spoken using written text as guidance.

### 3.2 FIELD OF THE TEXT

The above text informs the readers or the audiences who attend the inaugural ceremony. The inaugural speech was conveyed by President namely Barack Obama in white house and in front of the American people. First, the description of the speech content is clearly expressed in the language through of process that are being written about, which are all processes of either existence and condition. In this case, the president, Barack Obama, described the American condition after taking inaugural. The description of their condition tells the audiences or American people about what they face and what should be done to face their condition. Besides he described their condition, he asks all American people to face all problems such as health, education, economic, the worker, and etc. Thus, this text tries to persuade American people to follow what the speaker wants. In addition, this text gives information about the real condition faced by American people. Therefore, this speech text is extremely important to read by his citizen as transaction of information.

### 3.3 TENOR OF THE TEXT

The interaction between speaker and the audiences or the readers is most directly expressed in terms of the person selections in the grammar. The speaker and readers have different positions and functions namely as a government and citizen. However, In this particular readers' grammar is at this position as subordinate. They refer to readers more than two readers or many as you and the speaker as representation of government which hired it uses the pronoun we. The government is more powerful because it determines the policy to the readers who are less powerful and they have obeyed all policies which are made up by the government. The powers of the government can also be seen from the mood. Later on, tenor of the text can be broken down into three aspects such as, power, contact, and affective involvement. In order to get better understanding tenor of the above text, it will be explained as follows: First, Power; The power continuum of the text above is unequal power. It means non reciprocal power like government / citizen. In this context the speaker is more powerful rather than the readers. Second,

Contact; the contact continuum of this text is occasional because between the speaker and the readers do not see each other directly (unseen). They have different time and place in writing and reading of the text. Third, Affective Involvement; the affective continuum of this text is formal situation. It can be identified by the situation such as formal, hierarchic power, infrequent, or one – off contact, low affective involvement. While the language used in formal situation can be characterized such as, neutral lexis, formal lexis (full forms, no slang), titles, no name, etc.

### 3.4 MODE OF THE TEXT

The mode is, of course, written language, planned or un-spontaneous text. The written language is clearly expressed in the statement forms, the statement informs and persuades the readers, Obama' speech text is a text that describes the real condition of America State and how to solve their problems. Further, related to the mode, Martin (1984) describes two different types of distance in the relation between language and situation. The writer will express the situation in the following:

#### 3.4.1 SPATIAL/INTERPERSONAL DISTANCE

This continuum ranges situation according to the possibilities of immediate feedback between interactants. Spatial/Interpersonal is not visual, aural, and feedback. In other word, the text is written text. Thus, the writer/speaker and the reader/audience does not meet each other. The text uses modern communication mode such as, faxes, telexes, and electronic, magazine, etc.

#### 3.4.2 EXPERIENTIAL DISTANCE

The continuum of experiential distance means the ranges according to distance between language and social process. This text informs about recounting experience like report in newspaper. In experiential distance is commonly divided into two poles, language accompanying social process, called language as ACTION. on the other hand, language constituting social process, called language as reflection. The text of this speech tends to use language as reflection. It means that the writer reflects his intention in order to attract the readers through the language. By the language constructed, the speaker will influence the audiences to solve the problems faced by the American People.

Aside from the situation, there are also two more linguistics features that are highly sensitive to mode variation: the degree of grammatical complexity, and the lexical density of the language chosen.

#### 3.4.3 NOMINALIZATION

This text was conveyed the president, Barack Obama, after taking inaugural. It is dominantly spoken text although in written form. In order to get better understanding, in the following the writer analyzes it clearly by taking one paragraph as an example:

So it has been.// So it must be with this generation of Americans.// That we are in the midst of crisis is now well understood.// Our nation is at war, against a far-reaching network of violence and hatred.// Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age.// Homes have been lost; jobs shed; businesses shuttered.// Our health care is too costly; our schools fail too many; and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.// These are the indicators of crisis, subject to data and statistics.// Less measurable but no less profound is a sapping of confidence across our land — a nagging fear that America's decline is inevitable, and that the next generation must lower its sights.// Today I say to you that the challenges we face are real.// They are serious and they are many.// They will not be met easily or in a short span of time.// But know this, America — they will be met.// On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord//.

In the first sentence, it consists of one uncomplete sentence. because this sentence is the transcription of speaker's statement. In this case, such sentence is spoken form. Then, in next sentence, the speaker uses two be namely are and is. It means that in formal written text it is called as a sentence is not good enough. However, in a spoken form the audiences do not affect the meaning of the text at all. It means that in understanding the text either wittern form or spoken form involved the context of situation and context of culture. Then other sentences, there will actually be nominalization of the verb used in



every sentence but they are mostly using human actors lied on the first sentence such as, we, they, you, and I. Moreover, in this text, the speaker frequently uses spontaneous speech formations such as, I say to you, they are serious, they are many, they will not be met easily, they will be met, we gather, and we have chosen hope. Those expressions show to the readers that it seems visual contact, aural, and immediate feedback. In short, there is no nominalization in the text and there is a spoken language form even though the speech is composed in written form.

### 3.5 CONTEXT OF CULTURE

The analysis of context of cultures focused on the genre of text and the purpose of text itself. There are many types of text that we can produce namely genre of the text and the purpose of the text. Thus, the text chosen above is about President Obama's Second Inaugural Speech.

The Genre of the text : Analytical text

The Purpose of the Text : Barack Obama gives the new hope to United State of America that new president can end to petty grievances and false promises, the recriminations and worn-out dogmas, that for far too long have strangled American politics and gives solution about crisis happening in America.

## IV CONCLUSION

Context is the internal aspects of the text and everything that externally surrounds it. This context analysis covers the context of the situation and cultural context. Thus, context of situation is limited to description of field, tenor, and mood. Based on the description above, it can be concluded that the field of this text is about Barack Obama's second inaugural speech as 44th president of the United States. This speech was happened in America State on 21 January 2013 and this speech was conveyed by Barack Obama as a president in front of the American citizen. Then, the tenor of this text is that Barack Obama is as new President of United State of America in which he pursued American citizen to struggle to end the economic crisis faced by American citizen. While the citizens or audiences are American people both government or civil societies. And the last is mood. mood describes the way the language is being used in the speech interaction, including the medium (spoken, written, written to be spoken, etc.) as well as the rhetorical mode (expository, instructive, persuasive, etc.). Therefore, the mood of this text is conveyed in spoken using written text as guidance. Then context of cultural in this research focuses on the genre of text and the purpose of text. Thus, the Genre of the text is analytical text because content of the text is description of the real American condition and how to solve the problem faced by the American people. Then, the purpose of the text Barack Obama gives the new hope to United State of America that new president can end to petty grievances and false promises, the recriminations and worn-out dogmas, that for far too long have strangled American politics and gives solution about crisis happening in America.

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# INDONESIAN FOLKTALES IN ENGLISH: MEDIA TO INTEGRATE LOCAL WISDOM IN EFL CLASSROOM

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## Abstract

Indonesia has a lot of folktales as one of the precious cultural heritages that must be preserved. A folktale provides cultural knowledge and moral lessons as one type of literary text. Using Indonesian folktales in English as teaching materials in the classroom of English as a Foreign Language (EFL) will contribute a great deal to the growth of the linguistic and cognitive skills, cultural understanding and moral values of students. This paper focuses on some of the benefits and considerations of using Indonesian traditional folktales in English as a teaching aid in the EFL classroom.

*Keywords: Folktales; EFL classroom; Culture knowledge*

## I INTRODUCTION

Indonesian traditional folktales are one of the most important cultural heritages. Indonesian folktales must be taught to students in order to save the folktales from extinction. As one form of literary text, traditional folktales are precious because they represent a country's national cultural identity. Anderson (1991) states that national cultural identity is a major element of a nation's life. In line with this, in order to prevent extinction as a result of globalization and commercial entertainment, Cigay (2010) notes that folktales, myths and legends need to be preserved in this digital era.

One way to introduce traditional folktales to learners is to use them in English subjects as teaching materials. English teachers can incorporate cultural knowledge and moral values as well as some language elements through Indonesian folktales in English as learning material in the EFL classroom. Folktale exists in the form of stories that offer meaningful cultural identity of message and material (Harun & Jamaludin, 2013). Accordingly, Fuhler, Farris and Hatch (1998) note that folktales can help students grasp the reality of human diversity and increase their empathy for people from other cultures. In addition, as cited in Prastiwi (2013), Citraningtyas (2012) states that local material, particularly in the form of folktales could promote the development of national identity and enhance the awareness of national culture for students. In line with this, Prasetyo (2016) stated that it is not only beneficial to maintain the cultural heritage to provide folklore, but also beneficial to help EFL students study English, help them gain cultural acquisition, and give them positive values to their character building.

Some scholars have carried out studies on the teaching of English using folktales. Alim (2011) found that folktale has dual roles as a linguistic setting that provides a cultural context for the language used and the social environment. Prastiwi (2013) found that in the teaching of English as a foreign language, the use of local cultural material serves two purposes: to encourage mastery of the target language (L2) while also allowing teachers to fulfil their duty to teach local culture. Additionally, Ismail (2019) found that the use of folklore stories offers genuine reading resources that give students the opportunity to emotionally intermingle with the text and involve themselves personally. Besides, several studies have been carried out on several aspects of folktales such as cultural-historical aspects (Cubitt, 2006; Dundes, 2007; Gottschall et al., 2004), philological-literary aspects (Babalola & Onanuga, 2012; Hamilton, 2012; Lwin, 2010) sociological and psychological aspects (Haase, 1993; Ragan, 2009; Westland, 1993).

Based on the description above, this paper would specifically highlight some of advantages and considerations of using folktales as instructional materials in the classroom for English as a foreign language (EFL).

## II MATERIALS AND METHOD

### 2.1 FOLKTALES AND CULTURAL KNOWLEDGE

Every country has its own folktales that represent its country's beliefs, customs, rituals, or values. Folktales derive from the oral storytelling practices of the respective communities of groups of people,

are known as fiction, typically timeless and placeless, usually tell the exploits of animal or human characters, and contain traditional narrative motifs, such as supernatural enemies, supernatural helpers, magic and marvels, tasks and quests, and common themes (Norton, 1999). Typically, the writers' names have been lost over time, but the stories live over repeated telling; they are passed on from one generation to the next to demonstrate a lesson, moral principle, belief or tradition that a specific folk culture considers extremely significant.

In general, some stories have one or more of the following characteristic features.

*Simplicity:* Folktales are simple stories of simple individuals. It is easy to understand the language. The definitions are transparent and clear. Either good or evil, strong or weak, rich or poor, wise or stupid are the characters. It is easy to love or hate them, to value or to abhor them. The folk characters are straightforward and easy to understand.

*Fantasy, magic and the supernatural:* Typically, folk tales contain one or more of these elements. Something very magical occurs in almost every folktale. Trees and beasts talk. Gods fall from the heavens and, in supernatural ways, alter everything. Wizards, witches, fairies, or goblins may perform miracles or cause mischief. Fantasy, sorcery, and supernatural intervention make a good story and appeal to the imagination of the reader in the course of ordinary events.

*Customs, traditions and beliefs:* Folk tales remind individuals of their ancestral heritage. People are connected to their heritage and embedded in their past through customs, rituals and beliefs conveyed in folktales. And, hence, in the retelling of the stories, these cultural elements are passed on through the generations.

*A Moral:* Folk stories always contain a moral. In other words, they teach an important lesson about human nature that is clear and convincing. It is the moral lessons they teach that make them live through the centuries. Parents use them to teach their children important lessons that will prepare them to live well with a deeper understanding of their fellow human beings.

Therefore, students may engage in their own cultures by using traditional folk stories in the EFL classroom. They are ready to focus on the beliefs, aspirations, and practices of others with a greater degree of intellectual objectivity by exploring their own cultures, i.e. by examining the values, expectations, traditions, customs, and rituals in which learners unconsciously take part (Straub, 1999).

There are some advantages of teaching culture. Tavares and Cavalcanti (1996) note that teaching culture will improve the knowledge and interest of students about the target culture and their own and allow them to make comparisons between cultures. In line with this, Thanasoulas (2001) notes that cultural teaching should make learners aware of speech acts, connotations, etiquette, acceptable or inappropriate conduct, and give them the opportunity to be a part of the target culture to act out. In addition, as quoted in Thanasoulas (2001), Tomalin and Stempleski (1993) described some objectives of culture teaching as follows: 1) To encourage students to appreciate the fact that all individuals display behaviours that are culturally conditioned; 2) To encourage students to recognize that social factors such as age, gender, social status, and place of residence affect the ways people talk and act; 3) To encourage students to become more conscious of traditional behaviour in the target community in common circumstances; 4) To encourage students to lift their awareness in the target language of the cultural connotations of words and phrases; 5) To encourage students to build the capacity, in terms of supporting evidence, to assess and refine generalizations about the target community; 6) To help students to develop the required skills to locate and organize target culture knowledge; 7) To stimulate the intellectual curiosity of students about the target culture and to foster empathy for its people.

There are a number of Indonesian folktales that can be taught to students. English teachers may use folktales to explain the beliefs, traditions, rituals and principles of people from whom folk tales originate. Moreover, the use of folktales is also very suitable for the incorporation of cultural knowledge and moral values into the EFL Classroom. For example, Malin Kundang, one of West Sumatra's Indonesian folk tales, contains some cultural knowledge and moral values. Teachers can illustrate the moral lesson of the story of Malin Kundang, for example: we must respect our parents. English teachers may also explain by showing pictures of some west Sumatra cultural knowledge, such as West Sumatra customs to go overseas (merantau), Rumah Gadang as a traditional West Sumatra house, and other west Sumatra tourist objects such as Jam Gadang. Another example is the story of the legend of the Prambanan Temple of Central Java. Through this story, a teacher can discuss the moral lessons of the story, such as "do not force our will on others, respect what others want." In addition, some cultural awareness can also be promoted through the story, such as the Prambanan temple, which is a tourist destination while on vacation in Yogyakarta, is the largest Hindu temple in Indonesia. The teacher may show a video or a picture of the Prambanan temple when explaining the place for students who are not

from Yogyakarta. By integrating cultural knowledge, students will improve their understanding of the sense of the Indonesian philosophy of unity in diversity. It can also support the Indonesian government program to integrate local content and character building for students into the curriculum 2013 by integrating cultural awareness and moral values.

## 2.2 FOLKTALES AND LANGUAGE ASPECTS

Many experts agree that literary works such as folktales are ideal for use in language teaching. As cited in Alim (2011), Povey (1972) notes that literature can improve all language skills because it can expand linguistic knowledge by providing evidence of systematic use of vocabulary and complex and precise syntax. Langer (1997) pointed out that literature could open possibility horizons, enabling students to challenge, interpret, interact and explore. Additionally, Taylor (2000) states that folktales match well with communicative strategies that concentrate on teaching language to express meaning. Therefore, in addition to cultural awareness, the use of folktales as teaching media in the EFL classroom can also contribute to enhancing the comprehension of language aspects of learners.

Folktales may allow learners to widen their vocabulary. For most language learners, vocabulary mastery is a common issue. It's almost impossible to ask students to memorize dictionary vocabulary, not just because of their ability, but also because of their motivation. They may not have a great intention of mastering the vocabulary if they are not curious about English learning materials. Therefore, setting a context that encourages the effort of learners to memorize vocabulary will inspire their desire to understand and memorize the meaning of the material terms.

A fascinating subject in a folktale can raise the curiosity of learners to be interested in the text. Understanding the main idea or the subject of a folktale implies that the learners have carried out an exercise of brain storming that trains their mind to have a close relation with the subject matter. Once learners feel the sense of inclusion in the text, they will be very willing to find out the meaning of difficult words.

Enriching the vocabulary of learners is very critical for promoting their success in English. In this case, learners have more flexibility within an appropriate context to perceive the meaning of a certain vocabulary. Later, this comprehension will improve the ability of learners to guess the meaning of a difficult word from its context. Later, teachers can help give the meaning of a certain word from the text to increase the word power of the learners and encourage learners to perform the following tasks, e.g. finding the synonym and the antonym of that word.

Learners may use those terms to create sentences in a more advanced class. This exercise promotes the understanding of the contextual sense of the term by learners as well as provides learners with specific experience or cultural interaction with language. This contextual and cultural awareness will make it easier for learners to appreciate the richness and diversity of the use of language. If it is well controlled, it can draw the interest of learners, and at the same time improve their language control. It is assumed that this approach makes the class more vibrant and engaging.

The use of folktales can assist English teachers to explain grammar as one of the aspects of language. One language's structure or grammar absolutely differs from the others. In language learning, this grammatical or structural problem also becomes another problem. Learners may feel that 'too complex' is the grammar or structure of the language studied that is different from their native language.

At least the use of literary works will minimize that 'complicated meaning' as they provide the real example of how to apply the grammar or structure rule in sentences. Take the teaching of preposition as an example. Theoretically, explaining it may lead to confusion for learners. By using literary works, if it can be seen how prepositions are used in a particular story, preposition and its application can be more detailed and stronger. This method becomes more helpful by providing the real example of using preposition in a phrase and it leaves a clear impression on the mind of the learners.

In teaching other grammatical aspects, such as document, tense, agreement, direct-indirect expression, etc., the same way can also be used. It is widely noted that the inability to teach grammar is due to the dense structure of the theory. In fact, the mastery of grammar theory by learners does not correlate favourably with their ability to apply the theory in a real language context. It is due to the lack of awareness of learners about the roles of the social setting as the context of the sentence. The obvious contribution of literary work to teaching English would be to reduce the ambiguity of the system as well as to offer the true social meaning.

### III RESULTS AND DISCUSSION

Teachers should take certain considerations as follows in order to get great benefits by using folktales in the EFL classroom:

*Language skills or aspects:* In a syllabus and curriculum, teachers should consider the language skills or aspects that become learning goals. A proper collection of a folktale would be the first influential factor, since a folktale provides a wide variety of potential language skills. It is true that it is not easy to find precisely definite language skills in a folktale, as several language skills can be found in a folktale. In this case, it should be done proportionally to prioritize or highlight the subject of discussion about related items.

*The level of learners' comprehension:* In using folktale in the EFL classroom, the second question is about the degree of understanding of learners. The reality indicates that learners are more interested in certain items that they have appropriate knowledge of. The level of complexity of a text should, therefore, be considered by teachers. Teachers may use two levels above and two levels below the comprehension level of learners. If the text is too simple for them to compel them to understand the text, teachers can simplify the words in a text.

*Cultural content:* It is common for a folktale to be rich in cultural material. The presence of this cultural content will give learners double benefits if a teacher will adequately explain the cultural content. Therefore, a teacher can find some details about the folktale that will be demonstrated to the students in the classroom before using such folktales. A teacher can also ask the students to find out about more folktales that will be used in the next meeting by themselves or in groups, so that they can share their information and the teacher may lead the discussion.

*Text size:* Text size also plays an important role both in improving the motivation of learners and in exploring the 'secret potential' of learners. The time allocation of the class operation should be taken into account when selecting the length of the document. A shorter text may be simpler to use because the time available for the class is more flexible. Another explanation is that it offers more time and opportunities for students to pay more attention to the substance of the text in order to improve their understanding.

### IV CONCLUSION

Using folktales in the EFL classroom can contribute to developing the cultural knowledge of students, teaching moral values, and improving the vocabulary and grammar knowledge of students. By means of a traditional folktale, teachers can explain the traditions, customs, rituals, or values of a certain region. Since the folktale includes moral values, teachers can use the moral message of the folktale to advise their students. Students need to know the meaning of words in the text to understand a folktale. If they're interested in the material given, they will be inspired to find out the meaning.

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# COMMISSIVE SPEECH ACT IN THE MOVIE *JOHN WICK CHAPTER 2*

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## Abstract

Commissive is a kind of speech acts that used by the speakers to commit themselves to some future course action. It expresses the speaker's attention to do something on some future action. This study concerned on finding out the types of commissive speech act used by characters in the movie *John Wick Chapter 2*, as well as analyzing the meaning of its utterances. This study applied the theory of pragmatics from Yule (1996) to find out the types of commissive speech act, theory of meaning from Thomas (1995) to analyse the implied meaning and supported by the theory of context of situation from Halliday and Hasan (1989). The data were collected by observation method and analysed by descriptive qualitative method. The finding is presented in formal and informal way. Our finding shows that there are four types of commissive speech acts which predominantly used by the characters in the movie *John Wick Chapter 2*, they are: refusal (12%), warning (48%), promise (12%) and threat (28%).

**Keywords:** *commissive, speech act, utterance, meaning*

## I INTRODUCTION

In a communication, people deliver their thoughts and ideas through speeches in many different ways. However, some issues happened in communication due to misunderstanding between the speaker and the hearer. Therefore, it is important to know the implied meaning of the utterances in a communication by understanding the topic and context of situation. Pragmatics is the study which belief that what is communicated is more than what is said. It means pragmatics is closely related to the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves (Yule, 1996: 3). Here what Yule want to emphasize is the meaning that speakers have is more than the words they say.

To understand the meaning of the utterances spoken by the speaker, we might also pay attention to the context. Thus, pragmatics also concerns with context. Pragmatics should also consider aspects of context such as who people are talking to, when, where, and under what circumstances that will determine the way they say and what they want to say. We cannot simply judge the meaning through what people say. In many ways, pragmatics is the study of invisible meaning, and how we recognize, what is meant even it is not actually said or written. In order for that to happen the speaker or writer must be able to depend on a lot of shared assumption and expectation. Pragmatics concerns to people's assumption, people purposes, and the types of action that they are performing when they speak (Yule, 1996: 4).

When we produce utterances, we do not simply make statements or say something without any intention. Yule (1996: 47) states that speech acts is action, which is performed via utterances. Here people can perform an action by saying something. The speakers do not need to do the action physically. The utterances said would be sufficient to perform an action. We perform speech act when we offer an apology, greeting, request, complaint, invitation, compliment, or refusal. In particular, this study focussed on commissive speech act.

Commissive is kind of speech acts that used by the speakers to commit themselves to some future course action. They express the speaker's attention to do something on some future action. Sometimes, someone wants to do something in the future times by saying something such as promise, threat, warning, or refusal. It can be performed alone by the speaker, or by the speaker as the member of the group. In using commissive, the speaker undertakes the world to fit the words (Yule, 1996: 54). These words that people deliver during the conversation in movie, speech, or daily conversation is not as simple as it seen. They have their implied meaning that makes it very interesting to be analysed. This study aims at identifying types of commissive speech act and the implied meaning of the utterances as delivered by the characters in the movie *John Wick Chapter 2*.

## II MATERIALS AND METHOD

The data of this study were taken from the movie *John Wick Chapter 2*. The data were taken from the utterances of selected characters in the movie, they are: *John Wick*, *Winston*, *Santino D'Antonio*, *Giana D'Antonio*, *Bowery King*, *Cassian*, *Abram*, and *Julius*. The data were collected through observation method by watching the movie repeatedly. The data were classified into types of commissive speech act such as: refusal, warning, promise and threat. The data then analyzed qualitatively by using some theories, such as theory of pragmatics from Yule (1996) to identify types of commissive speech act; theory from Thomas (1995) to analyse the meaning of the utterances; and supporting theory from Halliday and Hasan (1989) to analyse context of situation. The data were presented in formal and informal method.

## III RESULTS AND DISCUSSION

Our finding shows that there are four types of commissive speech act that predominantly used by the characters in the movie *John Wick Chapter 2*, they are warning, threat, promise, and refusal. It can be seen in the table below.

NO	TYPES OF COMMISSIVE SPEECH ACT	NUMBER OF ACCURACY	PERCENTAGE	
1	Warning	He once killed three man in a bar	12	48%
		You have my car		
		A marker is not small thing John		
		Do you remember? This is your blood		
		You rejected his marker. You're lucky he stopped there		
		Two rules that cannot be broken, Jonathan. No blood in Continental ground and every markers must be honoured		
		Santino will lay claim my seat at the Table. He will take New York. And you... will have been the one who gifted it to him		
		Gentlemen... Gentlemen... Do I need to remain you, that there will be no business conducted on the Continental grounds?		
		Now he's free of the marker, what do you think he'll do?		
		And now he's coming a gain.		
		Jonathan, just walk a way		
You have one hour. I can't delay it any longer				
2	Threat	It's not just a car. It is John Wick's car	7	28%



		If you don't do this, you know the consequences		
		You dishonour the marker you die. You kill the holder of the marker you die. You run you die		
		An eye for an eye John. You Know how it goes		
		You want a war? Or do you wanna just give me a gun?		
		The door in any service or provider in connection with the Continental are now closed to you. I am sorry. Your life is now forfeit		
		John Wick Excommunicado		
3	Promise	All right. It will be ready Christmas	3	12%
		I promise		
		I'll kill them. I'll kill them all		
4	Refusal	No one gets out and comes back without repercussion	3	12%
		Find someone else		
		I can't help you		
	Total		25	100%

All types of commissive speech acts are explained in the following section. Only ten selected examples are presented in the discussion.

### 3.1 WARNING

Warning is utterance that aims other to be careful. It could be an advice, a warn, a suggestion. In the movie *John Wick Chapter 2*, twelve utterances which categorized as warning are found. The selected examples are explained as follows:

Data 1

Abram : **He once killed three men in a bar.**

Abram's subordinate: With a pencil. I know. I've heard that story.

Abram : With the fuckin pencil. Who the fuck can do that?

(00:05:42 – 00:05:49)

The data above is a conversation between *Abram* and his subordinate. The conversation took place in *Abram* headquarter. *Abram* and his subordinate talked about how feared *John Wick* is by everyone and what he has done. Everyone who works at underworld crime knows the story about *John Wick* who killed three men in a bar just by using a pencil. *Abram* used declarative sentence to state a fact about *John Wick*. In this conversation he emphasized to his subordinate who *John Wick* actually is. *Abram* said, *He once killed three men in a bar*. The utterance can be categorized as warning since *Abram* warned his subordinate that *John Wick* killed three men in a bar just by using a pencil. Thus, the sentence means that if they wanted to face *John Wick*, it could be very hard to win over him. *Abram* said

that to make his subordinate be careful and alert about possibilities that will happen if they messed with *John Wick*.

Data 2

John Wick: **You have my car.**

Abram : Baba Yaga

(00:06:25)

The conversation is between *John Wick* and *Abram*. They talked about *John Wick's* car which stolen by *Abram's* nephew and now it is in *Abram* headquarter. *Abram* headquarter is the place where *Abram* runs his crime. *John Wick* told *Abram* that he knew his car is there and he will take it back. Everyone knows there are three things that *John Wick* loves the most; they are his wife, his car, and his dog. If somebody dared to steal one of them, they must pay it back. The type of sentence that used by *John Wick* is declarative sentence, since *John Wick* declared something that based on the fact or truth.

This utterance is categorized into warning. *John Wick* warned *Abram* that he will take his car back no matter what. He warned *Abram* that there will be a danger or problem because *Abram* kept *John Wick's* car in his headquarter. *John Wick* will take an action when he says *You have my car* to *Abram*. Finally, *John Wick* killed *Abram's* nephew because he did not only steal his car but also killed his dog.

Data 3

Santino D'Antonio: This is because of me. This, in part, is mine.

John Wick : Take it back.

Santino D'Antonio: Take it back?

John Wick : Take it back.

Santino D'Antonio: **A marker is not small thing John.**

(00:21:46 – 00:21:56)

The conversation is between *John Wick* and *Santino*, which took place in *John Wick's* house. They talked about a plan to kill *Santino's* sister. *Santino's* family has a right to stand in one of twelve seats on High Table as the Comorra or Italian Mafia. That position was held by *Santino's* father. After his father died, the position is replaced by his sister *Giana D'Antonio*. That is why he wants his sister die. No matter how hard *Santino* attempted to persuade *John Wick*, he kept refuse it. Then *Santino* showed *John Wick* the evidence of their engagement. There is *John Wick* blood on a kind of agreement paper. The blood shows the evidence that *John Wick* has a marker with *Santino D'Antonio*. If a hit man had a marker with someone, he will be paid to kill somebody. If he broke the marker, he will get a punishment. The High Table will find and kill him.

*Santino's* utterance is categorized into warning. *Santino* used declarative sentence, declaring how important that marker is. This kind of sentence is used to inform something true or based on the fact. On the other hand, *John Wick* refused *Santino's* demand to kill his sister. *Santino* said, *A marker is not small thing John*. What *Santino* means here is, the luxury house where *John Wick* lives and all of the things inside it are *Santino's* gift for him. *Santino* gave it all to *John Wick* because of that marker. *John Wick* replied, *take it back*. The fact is *John Wick* does not want to kill people again. Therefore, *Santino* warned *John Wick* that the marker is really important and it is the thing that a hit man should afraid of. Everybody who has bound by the marker must obey the rules. By saying that utterance, *Santino* warned *John Wick* that he still has an obligation to do his job as a hit man.

### 3.2 THREAT

Threat is an expression of an intention to inflict pain, injury, punishment or evil. It is a statement in which speaker tell someone that speaker will cause them harm or trouble if they do not do what speaker want. There are twelve utterances which categorized as threat found in the movie *John Wick Chapter 2*. The selected examples can be seen as follows:

Data 4

Abram's subordinate : So we're giving everything up for a car?

Abram : **It's not just a car. It is John Wick's car.**

Abram's subordinate : Oh

(00:04:08 – 00:04:16)

The conversation is between *Abram* and his subordinate when they were on duty in *Abram's* headquarter. This conversation is about *John Wick's* car that currently among their inventories. *John Wick's* car was stolen by *Losef Tarasov*. When he stole *John Wick's* car, he also killed his dog. For that reason, *Losef Tarasov* and his father were killed by *John Wick*. *Abram* is *Losef Tarasov's* uncle who has crime business in New York City. *Abram's* utterance can be categorized as a threat since it is threatening to know that it is not just a car but it is *John Wick's* car. *Abram* used that statement to inform his subordinate to be aware because *John Wick* will come to inflict pain or injury to take his car back. He is a famous hit man also known as bogeyman, for that reason *Abram* says *it's not just a car. It is John Wick's car*. It's obvious that they will be in trouble.

Data 5

Santino D'Antonio: You came to me. I helped you. **If you don't do this, you know the consequences.**

(00:22:21 – 00:22:30)

This conversation is in *John Wick's* house where *Santino* visited *John Wick* to ask for a demand. It is *Santino's* right to ask *John Wick* due to the marker they have. If *John Wick* dishonoured the marker, it means he breaks the rules and he will get the punishments in underworld crime that governed by the High Table. When *Santino* threaten *John Wick*, he used imperative sentence. *Santino* told *John Wick* that if he did not fulfil the demand, he will get the consequences. The utterance can be categorized as threat since *Santino* gives an expression with an intention to inflict pain and punishment to *John Wick*. If *John Wick* did not do it, he will be in trouble. *Santino* wants *John Wick* to do what he wants and there is no reason to refuse it. He wants to make *John Wick* fulfilled his demand by reminding him the consequences he will get once he broke the rules and forgot about the marker.

Data 6

John Wick: I have no choice?

Winston: **You dishonour the marker you die. You kill the holder of the marker you die. You run, you die.**

(00:29:28 – 00:29:32)

The conversation is between *Winston* and *John Wick* in Continental Ground New York City. They talked about the consequences if *John Wick* broke the marker. *Winston* as *John Wick's* friend gave an advice to *John Wick* not to take a wrong decision. There is no way that *John Wick* can be free from the marker which finally force him back to be a hit man. *Winston* used imperative sentence to threaten *John Wick*. He wants to tell *John Wick* to avoid dangerous situation which put his life and family at risk. *Winston* utterance can be categorized into threat since it tries to threaten *John Wick* by describing the consequences of his decision if he dishonoured the marker. The only way he could free from the marker is by honouring the marker, following what the holder of the marker wants and completing his job.

### 3.3 PROMISE

Promise is an oral or written agreement to do or not to do something. It is an utterance used to remind the speaker about something to be done in the future. There are three utterances which categorized as promise found in the movie *John Wick Chapter 2*. The selected examples can be seen as follows:

Data 7

Aurelio : John, what the hell? I thought you love this car.

John Wick: What do you think?

Aurelio : Your motor's about to fall out and, the chassis' all bent up, the... the driveshaft is all destroyed. And I don't know if you noticed, but you got a crack in your windshield. I mean... what do I think? I could fix it.

John Wick: Thanks for finding her.

Aurelio : Not a problem, man. Just made a few calls. No big deal.

John Wick: Let me know when it's fixed.

Aurelio : **All right. It will be ready Christmas.**

(00:17:23 – 00:17:47)

This conversation took place in *John Wick's* home between *Aurelio* and *John Wick*. They talked about the car of *John Wick*. *Aurelio* is *John Wick's* friend who own a garage and also works at underworld crimes in New York City. *Aurelio* came to *John Wick's* house to see the condition of *John Wick's* car and took it to his garage to repair it. *Aurelio* also helped *John Wick* to find his car which stolen by *Abram's* nephew.

*Aurelio's* utterance can be categorized into promise since he declared something to *John Wick* that he will do in the future. He gave assurance to *John Wick* to fix his car. He promised that the car will be ready on Christmas. When *Aurelio* saw *John Wick's* car for the first time, he was shock since it was badly broken, yet he knows *John Wick* really loves his car. *Aurelio* explained the problems of the car. When *John Wick* said, *Let me know when it's fixed*, he persuaded *Aurelio* to promise him. Then *Aurelio* replied, *It will be ready Christmas*, to show his commitment and the action that he will do in the future.

Data 8

Casian : I'll make it quick. **I promise.**

John Wick: I appreciate that. I'll try and do the same.

(01:07:29 – 01:07:38)

The conversation between *John Wick* and *Casian* took place in a bar at Rome Continental ground. At that moment, *John Wick* just finished his mission to kill *Giana D'Antonio*. *Casian* is also a hit man and the body guard of *Giana D'Antonio* and they have special relationship. He is so mad with *John Wick* and wants to revenge. *Casian* used declarative sentence since he declared something that he will do to *John Wick* in the future. It can be categorized as promise since *Casian* commits himself about something that he will do in the future. He promised to kill *John Wick* because *John Wick* kills *Giana D'Antonio*. *Casian* says *I'll make it quick. I promise*. It means that he will kill *John Wick* as soon as possible. Afterwards *John Wick* replied, *I appreciate that. I'll try and do the same*, to show that he is not afraid of it.

### 3.4 REFUSAL

Refusal is the act of refusing, denial of anything demanded, solicited, or offered for acceptance. There are three utterances which categorized as refusal found in the movie *John Wick Chapter 2*. The selected examples can be seen as follows:

Data 9

Santino D'Antonio: For a man to grant a marker to another, is to bind a soul to a blood oath.

John Wick : **Find someone else.**

(00:21:59 – 00:22:10)

This conversation took place in *John Wick's* house when *Santino* came and asked him to kill his sister. They do not have any special relationship instead of business partner. *John Wick* refused *Santino's* demand by saying, *Find someone else*. It can be categorized as refusal since *John Wick* did not want to do *Santino's* demand. *John Wick* did not want to do that because he has retired. He retired because of his wife who has passed away. He did not want to be a hit man anymore since it made him having so many enemies and putting his wife and family in danger all the time.

Data 10

John Wick : I'm asking you don't do this

Santino D'Antonio: I'm sorry. **No one gets out and comes back without repercussion**

(00:21:12 – 00:21:22)

The conversation is between *Santino D'Antonio* and *John Wick*. *Santino* kept forcing *John Wick* to kill his sister yet *John Wick* did not want to do it. He told *Santino* not to do this. However, *Santino* refused it by saying, *No one gets out and comes back without repercussion*. *Santino's* utterance can be categorized into refusal since *Santino* did not want to accept *John Wick's* suggestion. By saying that expression, *Santino* refused *John Wick's* suggestion and he wanted *John Wick* to accept his demand to kill his sister. It means that *John Wick* is not allowed to retire from being a hit man before he completed his job.

#### IV CONCLUSION

This study analysed types of commissive speech acts in *John Wick Chapter 2* movie and the meaning of its utterances. There are 25 data of commissive act found in *John Wick Chapter 2* movie. The finding shows that there are four types of commissive speech acts, which predominantly used by the characters in the movie John Wick Chapter 2, they are: warning (48%), threat (28%), promise (12%) and refusal (12%). Warning is utterance that has purpose for other to be careful. Threat is an expression of an intention to inflict pain, injury, punishment, or evil. Promise is an utterance used to remind the speaker about something to be done in the future time. Refusal is an act of the speaker in refusing, denial of anything demanded, or offered for acceptance. Each character in this movie has different emotion when they deliver the utterances depend on the context of situation, the topic that being discuss, the participants, and language role. Among four types of commissive speech act, warning is the most dominant type which found in this movie. This type became more dominant than the others due to the genre of this movie, which is a thriller action movie. Thriller action movie is a blend of either action and thriller movie in which the protagonist confronts dangerous adversaries, obstacles, or situations that must be conquered. When the characters used commissive utterances, they determine what they will do in the future time. Through warnings, they make statements and tell people about possible danger, problem or any other unpleasant situation that might happen.

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# DEVELOPING INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE AND LETTERS STUDENTS OF SMA AL-MIFTAH PALENGAAN

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## Abstract

The purpose of developing instructional unit is to get: (1) instructional unit for Drama teaching materials students of SMA AL-MIFTAH Palengaan Pamekasan, (2) determine the validity/feasibility of the product. The expert assessment include: 1) assessing the learning content expert product Drama courses teaching materials with excellent qualification with a score of 92,5%, guide teacher 89,58%, guide students 83%; 2) instructional design expert assess product materials Drama courses 85%, guide teacher 87,5%, guide students 87,5%; 3) media expert assess learning materials product Drama courses 97,5%, guide lecture 100%, guide students 97,5%. The result of the expert review as basis of further improvement of the products can be tested to get input from the users. The test includes: 1) an individual trial for four students with s score 88,7% and guide students 89,8%; 2) test for the small group of eight students, assess product of material s 90,4% and guide students 84,3%; 3) test for large group for 25 students evaluate teaching materials product 90,7% and guide students 84,3%. It can be concluded that product development is considered fit for being used as a learning resource for language and letters department students of SMA AL-MIFTAH Palengaan Pamekasan.

**Keywords:** *developing, instructional material, drama, orchestra learning model*

## I INTRODUCTION

One of the Literature teaching subjects is Drama which is the compulsory subject expertise taken by the students XI class of English language and department in SMA AL-MIFTAH Palengaan Pamekasan. The curriculum of Drama teaching has not contained some obvious indicators for English language and letters department students who do the staging plays. The students even more study literary theories and lacking in the affective and psychomotor aspects. An emphasis of both aspects that encourage developers to produce a teaching material product suitable with characteristic of subject teaching. According to Degeng (2006), The major indicators of teaching and learning success lies in the welfare of children. They will feel well-being when the learning activities are fun and exciting. Drama teaching is compulsory subject expertise that consist of some theories and practises which lead to the goal that the students will produce a work of Drama to be staged in front of the class at the end of learning process. The provision of teaching material is a fundamental part of learning to actualize an optimal learning. Recognizing the purpose of subject generally being the necessity that can guide teachers and students in learning process.

The learning pattern of English literary of English language and letters department get less attention from the agency in the developmental process of literary teaching. Because the English language and letters department emphasize more on the theory. Meanwhile, the literary field closely linked to some social cases that occurred around such life. Drama subject is one of the compulsory subject expertise that give some opportunities to the students to increase their ability in analyzing the contain of both American and English literary work. Based on the topic has given in one semester, the students are expected to produce: (1). Text analysis of the text given by the teacher in group, and (2). Producing Drama script to be performed in the front of class. The assessment criteria of students' learning outcome of the middle test, final test, tasks, and class participation.

Observation result in Drama teaching class show that it has not provided learning material that fit with the students' characteristic. In the final evaluation the students are required produce a story script and play the role in group consist of 8-10 students. Based on students' statement that have taken Drama subject said that getting difficulty in understanding the english literary works's genre, furthermore in writing the script of Drama as a final task to play the role. This is because the materials given by the teacher have not contained some dialogues of English literary works' genre in order that the students can not do the performance in the class.

The failure of Drama teaching is the important problem to solve while the learning outcomes are supported by the learning method. Degeng in Albanjari (2015) student-centered because individuals have potential to be developed. Each student has different characteristic and ability so that learning design should be directed to ease learning. Nowadays, Drama teaching class is still many dominated by the implementation of conventional and lack of some supporting learning facilities which are relevant in drama teaching, some medias: CD, DVD, staging equipment and also staging plays' room.

The development of Orcherstra model by Degeng is based on the research has been done by Danayanti (2010) entitled 'Pengembangan Model Orkestra Pembelajaran Bermedia Montessori Untuk Pembelajaran Panca Indra dan Kecakapan Hidup Sehari-hari Anak Usia TK'. The result of developmental research are used two dimension of Orchestra learning by Degeng that are flexible and it does not follow the clear and rigid order to stimulate the creativity of early childhood learners, by using the instructional design that called Quantum learning design.

Based on the background of study that have been explained so there are two main problems of the developers to do this developmental research. First: instructional design that is still focus on teacher-centered finally it omits the inventive work and intention learning of students. Indirectly, it is an impact of the use of instructional approach and model sistematically. Those are the instructional approach and model are designed based on the clear and rigid order. If this kind of instructional design are used continually, it causes the development of the creativity in learning will get obstacles. Second: the use of Drama performance method that has not been optimal because it has not provided the instructional materials that suitable with characteristic of learning in English language and letter department. Degeng (2011) stated that Orchestra learning model have free space, relaxed, amazement, fun and exciting. Freedom is the main point that is necessary in the school.

Therefore, the developers need to develop instructional material for students of English language and letter department in SMA AL-MIFTAH Palengaan–Pamekasan that are designed by using Orchestra Learning model by Degeng that is flexible to stimulate the inventive work and intention learning of senior high school students. Next, procedural steps of this Orchestra model made in the form of guide book for students that contain some operational steps.

## II MATERIALS AND METHOD

The developmental method brings described a) developmental model, b) developmental procedure, and c) product tryout that consist of: a) tryout design b) subject of tryout, c) types of data, d) the instrument of data collection, and e) techniques of data analysis

### 2.1 DEVELOPMENTAL MODEL

There are three kind of developmental models: procedural model, conceptual model and theoretical model (Seels & Richey, 1994). Procedural model is a descriptive model that set some steps to be followed to produce the product. Conceptual model is an analitical model that give some components of product that will be developed and related between the components. Theoretical model show the relation between the changes.

Based on the classification above, two dimension of Orchestra learning model by Degeng that is used in this developmental research is kind of conceptual developmental model. It is because it is implemented by analyzing and linking between the components learning activity. For more detail, two dimension of Orchestra learning model can be seen on the table 1:

Context	Content
Exciting Situation	Interaction- Adviser
Strong Base	Learners Interaction- Curriculum
Pleasant Environment	Learning the learning skills
Dynamic Custom	

*Table 1. Two Dimension of Orchestra learning Model by Degeng*

## 2.2 DEVELOPMENTAL PROCEDURES

The developmental procedures of Orchestra learning include three steps that are flexible in practice:

### 2.2.1 DEFINING STEP

In this step, the developers do some activities below:

- a. Focusing and identifying the solving problem progressively. The developers will look for some information sources that can support developmental process of Orchestra learning. The information as like some references about Drama learning, the development of inventive work and intention learning of students and some relevant information.
- b. The phronesis development and contextual development. The developers will always be active, intensive, and continue to discuss with various parties. The discussion intended to get sufficient understanding about instructional material development of Drama.

### 2.2.2 THE DESIGN AND DEVELOPMENTAL STEP

These steps are done integratively in a whole inseparable. Some steps that the developers do as follow:

- a. Selecting environment for developmental product of Orchestra learning model that will be used in English language and letter department SMA AL-MIFTAH Palengaan-Pamekasan.
- b. Selecting of format and media. The developmental product in the form instructional materials of drama for English language and letter departement in SMA AL-MIFTAH Palengaan-Pamekasan.
- c. Evaluation. The developmental result are evaluated by expert of content/ material, expert of instructional media, expert of instructional design, and senior high school students. The instruments of data collection in the form direct response to the instructional material product that are developed and also questionnaires. After they are considered bay all of experts and students, the developers do some revision based on some advices of the experts. It can be done repeatedly accordance with the needs until all of expert conider that the product get perfect.

### 2.2.3 PRODUCT TRYOUT

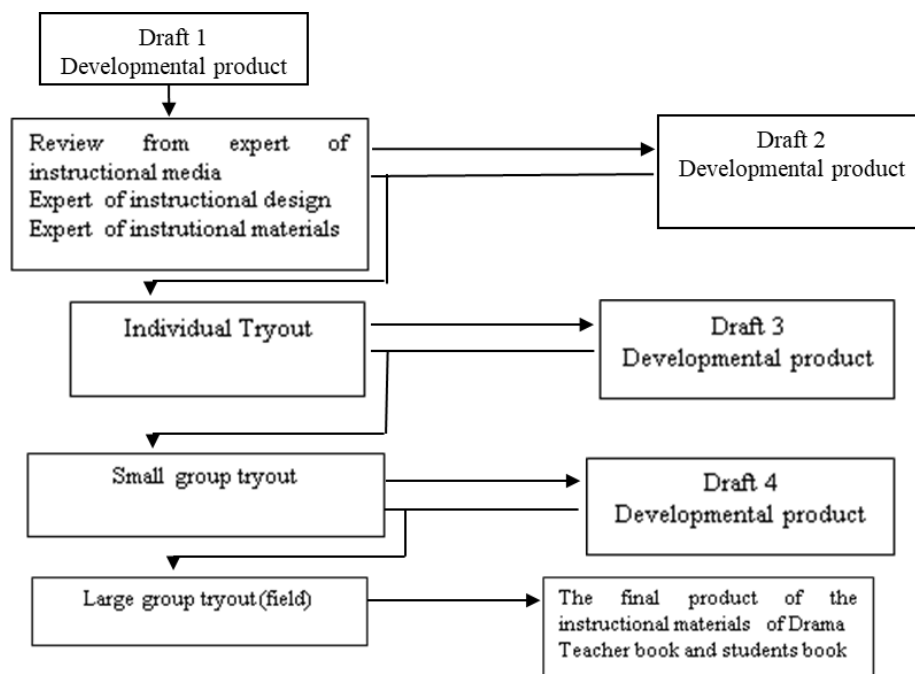
The purpose of this product tryout is to obtain the data that can be used as a basis to do revision in order that it can reach the effectiveness level, efficiency and attractiveness of the product. They include: 1) Tryout design, 2) subject of Tryout, 3) kinds of data, 4) Instruments of data collecting, and 5) Technique of data analysis.

#### 2.2.3.1 Tryout design

Tyout is done to the developmental product in form of instructional materials of drama, teachers book, and students book. Tryouts are intended to test the validity. Some activities in validity test are: 1) Review from expert of content/instructional material, 2) Review from expert of instructional design, 3) Review from the expert of instructional media, 4) Individual tryout, 5) small group tryout, and 6) large group tryout.

The tryout design activities in this developmental research can be illustrated below:





*Picture 1. The tryout design of instructional material product of Drama*

*Adopted from: Dick Carey & Carey 2001*

#### 2.2.3.2 Subject of Tryout

The subject of tryout in this developmental research consist of : the instructional material expert , instructional design expert, instructional media expert , and all of the students in English language and letters departement SMA AL-MIFTAH Palengaan-Pamekasan.

The expert tryout in this developmental research consist of instructional materials expert, instructional design expert, and instructional media expert. The step of individual tryout on this developmental research are 4 students taking Drama subject of English language and letters of department SMA AL-MIFTAH Palengaan . Some material tested are Drama teaching materials and students book. Small group tryout are consist of 8 students taking Drama subject of English language and letter departement SMA AL -MIFTAH Palengaan Pamekasan. Subject determination based on the difference of ability and gender. Besides, some subject who have joined on the individual and small group tryout are not involved again. Subject tryout for large group consist of 25 students. The material tested are Drama teaching materials and students book.

#### 2.2.3.3 Types of data

The types of data obtained from product tryout of the instructional materials development in qualitative and quantitative. The qualitative data are some comments and suggestions of revisions obtained from questionnaires (column of comments and suggestios) and interview. But on quantitave data are obtained from the result of questionnaire score that ia given to subject of tryout by instructional material expert, instructional media expert, teaching expert, individual tryout, small group and large group tryout.

#### 2.2.3.4 The Instruments of Data Collection

Some instruments are used for data collection on this tryout step like questionnaire, observation and interview. The questionnaire used to collecting data of review result from expert of instructional material, instructional media, instructional design and students for revisions beside that observation and interview are used to fullfill some data obtained from questionnaire admission.

#### 2.2.3.5 Technique of Data Analysis

There are 2 techniques of data analysis are used in this developmental research those are: technique of qualitative desccriptive analysis , the data obtained are some comments, suggestions or critics from tryout of experts, individual tryout , small group and big group tryout. The data are used as a base for product revision. The technique of statistic descriptive analysis used to analyze data collecti on from questionnaire so it will use statistic descriptive analysis. Data from questionnaire will be analyzed

to get some description about the developmental product . After some questionnaire collected ,these are counted the percentage of each questions by using the formula from Sugiono (2010) below:

Percentage:  $\frac{\text{The number of answer score}}{N \times \text{highest score}} \times 100\%$

$N \times \text{highest score}$

Explanation:

N: number of a whole questionnaires' item

The formula of a whole number subject percentage

To count a whole percentage of tryout subject used the following formula:

$P = \frac{F}{N}$

$N$

Explanation:

P = Percentage

F = percentage of a whole number

N = number of a whole subject trials

The formula of a whole subject

for giving the meaning and making decision are used the following requirements:

Level of Achievement	Qualification	Explanation
76%-100%	Very Strong	Do not need to be revised
51%-75%	Strong	Do not need to be revised
26%-50%	Average	need to be revised
1%-25%	Weak	need to be revised

*Table 2. Qualification for The Percentage Result*

### 2.2.3.6 Learning Revision

The data are obtained from formative evaluation that are collected and interpreted to solve some problems are faced by the students in learning. Beside, this evaluation is used to revise learning activities to be more effective . This activity is done after finishing formative evaluation.

## III RESULTS AND DISCUSSION

### 3.1 THE EVALUATION RESULT OF INSTRUCTIONAL MATERIAL EXPERT

The developmental products are reviewed by the instructional material expert , then they give some comments and advices to the instructional materials, teacher book, and student book.

The evaluation of the instructional materials expert for the instructional materials development show that score = 37. The percentage is counted by the formula of a whole number subject present age then it is found that total percentage=  $\frac{37}{40} \times 100\% = 92,5\%$ . After the percentage result (F) is obtained then it is added to the formula of a whole subject to be counted the percentage (P) = 92,5 % that include on the very strong qualification so it does not need to be revised.

The evaluation of instructional material expert to the teacher book show that the total score = 47. The percentage is counted by the formula of a whole number subject percentage. The total percentage 43:  $\frac{43}{50} \times 100\% = 89,58\%$ . Then the result of total percentage (F) is obtained and added to the formula of a whole subject to be counted the percentage (P) = 89,58 : 1 = 89,58% that include on the very strong qualification so it does not need to be revised.

The evaluation of instructional material expert to the student book show that score 39:  $(11 \times 4) \times 100\% = 83\%$ . After the result of total percentage (F) is obtained then it is added to the formula of a whole subject to be counted the percentage (P). The result is  $(P) = 83:1 = 83\%$  that include on the very strong qualification so it does not need to be revised.

### 3.2 THE EVALUATION RESULT OF INSTRUCTIONAL DESIGN EXPERT

The evaluation of instructional design expert to the instructional materials development generally show that score = 34. The percentage is counted by the formula of a whole number subject percentage. The total percentage 34:  $(10 \times 4) \times 100\% = 85\%$ . After the result of total percentage (F) is obtained then it is added to the formula of a whole subject to be counted the percentage (P) =  $85:1 = 85\%$  that include on the very strong qualification so it does not need to be revised. Generally the materials is attractive, the reinforcement to be revised on font size, and placement; the title should be revised to be Instructional materials of Drama, the institution Identity should be placed on the bottom of the cover, the name of writer in the middle, and it need to make the color sharply, the organizing pattern in each chapter is still less consistent.

The evaluation of the instructional design expert to the teacher book generally show the score = 35. The percentage is counted by the formula of a whole number subject percentage. The total percentage 35:  $(10 \times 4) \times 100\% = 87,5\%$ . Then the result of total percentage (F) is obtained and added to the formula of a whole subject to be counted the percentage (P) =  $87,5 : 1 = 87,5\%$  that include on the very strong qualification so it does not need to be revised.

The evaluation of the instructional design expert to the student book generally show the score = 35. The percentage is counted by the formula of a whole number subject percentage. The total percentage 35:  $(10 \times 4) \times 100\% = 87,5\%$ . Then the result of total percentage (F) is obtained and added to the formula of a whole subject to be counted the percentage (P) =  $87,5 : 1 = 87,5\%$  that include on the very strong qualification so it does not need to be revised.

### 3.3 THE EVALUATION RESULT OF INSTRUCTIONAL MEDIA EXPERT

The evaluation of the instructional media expert to the instructional material development generally show the score = 39. The percentage is counted by the formula of a whole number subject percentage. The total percentage 39:  $(10 \times 4) \times 100\% = 97,5\%$ . After the result of total percentage (F) is obtained then it is added to the formula of a whole subject to be counted the percentage (P) =  $97,5 : 1 = 97,5\%$  that include on the very strong qualification so it does not need to be revised. The comments are the cover has not been the logo institution, the name of institution, the name of city, and the year of publishment.

The evaluation of the instructional media expert to the teacher book generally show the score = 40. The percentage is counted by the formula of a whole number subject percentage. The total percentage 40:  $(10 \times 4) \times 100\% = 100\%$ . After the result of total percentage (F) is obtained then it is added to the formula of a whole subject to be counted the percentage (P) =  $100 : 1 = 100\%$  that include on the very strong qualification so it does not need to be revised..

The evaluation of the instructional media expert to the student book generally show the score = 39. The percentage is counted by the formula of a whole number subject percentage. The total percentage 39:  $(10 \times 4) \times 100\% = 97,5\%$ . After the result of total percentage (F) is obtained then it is added to the formula of a whole subject to be counted the percentage (P) =  $97,5 : 1 = 97,5\%$  that include on the very strong qualification so it does not need to be revised.

### 3.4 THE DATA RESULT OF INDIVIDUAL TRYOUT

For the instructional materials development, the result of questionnaires show that percentage of the total average = 88,7% , it can conclude that 88.7% is in very strong qualification. But some comments and suggestions from the students are useful for revision need of the next product.

For the student book, the result of questionnaires show that percentage of the total average = 718,7, so the average percentage is  $718,7 : 8 = 89,8\%$ . it can be concluded that 89,8% is in very strong qualification and it does not necessary to be revised.

### 3.5 THE DATA RESULT OF SMALL GROUP TRYOUT

For the instructional materials development, the result of questionnaires show that percentage of the total average = 1356,2 so that the average percentage is  $1356,2 : 15 = 90,4\%$  , it can be concluded that 90,4% is in very strong qualification and it does not necessary to be revised.

For the student book, the result of questionnaires show that percentage of the total average = 674,9 so that the average percentage is  $674,9 : 8 = 84,3\%$  it can be concluded that 84,3% is in very strong qualification. It does not necessary to be revised.

### 3.6 THE DATA RESULT OF LARGE GROUP TRYOUT (FIELD)

For the instructional materials development, the result of questionnaires show that percentage of the total average = 1361, so that the average percentage is  $1361 : 15 = 90,7\%$  it can be concluded that 90,7% is in very strong qualification and it does not necessary to be revised.

For the student book, the result of questionnaires show that percentage of the total average = 679 so that the average percentage is  $679 : 8 = 84,8\%$  it can be concluded that 84,8% is in very strong qualification. It does not necessary to be revised and it does not necessary to be revised.

### 3.7 PRODUCT REVISION OF INSTRUCTIONAL MATERIAL DEVELOPMENT DRAFT 1

Product revision of instructional material development draft 1 consist of data analysis result from some questionnaire response by instructional material expert, instructional design expert, and instructional media expert. The following will be described some revisions of the instructional material product in a sequence.

The result of data analysis from questionnaire response by the instructional material expert do some revision on intructional material, teachers book, and students book. The revision have done to the developmental product, the instructional material expert give some inspiring suggestion to make the same product so that the developmental product getting better. Then there are some pictures/illustrations that do not need to be placed on the developmental product which have been revised by the developer.

The result of data analysis from questionnaire response by the instructional design expert has revised instructional materials, teachers book, and students book. The revisions of the developmental product are;

Suggestion:

- a. The enforcement to revise the font/size of letter and the cover position have been revised by the developers
- b. The identity of institution is placed on the beneath of cover have been revised by the developers.
- c. It is suggested to use Sharp color on the developmental product have been revised by the developers.
- d. The chapter organizing that are less consistent have been revisss by the developers.

All of comments by the expert of instructional design are interested to the developmental product.

The result of data analysis from the response of questionnaire by the expert of instrucional media. The revisions have been done for the instructional materials, teachers' book, and students' book. He give some suggestion to display a logo of institution, the name of institution, the name of city, and the published year of the developmental product. Overall he consider that the developmental product are very good and attractive.

### 3.8 THE REVISION OF THE DEVELOPMENTAL INSTRUCTIONAL MATERIAL DRAFT II

Some suggestions and analysis of 4 students in individual tryout that are used to revise the draft of the developmental product. the following some suggestion and revisions from the developmental instructional material and students' book.

Suggestion and comment: generally instructional material is attractive both of the visual and the clarity of materials. So that this instructional material is very needed by the students as the reference to write a drama script for role playing. And generally the student's book is also pretty clear and easy to be applicated in Drama teaching.

### 3.9 THE PRODUCT REVISION OF THE INSTRUCTIONAL MATERIAL ON DRAFT III

The result of data analysis from 8 students of small group tryout are used to revise the draft III on this developmental product. the revision have done for the instructional material and the students book. The following some revision of the developmental product will be described. Suggestion and comment: 8 students of small group tryout give comment an siggestion: this instructional material have been suitable as learning source on the Drama subject, then in each chapter have given some drama script from each genre that can make students easier to write drama script of Drama performance.

### 3.10 THE PRODUCT REVISION OF THE INSTRUCTIONAL MATERIAL DRAFT IV

The result of questionnaire response of the large group tryout field found that the average of percentage 84.30. it means that the developmental product is very good and it does not need to be revised.

## **IV CONCLUSION**

Based on the result of the developmental research that has been done, it can be concluded that instructional materials of Drama are successfully approved the effectiveness of the product, the efficiency of the product and the feature of the product. From this developmental research, the developers have obtained some supporting data shown that the developmental product have had appropriate value and some featured to be applied to in teaching.

## **V SUGGESTION**

### **5.1 THE STRENGTHS OF THE PRODUCT**

The instructional materials of Drama teaching for the students of English language and letters department of SMA AL-MIFTAH Palengaan Pamekasan are one of the developmental instructional material designs that is flexible, not need clear order/stiffness. It will stimulate the inventive work and intention learning of students from senior high school students that are specifically designed to fulfill teaching material need of English language and letter of department SMA AL- MIFTAH Palengaan Pamekasan in Drama teaching. It can also increase growth on learning by granting opportunity for each student to choose their own exciting media. Beside that the students are encouraged to think in diverging relate with multiple solution through kinds of Drama teaching activities that can stimulate the inventive work and intention learning of students so that it will set them being the good person.

This developmental product can also build the self-sufficiency and learning interest of the students through setting up the learning environment that suitable with the intellectual and emotional development of the students. This developmental product has been developed by using 2 dimensions of orchestra learning of Degeng that is flexible and suitable with the instructional design used in Drama class, it is called Quantum learning design.

### **5.2 THE WEAKNESS OF THE PRODUCT**

The developmental product of the drama instructional materials only can be used in English language and letter of department SMA AL-MIFTAH Palengaan Pamekasan especially on Drama subject as instructional media. Beside that the development of model orchestra learning is only focus to the context or setting-up of the learning environment regardless its contents. Because the instructional material product has not been applied on the real class so that it still has so many weaknesses that is not able to be identified based on real condition. This instructional materials have not been fulfilled with some instructional features like: worksheets and supporting equipments like LCD, DVD, CD film, Studio/ special room of staging and the equipments.

### **5.3 DEVELOPMENTAL SUGGESTION**

This developmental instructional materials are developed with 2 dimensions of orchestra learning of Degeng to optimizing this instructional materials should concern on the usage. Teacher can use the teachers book that has been designed as the reference in teaching in order that it will be optimal in teaching materials. Teacher should know the characteristic of the subject teaching well so that he can manage the class perfectly.

This instructional materials is just a supplementary book that will still need some supporting book from the other sources so that the teaching learning process can optimize the students learning and they can use the students book as the guidance to make their learning be more better than before.

### **5.4 PRODUCT SUGGESTION**

As a suggestion for the dissemination of a broader target product for the use of Drama teaching material products, these have been able to be used by students as drama teaching materials for class XI majoring of English language and letter department AL-MIFTAH Palengaan Pamekasan. Therefore, it should immediately be printed and produced to be used as instructional materials for teachers and students.

### **5.5 FURTHER PRODUCT DEVELOPMENT SUGGESTION**

For the purposes of further development of drama teaching materials Products, suggestions can be made as follows: As a follow up to the developmental materials of drama subjects, we need a deep understanding of each topics. Seeing this subjects are theoretical and practical, it is necessary to provide other learning media tools that can complement this teaching material in the learning process. A special

room arrangement is needed so that students can develop orchestras of drama teaching on the Drama performance.

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# CHRISTOS TSIOLKAS' *THE SLAP*: MULTICULTURALISM IN AUSTRALIA NOW

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## Abstract

This study focuses on the use of narrative techniques, especially point of view, in a novel entitled *The Slap* written by an Australian author, Christos Tsiolkas. This novel begins with a barbecue party hosted by a couple in a suburban Melbourne. The party is attended by many of their friends, families and co-workers who came from many different ethnic backgrounds, mostly immigrants or immigrant descents in Australia. The story takes an interesting turn when a man slaps an unruly boy who is not his own. The boy's parents become so furious and decide to report the incident to the police. The story then continues with a revelation on how the case goes. What is special about this novel is how the aftermath of the incident is written in multiple chapters, narrated by a different character for each chapter. The characters come from different ethnics; Greek, Indian, Jew, and British Australians, thus readers will be able to see what happen after the incident through the eyes of each character, who not only talk about the incident but also inform the readers about their life and the people around them. Christos Tsiolkas claimed that he wanted to show the real Australia, which often not represented in other novels through this novel and he has chosen to use the third person limited point of view as a means to deliver his message. At the end of this research, it can be concluded that there is a shift in position between white Australians and immigrants or immigrant descent nowadays in terms of superiority and inferiority.

**Keywords:** *narrative technique, point of view, multiculturalism, immigrant, white Australians*

## I INTRODUCTION

Since 1945, more than 7 million people have come to Australia as new settlers. The point that triggered a large-scale immigration program was the end of World War II. Australian government launched a massive immigration programme, since they believed that they had narrowly avoided the Japanese invasion and that they need to have more people living in the vast land of Australia. (Price, 1998) The programme has been proven to be successful, as a research has shown that the population growth in Australia depends more on immigration than on natural growth, as stated that:

With time replacement fertility would lead to a stable population but this is not likely in Australia as long as immigration remains high. Today net migration is more than ever, a significant factor in Australia's growth. For example, in 2013-14, the population grew by 352,88 people: 44.5 percent from natural increase and 55.5 per cent from net migration. (Betts)

Until today, Australia is still a country that attracts many immigrants from various countries across the globe, such as India, Indonesia, and many other European countries.

However, some believes that the coming of immigrants in Australia is a good thing, while others may not think so. Some believes that immigrants will enrich Australia in one way or another, while others perhaps see immigrants as threat to the British or white Australians. There was even a history of limitations for immigrants to come to Australia to protect the white Australians from the *invasion*. Furthermore, immigrants are often seen as inferior compared to the white Australians as the owner of the land.

Another thing is, with the coming of immigrants, Australia has since become a multicultural country. This condition leads to a problem of cultural clash since people with different culture and different perspective are forced to live side by side in one surrounding. Racism and prejudice are also an inevitable side effect in this condition. Although it seems that nowadays, Australia has already passed the phase of culture clash (a very big issue threatening this country), but what becomes the new Australia is still very much debatable.

One of the novels that touches the issue of multiculturalism in Australia is *The Slap*, which is published in 2008. The novel has won the Commonwealth Writer's Prize 2009 and was shortlisted for the 2009 Miles Franklin Literary Award and the ALS Gold Medal. (Christos Tsiolkas) *The Slap* also has

been turned into a TV series, both in Australian and in the United States of America. The author of the novel, Christos Tsiolkas, is an Australian author, playwright, essayist and screen writer. Some of his books are *Loaded* (1995), *The Jesus Man* (1999), and *Dead Europe* (2005). (Christos Tsiolkas). Tsiolkas was born in 1965 to parents who had emigrated from Greece and he grew up in suburban, working class Melbourne. On writing *The Slap*, he stated: *I was hungry to write about an Australia I rarely saw represented on the pages of Australian literature or on screen.* (Christos Tsiolkas on how he wrote *The Slap* – Guardian book club) With this statement, he claims that the Australia written about in many works of fictions are not the true Australia. This can mean that *The Slap* is a novel which truly captures the real Australia that Tsiolkas sees and experiences.

However, Tsiolkas believes that his realistic portrayal of Australia in *The Slap*, especially which concerns the issue of multiculturalism, is challenged by some members of the society. In the novel, Tsiolkas contrasts the life of immigrant descents and British Australians in such a way and he becomes aware to the fact that there is a resentment against his way of portraying the success of immigrants in the land but as an immigrant himself, he believes that he needs to say something about this matter, as seen below:

The multiculturalism and resulting vigour that I wanted to champion in my writing was being challenged by the rise of populist, xenophobic parties and politicians who decried the loss of *British* Australia and reacted vehemently against the increasing self-confidence of both immigrant and Indigenous Australians. Such politics were distressing for myself and for my circle of friends and family. At the same time I was aware that in the push-pull between a vision of a cosmopolitan and multi-ethnic Australia and the resentments such a vision gave rise to, there was something exciting and dangerous occurring: contradictions are a wonderful source for stories and ideas...It was also a challenge to the founding racial injustice of this new nation, the enshrining in the first legislation passed at the Federation of the White Australia Policy, a policy only fully dismantled in my own lifetime. (Christos Tsiolkas on how he wrote *The Slap* – guardian book club)

The novel sets place in a suburban barbeque, hosted by *Hector* and *Aisha*, who have invited many of their family, colleagues and friends. *Harry*, *Hector's* cousin, then slapped *Hugo*, an unruly child whose parents are *Aisha's* friends, *Rosie* and *Gary*. They are enraged by this event and report this incident to the police. The story then follows the aftermath of this incident, from 8 different point of views from 8 different major characters, who has witnessed what has happened. The most interesting part in the story is that these 8 major characters come from different ethnic and religious identity; Greek, Indian, Jew, and Australian.

Based on that, I am interested to further investigate the novel, as I believe that the narrative techniques, particularly the point of view used by the author may reveal something more on the life of multi ethnics Australians. Other researches have been conducted on *The Slap*, some of them are *The Slap's Resonances: Multiculturalism and Adolescence in Tsiolkas' Australia* by Davis Glyn, *Christos Tsiolkas and the Pornographic Logic of Commodity Capitalism* by Andrew Mc Cann, and *The Virtue of Self-Discipline: Reading Tsiolkas and Foucault* by Peter Mathews. This research is different in a way that it is solely dedicated in the discussion of narrative technique, to be more specific, point of view and what it gives the readers.

Narrative techniques refer to how a writer chooses ways of telling a story to manifest effects that he wants the reader to feel. The discussion of narrative techniques focuses on four elements in particular, namely; point of view, style, time and tempo, and distance (Eastman, 1965, pg. 111). In this research, the focus would be the point of view as it can give new insight on different life of the characters with different ethnic background.

## II MATERIALS AND METHODS

This article is methodologically qualitative and interpretive by gathering the data qualitatively and presenting them descriptively. The writer uses library studies in conducting this research. After reading the novel, the research is continued by reading some references and browsing the internet for further information that can help enrich the analysis. The writer analyzes the novel based on the theory of narrative technique, particularly the point of view and what it provides to the readers.



### III RESULTS AND DISCUSSION

According to Eastman (1965), point of view may be defined as the restriction of the reader's observation to a limited point of consciousness. There are four types of point of view, namely; first person point of view, third person limited point of view, third person dramatic point of view, and third person omniscient point of view. Tsiolkas' *The Slap* uses a third person limited point of view which means that the story is told from one certain character who is now referred to as the third person. This point of view will become more objective compared to the first person point of view while at the same time still hold the readers close to the character. In third person limited point of view, the readers will be able to see how this character feels and thinks. The character will freely and honestly express their thoughts and feelings towards the events that happen because one is always true to his/her own feeling. This creates a sense of empathy and understanding of the character's feeling and actions.

*The Slap* consists of eight chapters and each chapter has different narrator. The narrators are, respectively, *Hector*, *Anouk*, *Harry*, *Connie*, *Rosie*, *Manolis*, *Aisha*, and *Richie*. The readers will find the story interesting because each narrator may have different opinion on the incident. Some will support *Rosie* and Gary as the parents of Hugo, while some may take side with *Harry* and blame *Rosie* and Gary for their misbehaving son. However, I am of the opinion that Tsiolkas has more to say in this story than parenting and educating a child. He has a certain message to be delivered in this novel and he uses 3rd person limited point of view to deliver it. As stated in the previous paragraph that the use of 3rd person limited point of view will make the voice of the narrator more objective than 1st person point of view, then Tsiolkas uses the point of view to deliver his *objective* opinion, which, I believe, is about the rise of immigrants in Australia, contrasted with the fall of the supremacy of the white Australians.

Even from the very beginning, from the choice of characters that become the narrator, Tsiolkas has shown his message. He uses 8 different characters who have different ethnicities. Among 8 characters, only 3 are the so-called white Australians while the rest are all descendants of immigrants in the land of Australia. *Hector*, *Harry*, *Manolis* are Greek, *Anouk* is Jewish and *Aisha* is Indian. *Rosie*, *Connie* and *Richie* are white Australians. The number of narrators has shown the majority and importance that Tsiolkas would like to emphasize in this matter.

Following the story through the eyes of the narrator in each chapter, Tsiolkas not only manages to give the readers the full account on what happens after '*The Slap*' happens. He also manages to deliver information after information about the life of those characters involved in the incident. In each chapter, the narrator explains about themselves, about their past, about other people around them, in an honest, matter of fact way because - as the author chooses to employ 3rd person limited point of view - the characters are simply expressing their own thoughts and ideas about somethings. The readers then will be able to get a clear picture from all the stories told by the narrators. It seems that immigrants or immigrant descents in Australia are leading a good life in many aspects while the white Australians are pictured to be in a desperate condition, leading a life which is far worse than those of the descendants of the immigrants. The following paragraphs will highlight that contrasts.

The first chapter is narrated by *Hector*, an attractive man of Greek descent in his early forties. He is the husband of *Aisha*, and they are the host of the barbeque party. *Hector* lives comfortably with *Aisha* and his two children. From *Hector*, the readers are made aware of the strike contrast between all the guests coming to his house, especially between the two families, who at the end, end up fighting because of *The Slap* incident.

When *Rosie*, *Aisha*'s very best friend and her husband, Gary, arrive with Hugo, their children, it is told that Hugo is such a spoiled child and Gary always ends up drunk in parties. Even *Hector*'s family know about this bad habit of his, as seen below:

Gary was going to get drunk. Gary always got drunk. It had become a running joke in his family, one *Aisha* disapproved of because of her loyalty to her friend... *Hector*'s mother would turn to the other Greeks, raise her eyebrow and exclaim *Australezi*, what do you expect? It's in their blood! (Tsiolkas 21)

Another couple then are introduced in this chapter. They are *Harry*, *Hector*'s cousin, *Sandi*, his wife and *Rocco*, their child. *Harry* is a successful businessman and now *lived in prime blue-ribbon real estate* (22). As an immigrant who has been successful, *Harry* now is enjoying a luxurious life. It is told in the story that he plans to send *Rocco* to a private school because he thinks that government school *was inadequate for their son, that the facilities were degraded and the class sizes are too large* (22).

However, Gary *immediately challenged him* (22). This reaction makes *Harry turned away from Gary and whispered in Greek to Manolis 'the Australians don't give a fuck about their children* (22).

Even from the very first chapter when the readers are introduced to the characters, the contrast between the immigrants or immigrant descents and the white Australians have become apparent. It is also highlighted with the fact that from all the guests coming to the party, there are only a few white Australians and more of immigrant descents.

From *Hector's* point of view, the readers are informed about how he feels about this event. *Hector* actually takes side with *Harry* as he realizes that Hugo is such a spoiled child. *Hector* shares the same feeling with *Koula* and *Manolis*, his parents, who soothes *Harry* as they walk him to his car and *that their anger would be directed against that bloody Australians* (Tsiolkas 46) Seeing the incident, *Hector* reflects what has happened to his life. He realizes how good *Aisha* is as a wife and a mother. Thus, *Hector* promises *Aisha* that he would try to be a better father to their children.

The second chapter is narrated by *Anouk*, *Aisha's* friend, a Jewish woman who writes script for crappy television show and struggles to write a novel. Although she is struggling with her career, *Anouk* is described as a very independent, straight forward, open minded woman. She clearly shows her empathy to *Harry*. Although she is also best friend with *Rosie*, she disagrees with the way *Rosie* raises Hugo. *Anouk* is of the opinion that Hugo needs to be disciplined and that his parents has failed to do that. In other words, Hugo deserves *The Slap*. Unfortunately, having been known as a carefree, single woman who does not want to commit herself to be a wife, moreover, a mother, *Anouk* has no right to say anything, according to *Aisha* and *Rosie*. Their conversation about this matter can be seen below:

'I [*Anouk*] saw *Harry* slap Hugo. And I saw that Hugo deserved it.'

'No one deserves to be hit, let alone a child.'

'That's just platitude, a new age bullshit platitude. You need to teach a child discipline and sometimes that discipline has to be physical. That's how we learn what is acceptable and what is not.'

*Rosie* was furious. 'Just shut it, *Anouk*. You have no right to say what you are saying.'

.....  
'Hugo's problem is not that *Harry* has slapped him. Hugo's problem is that neither you nor Gary had the control over your child to stop him acting like a brat.'

.....  
*Aisha* is holding *Rosie's* hand. 'You don't have the right to say any of that, *Anouk*. *Rosie* is right.' *Aisha's* tone was icy, her eyes were black steel... 'You don't like babies and you don't like talk about babies and children. You've made that clear over the years and we've respected that. But don't then assume that you can start being an authority now.' (78)

In this chapter, readers can see how *Rosie* is in contrast with *Anouk*. *Rosie* is stubborn and lack of motherly character because she spoils her child so much as can be seen from her opinion in the quotation above that she does not think that what she does is wrong while *Anouk* is, ironically, a better mother figure because she believes in teaching children discipline. Little do *Aisha* and *Rosie* know that *Anouk* has just found out that she is actually pregnant with her boyfriend's child. *Anouk* meant to ask her best friends for advice about whether or not she should keep the child. However, because of their argument before, *Anouk*, again showing her independent nature, makes up her mind about having an abortion so that she has no children to worry about and she can continue catching her dream as an author.

The third chapter is narrated from *Harry's* point of view. Again, the readers are given details about *Harry's* life and at the same time continues the story. *Harry* is a descendant from Greek immigrant. He is married to *Sandi* and has a son named *Rocco*. *Harry* grows up poorly. Moreover, his parents often quarrel. *Harry* has seen his father hit his mother many times although they stay together. However, all of that are in his past because *Harry* now owns a garage which is very successful and he enjoys a luxurious life.

After the incident, *Harry* decides to hire the very best Greek lawyer to defend him against the charge *Rosie* and Gary make. The lawyer assures *Harry* that he will win the case, there is no doubt. *Harry*, who at first feel furious toward *Rosie* and Gary, now realizes that it is useless to spend negative energy on them. He thinks that *Rosie* and Gary are not his equal:

“...he realized that he and *Sandi* had nothing to worry about. The people ...were vermin, no more than animals. He was a drunk and she was a fool. It was no wonder that the child

was a brat...They were scum. He and Rocco and Sandi weren't even part of the same species. They were as far above them as the moon was from the earth." (135)

*Harry's* comment in this quotation clearly shows the contrast between him and *Rosie*. He is far superior, both mentally and financially.

*Harry* now feels more grateful that he has a good life and that his past was buried a long way from where he is today. He decides to keep his good life and he thanks God for that:

He thought of his house that he loved, with the pool and the new kitchen, the double garage, the sound system, the plasma television, he thought of his barbecue and fishing lines, and then he thought of his beautiful wife and his beautiful son... He was a lucky man, he was such a lucky man...Thank you, God. He parked the car in the garage, he pressed the remote and the garage door began to roll down. Thank you, Panagia. He was home. (135-136)

The next chapter is narrated from *Connie's* point of view. *Connie* is *Aisha's* part timer and she is best friend with *Richie*. Both of them are white Australians and they are still very young and immature. The very first thing that the readers can learn from the beginning of this chapter is the fact that *Connie* is a very brilliant student and that *Richie* is a gay who has trouble coming out to the society. This chapter does not directly connect to the incident because *Connie* is not directly involved. However, in this chapter the readers are informed that *Connie* has a huge crush on *Hector*. It is also revealed that *Richie* also has a crush on *Hector*. *Richie* steals a photograph of *Hector* from *Rosie's* album when they babysit Hugo and when *Connie* finds out about it, she is so upset because actually she desperately wants to have that photograph but she cannot tell *Richie* that she almost has an affair with *Hector*. Thus, she lies to *Richie* that *Hector* has raped him to explain the reason behind her being upset seeing *Richie* has taken the photo. This chapter may have not contrasted white Australians with other ethnics but this chapter has a significant role later on in the story.

The next chapter is narrated by *Rosie*. If *Connie*, in the previous chapter makes a comment that Gary and *Rosie* often argue and their marriage life is not harmonious (161 – 162), then this chapter completes the picture that *Connie* has drawn earlier in her chapter because it clearly shows the life that *Rosie* and Gary are leading. They often argue about many things. One of them is because Gary dislikes that fact that *Rosie* is still breastfeeding Hugo despite the fact that Hugo is almost 4 years old (162). *Rosie* prioritizes Hugo in such a way that she even sometimes refuses Gary's advances for intimacy. (225) On the other hand, *Rosie* finds that Gary is indifferent towards Hugo. He does not really care about his son and he does not interact much with him. Every day after work, Gary will sit in front of the television, drink beer and do nothing. (226-227). The fact that they live in a small shabby rented house is also something that *Rosie* dislikes about his husband. They live poorly because Gary's job does not really pay well and *Rosie* cannot work because she has to take care of Hugo. Gary considers himself a talented painter. Thus, he often thinks of becoming a fulltime painter. Unfortunately, his paintings do not sell really well and he is stuck in a job that he does not like because he needs the money. Reading this chapter, readers cannot help feeling the desperation exuding from *Rosie* and Gary's life.

The worst thing about *Rosie* and Gary relationship is that they often blame each other on their situation and they try to get back on and hurt each other. An example is when *Rosie* helps Shamira and Bilal look for a house. *Rosie* knows that what she does will hurt Gary because it reminds Gary of his own incapability to buy a house for them. Returning home, *Rosie* finds Gary, *Richie*, and Hugo are reading the Playboy magazines. Gary does that to get back to *Rosie* for what she does:

They all looked up when she entered the shed. She felt as if she had intruded on some masculine game, as if she had walked into an exclusive club. Gary's face was expressionless. *Richie*, who was sitting cross-legged on the dirt floor, a pile of magazines across his lap, looked up at her, his mouth open, shocked, guilty. Hugo's face expressed only uncomplicated adoration and pleasure. He rushed to her...

.....  
'Mummy,' he exclaimed. 'We've been looking at boobies.'

.....  
...She knew exactly what Gary was doing. He's planned this moment, deliberately chosen to show the boys the magazines when he knew she could be home any moment. He was

paying her back for going off to look at houses...Because the prick was spoiling for a fight.  
(251-252)

*Rosie* and Gary's life together is described as full of disappointment, frustration and anger. Both of them cannot stand each other and they do not communicate very well. Another thing about their life highlighted in this chapter is the existence of Hugo, their child. Gary, who always seems distant at home and *Rosie*, who lets Hugo do whatever he likes, have created a child with attitude problem. *Rosie* and Gary as parents seem unable to control and discipline their child. In the end, Hugo adds to the tension between them. In this chapter, readers are informed of the better life that *Rosie* used to have in the past and how it all ends after she marries Gary and gives birth to Hugo. It gives the impression that instead of getting better, her life is falling apart and she cannot do anything to mend it. All these, in turn, will create a contrast between the life of the characters portrayed before this chapter with *Rosie's*.

Another thing revealed in this chapter is that Bilal, an Aborigine, asks *Rosie* to stay away from his wife, Shamira. Bilal disapproves of *Rosie's* being a friend with Shamira and he asks *Rosie* to leave his family. Bilal thinks that *Rosie* and Gary are a bad influence for them, as seen from his speech to *Rosie*: *I don't want you or your husband or your son in my life. You remind me of a life I don't ever want to go back to. I don't want you to talk to my wife. I don't want you to be her friend. I just want to be good. I just want to protect my family. I don't think you're any good, Rosie. Sorry, it's just your mob. You've got bad blood* (288). This quotation shows that even Aborigines, who are marginalized by the white Australians in history, are more superior and now are leading a better life.

The next chapter is narrated by *Manolis*. *Manolis's* chapter talks mostly about his memory as a young Greek immigrant in Australia and how he meets Koula, his wife. The memories are described full of hardships and obstacles, especially because he was new in Australia. However, this chapter describes how the Greek immigrants are like one big family because they share the same experiences and difficulties that they have to endure when they first arrive in the land. *Manolis* realizes that now he is getting old and he loses his friends one by one. However, although they seem to grow apart, they are still one big family. This chapter does not contrast the white Australians and other ethnics in Australia, but the life that *Manolis* described shows that immigrants are close knitted and despite the hardships, they have a fulfilling life.

The next chapter is narrated by *Aisha*. *Aisha* is of Indian descent and a successful veterinarian. *Aisha's* chapter gives information about what happens after the trial in which *Harry* wins the case. *Aisha* has been in a dilemma since the incident because she does not know which side she should be. At first, she takes *Rosie's* side, but she realizes that she is being unfair to her husband *Hector* so she promises *Hector* to visit *Harry's* house to show her support. What she does not expect is *Rosie's* reaction. *Rosie* gets really upset and she hurts *Aisha* by saying things about *Hector*:

'I'm sorry.' *Aisha* said it flatly, unconvincingly. Then with passion, 'I'm going to visit Sandi. I promised my husband.' *Aisha's* eyes were pleading with *Rosie*. 'Sweetheart, let it go, it's over.'

.....  
'Fuck you,' screamed *Rosie*. 'Fuck you, fuck your cunt of a husband, fuck your children, your whole perfect, middle-class family. I fucking hate you.'

*Aisha* watched her friend storm off as she wiped *Rosie's* spray off her cheek with a napkin... She felt intoxicating relief. (425-426)

It is clear from the quotation that *Rosie* is such a sore loser that she cannot accept losing the case. *Rosie's* speech also indicates that she is actually quite jealous of *Aisha's* life and this shows the superiority of the immigrant descents compared to the white Australians.

The last chapter is narrated by *Richie*. This last chapter gives closure to all the characters after the incident. What is interesting in this chapter is how, again, the readers are given a glimpse of the life of *Rosie*, Gary, and Hugo through *Richie*. *Richie* often babysits for Hugo when *Rosie* and Gary are busy. *Richie* experiences first hands how naughty and how unruly Hugo is, as described below:

It was at the traffic lights on Gold Street that Hugo spat at the old man.

.....  
Hugo let out a peal of laughter. 'Got ya,' he taunted.  
The old man made no reply

*Richie* reached up and gripped the boy's arm. 'Hugo, apologize.'  
 He turned to the old man. 'I', so sorry, sir,'  
 'No.' The boy on his shoulder was still laughing, still thought it a joke.

.....  
 'Say you're sorry.'

'I don't have to.'

'Now!'

The boy was wriggling, and *Richie* let go of his arm and gripped his leg, fearful that he would fall. He saw Hugo's other foot kick out and strike the old man across the shoulder. (455-456)

Upon returning to *Rosie* and Gary's house, *Richie* is surprised because Hugo tells *Rosie* that *Richie* has hurt him. He becomes even more surprised seeing *Rosie* and Gary's reaction. *Rosie* acts as if it were not Hugo's fault and Gary completely ignores Hugo's outrageous action:

... 'He hurt me.'

*Richie* backs away, onto the verandah. 'I didn't do anything,' he protested, wanting to point at Hugo, needing to know how unfair all this was. 'Hugo spat at an old man. I told him off. That's what happened.'

The two adults looked stunned. *Rosie* shook her head. 'I can't believe that.' She stroked Hugo's hair. 'Did the old man scare you?'

*Richie's* mouth dropped open. Hugo had not answered; his mouth was pulling at *Rosie's* tit.

Gary stepped out onto the porch. 'Hugo,' he shouted. 'Did you spit at an old man?'

The boy buried himself deeper into his mother's breasts.

'Hugo!' the scream startled all of them. 'What the fuck did you do?'

The boy started to wail and Gary went to grab him out of his wife's arms.

*Rosie* struggled, evaded him and started running down the hall, her son still in her arms.

Gary shrugged, turned around to *Richie*. 'Come on, mate, come and have a beer.' (458)

*Richie* feels even more miserable because right after that, *Rosie* seems to dismiss the problem and Hugo begins to play again innocently like nothing has happened. Furthermore, *Rosie* demands that *Richie* should apologize to Hugo:

'Okay,' his mother sang out. 'Friends again. We're all friends again.'

Hugo rubbed at his arm. 'He hurt me.'

*Rosie* winked at *Richie*. 'I'm sure he's sorry. You're sorry aren't you, *Richie*?'

What about the old man? What about what Hugo did? *Rosie's* eyes were boring into *Richie*, forcing an apology out of him. Tears stung his eyes and he blinked them back, confused. Don't cry, you little bitch, he scolded himself, don't you dare cry.

'I'm sorry,' he gulped. (459)

From the quotation above, the readers are informed how dysfunctional the family is. Gary and *Rosie* are terrible parents, but more than that, what happens afterward gives a better description on their nature. Feeling even more embarrassed for crying and for being forced to feel guilty of hurting Hugo, *Richie* blurts out that he has met *Hector* to *Rosie* and Gary. However, when he is asked how *Hector* is connected with this incident, *Richie* feels too embarrassed to admit that he likes *Hector*. That is why *Richie* blurts out how *Hector* has raped *Connie* (460).

The event that follows show how *Rosie* and Gary think that this is their chance to get back at *Aisha*. They seem proud and happy to be able to get a chance like this, as seen from Gary's reaction: *For just a moment, Gary looked elated, like a footballer who had just scored a goal* (460). Gary also encourages *Rosie* to tell *Aisha*, the *stuck-up bitch exactly what kind of man her husband is* (461). *Rosie* realizes that it is her chance to hurt *Aisha* back so she decides that this terrible news *...should come from me* (461). She would like to make sure that *Aisha* feels so hurt.

Together, they all go to *Aisha's* clinic to meet her. In front of *Aisha* and his mother, *Richie* cannot utter a word when Gary proudly informs *Aisha* that *Hector* has been sleeping with *Connie*. In that very moment, *Connie* comes in. *Aisha* turns to her and demands for an explanation. *Connie* denies everything

and tells everyone in the room that it is *Richie* who has an obsession with *Hector* so *Richie* has made up sick things about *Hector* and *Connie*. *Richie* cannot deny it and he simply watches his mother cry of hearing the shocking news (466).

As a result of this event, *Aisha* ends her friendship with *Rosie*, who is so surprised on how things have turned out to be that she cannot say a word. *Aisha* asks her to: *Just fucking go. Get out of my life* (465). Meanwhile, *Richie* tries to commit suicide by taking his mother sleeping pills. Luckily, his mother finds him on time and takes him to the hospital, where later on *Connie* shows up and apologizes to *Richie*. She admits that she has made the story up about *Hector* raping her and they mend their friendship. *Connie* tells *Richie* that *Aisha* is very angry at Gary and particularly to *Rosie*. She also expresses her anger towards *Rosie* because she feels that *They didn't give a fuck about me, did they? If they did, they would have come to me first. They just wanted to hurt Aish. They're fucked* (470).

This last chapter gives a conclusion to what happens to all the characters, especially those directly involved in the accident. *Hector* and *Aisha* mend their relationship, *Aisha* ends her friendship with *Rosie* while *Rosie*, and Gary continue living their life as it is. The ending emphasizes on the contrasts between the white Australians and the immigrant descents characters.

*Connie* and *Richie*, being young, immature, and naïve are victims who get dragged into the confusion after the incidents. *Rosie* and Gary, as the adults, use them to get back to other characters which turns out to be backfired. *Rosie* and Gary are described as spiteful, miserable people who cannot deal with the reality of losing and what is worse, seem incapable of making their life better and blame other people instead for their failure. In contrast, there are *Hector*, *Aisha*, *Harry*, *Anouk*, and *Manolis*, who prove to be leading a better life (despite some obstacles and affairs) as immigrants or immigrant descent who are used to be taken as inferior compared to the white Australians.

#### IV CONCLUSION

Based on the analysis above, it becomes clear that Tsiolkas deliberately chooses to use 3rd person limited point of view and he chooses 8 different characters to be his narrator in 8 different chapters. The use of 3rd person limited point of view enables the readers of the novel to follow the story through a certain character chosen by the authors in every chapter. It is interesting to see how each character may have different opinion on the matter while at the same time, the events following the incident are revealed. However, Tsiolkas is believed to have a certain aim in writing this novel, and it is more than just to deliver an interesting story. By changing the character as the narrator of the story in every chapter, Tsiolkas manages to give a variety of opinions, thoughts and information as seen from the point of view of the 8 different characters. By using 3rd person limited point of view, Tsiolkas manages to be able to give a voice to each of the characters so they are free to express their honest opinions and thoughts. The character from each chapter reveal their past life, what they have gone through, and their present condition. As an addition to that, the character also makes comments about how they see other people around them and how they feel about those people.

By reading the characters' thoughts and opinions as well as following their life, readers are informed about the kind of life they are leading. One thing that stands out is the fact that the life that the white Australians are leading is described as bleak and unfulfilling. Moreover, they are also described as people who are clueless about how to make their life better. Instead of working hard to improve their life, they choose to dwell on their own frustration and blame other when things do not work out for them. Readers of the novel cannot help feeling the frustration, anger, as well as desperation coming from these characters. In contrast, the immigrant characters are leading a life which are comfortable. They have worked hard for it but now they start to be able to enjoy the result of their hard work. They know exactly what they want and they dare to pursue their dreams. Readers will feel a sense of hope and positivism coming from these characters. I believe, Tsiolkas has successfully delivered the realistic portrayal of life in Australia through this novel, that there is a shift of power in the people of Australia. The superior white Australians seems to be inferior now and the immigrants are certainly on the rise.

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