THE TRANSLATION RESULT EVALUATION OF NON-STANDARD ENGLISH SIMPLE SENTENCES (AFRICAN AMERICAN VERNACULAR ENGLISH) INTO INDONESIAN IN THE NOVEL ENTITLED THE HELP BY KATHRYN STOCKETT

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ABSTRACT

This research is an overall view over translation of African American Vernacular English (AAVE) especially simple sentences in the novel The Help by an American author Kathryn Stockett and in the translation by Barokah Ruziati. The objectives of this research are: (1) to analyze the translation of simple sentences from Non-Standard English into simple sentences from Standard Indonesian; and (2) to analyze the result that accordance with good criteria of translation. This novel is written in Non-Standard English particularly AAVE and it is translated into Standard Indonesian. The writer analyzes simple sentences in the novel to figure out the quality of its translation. To analyze the data, the writer uses descriptive qualitative method. The writer analyzes descriptive data from simple sentences. The findings show that there is 63.29% of accurate translation and 36.70% of less accurate translation.

Key words: translation, African American Vernacular English, simple sentences

ABSTRAK

Penelitian ini merupakan suatu pandangan menyeluruh terhadap penerjemahan bahasa Inggris Tidak Baku Afrika-Amerika (AAVE) terutama pada kalimat-kalimat tunggal dalam novel the Help karya penulis Amerika Kathryn Stockett dan diterjemahkan oleh Barokah Ruziati. Beberapa tujuan penelitian sebagai berikut: (1) untuk menganalisis penerjemahan kalimat-kalimat tunggal dari bahasa Inggris Tidak Baku ke dalam bahasa Indonesia Baku; (2) untuk menganalisis hasil penerjemahan yang sesuai dengan kriteria penerjemahan yang baik. Novel ini ditulis dalam bahasa Inggris Tidak Baku terutama AAVE dan diterjemahkan ke dalam bahasa Indonesia Baku. Penulis menganalisis kalimat-kalimat tunggal dalam novel untuk menganalisis kualitas penerjemahannya. Untuk menganalisis data, penulis menggunakan metode deskriptif kualitatif dengan data berupa kalimat-kalimat tunggal. Hasil temuan menunjukkan terdapat 63.29% data berupa penerjemahan yang akurat dan 36.70% mengandung penerjemahan yang tidak akurat.

Kata kunci: penerjemahan, AAVE, kalimat-kalimat tunggal

INTRODUCTION

There are so many reading materials in various languages. One of the most popular reading materials or literature work in the world is the novel. Therefore, there are many novels are translated into various languages. For example, there are many novels in English that are translated into Indonesian language. In Indonesia, almost all novels are translated into Indonesian language become the bestseller novels. An example of a novel that becomes a bestseller novel in Indonesia is The Help by Kathryn Stockett.

Novel is one of the most popular literary works in the public. The novel itself is usually as a representation of a circumstance or event in a period time. People usually like to put their feelings and ideas into a novel. A novel presents to give an idea of the condition of a particular society. Besides that, novel is the representation not only the circumstance and event in a period time, but also as the representation of the language is used in a society.

In Indonesia, there are many novels translation from English. English itself is divided into two parts, namely standard and non-standard English. The language is used in the novel usually a standard language which is suitable with applicable rules like structural, grammatical rules for correct English. Trudgill (2000) mentions that Standard English is that variety of English which is usually used in print, and which is normally taught in schools and to non-native speakers learning the language. It is also the variety which is normally spoken by educated people and used in news broadcasts and other similar situations.

However, in Kathryn Stockett's novel The Help is an exception. In the novel, not only the standard language is used, but also most of the language is non standard language. Unlike standard language that has various rules such as grammar and structural, non-standard language does not have it. Non standard language is not proper and informal that is used as spoken language not in written. Non standard language itself has many examples, they are colloquial, pidgin, creole, jargon, slang, and vernacular. In this case , the type of non-standard language is used in The Help novel is vernacular. Holmes (2013:77) says:

> "The term vernacular is used in a number of ways. It generally refers to a language which has not been standardized and which does not have official status. There are hundreds of vernacular languages, such as Buang in Papua New Guinea, Hindustani in India and Bumbar in Vanuatu, many of which have never been written down or described."

Besides which is mentioned above, there is another example of vernacular is African American Vernacular English (AAVE). At first, African American Vernacular English (AAVE) is created by black people in the USA. The black people (Afro-America) suffered for a long while America still embraces the system of slavery and discrimination against blacks in all fields. To counter this, they created something peculiar to their own creation to show the existence of a black community that is often discriminated against by white people in America. In addition, the use of AAVE may show their social background or regional background. Holmes (2013:188) describes as follows:

> "In the USA, though their distinct languages disappeared centuries ago, African Americans do not need a distinct variety or code as a

symbolic way of differentiating themselves from the majority group. They are visibly different. Nevertheless, this group has developed a distinct variety of English known as African American Vernacular English (I will use the abbreviation AAVE). This dialect has a number of features which do not occur in standard mainstream US English, and others which occur very much less frequently in the standard variety. These linguistic differences act as symbols of ethnicity. They express the sense of cultural distinctiveness of many African Americans."

As the writer said before that many novels in English are translated into Indonesian language. It aims to make it easier for Indonesian people to understand the novel, for those who do not master English well. Understanding a novel is not easy task. Therefore, the existence of translation is needed.

To solve problem for those people who do not have capability in understanding English well, translation is the correct way. According to Bell (1993:5), translation is referred to "The expression in another language (or target language) of what has been expressed in another, source language, preserving semantic and stylistic equivalences". Based on this statement, without translation, Indonesians especially who do not understand English well, may not be able to understand novel which is written in English. They will have difficulties and automatically will not get the message well.

Translation is the transfer of message from one language to others. In The Help novel, the language is used is African American Vernacular English (AAVE) which is a non-standard language, the novel is translated into Indonesian. But the interesting part is when AAVE is translated into Indonesian language, the language that is originally a non-standard, turns into standard language. There are both in grammatical and structural terms in Indonesian language.

It can be concluded that translation process does not only happen from standard language to standard language, but also happens from non standard language becomes standard language. All of these aims for the reader to understand the novel well. The process of translation novels from English to Indonesian language is supposed to pay attention to the use of non-standard of the source language (SL) into the target language (TL), in order to match the style that tends to be formal, objective, and standard. So, the reader receives the content of meaning and the message contained in the novel.

Each language has its own characteristics. For this reason, there cannot be an exact equivalent transfer of the source language into the target language, when the source language and the target language are widely different in the structural and cultural background. To rise above the differences in characteristics of these languages, a translator is required to comprehend the structure of both source and target languages. In other words, the translation is a complicated process involving both linguistic and non-linguistic problems. One part of the linguistic problems to be mastered by a translator is the structure, meaning the sequence of linguistic units that have connection to each other.

A translator has to be capable in mastering both English as source language (SL) and Indonesian language as target language (TL) structure when she or he translates English text into Indonesian. He or she will make them capable in understanding the meaning in the text accurately, and will allow them

to transfer the same meaning appropriately and correctly using the suitable structure in the target language. Both English and Indonesian Language have differences both in their phonological and grammatical aspects. For example in the novel The Help by Kathryn Stockett which uses non standard English such as Africa-American Vernacular English (AAVE). In the novel there are found many sentences that use non standard language, such as "You is kind", "She do not like" and so on. But when it translates into Indonesian language, the sentences become standard language like "Kamu anak baik", "Dia tidak suka".

Translation is defined in many ways by different writers in the field, depending on how they view language and translation. Larson (1998:3) explains:

> "Translation is basically a change of form. When we speak of the form of a language, we are referring to the actual words, phrases, clauses, sentences, paragraphs, etc., which are spoken or written. These forms are referred to as the surface structure of a language. It is the structural part of language which is actually seen in print or heard in speech. In translation the form of the source language is replaced by the form of the receptor (target) language."

A standard language is usually based on the speech and writing of educated native speakers of the language, and it has the highest status in a community or nation. It is normally used in the literature, in the government documents, and in the news media. In addition, it describes in dictionaries and grammars, and uses in schools. Jenkins (2003:33) says:

> "Standard language is the term used for that variety of a language which

is considered to be the norm. It is the variety held up as the optimum for educational purpose and used as a yardstick against which other varieties of the language are measured. Being a prestige variety, a standard language is spoken by a minority of people within a society, typically those occupying positions of power."

A similar opinion is also presented by Holmes (2013:78) who says that "A standard variety is generally one which is written, and which has undergone some degrees of regularisation or codification (for example, in a grammar and a dictionary); it is recognised as a prestigious variety or code by a community, and it is used for H functions alongside a diversity of L varieties.

In contrast, non-standard language is opposite. It can be referred as vernacular. Holmes (2013:77) states:

> "In a multilingual speech community, the many different ethnic or tribal languages used by different groups are referred to as vernacular languages. Vernaculars are usually the first languages learned by people in multilingual communities, and they are often used for a relatively narrow range of informal functions."

Vernacular is a non-standard language commonly used by ordinary people in a particular area or country and it uses in daily life. Holmes (2013:77) mentions that "There are three components of the meaning of the term vernacular. The most basic refers to the fact that a vernacular is an uncodified or unstandardized variety. The second refers to the way it is acquired in the home, as a first variety. The third is the fact that it is used for relatively circumscribed functions."

The use of AAVE can show the social class of the speakers as Wardhaugh (2006:342) describes that "At first, after the abolition of slavery for black people, this triggers the rise of immigration from Europe, they come to America and then forms new communities and the most prominent are blacks". Accordingly, Lanehart (2001:23) states as follows:

"After the abolition of slavery and with increasing immigrations from Europe, different forms and degrees of segregation inversely correlated with different degrees of integration within the dominant English-speaking White community have taken place in North America, the most conspicuous of which has been that of Blacks."

Moreover, Trudgill (2000:65) affirms that "The term AAVE is generally used to refer to the nonstandard English spoken by lower-class African Americans". As a nonstandard language, AAVE has its own special characteristics which make it be different with another nonstandard language. One of the characteristic is omission of verb be and distinct meanings of be as Holmes (2013:188) states that:

"AAVE is heard especially in the northern cities of the USA. One of its most distinctive features is the complete absence of the copula verb be in some social and linguistic contexts. In most speech contexts, speakers of standard English use shortened or reduced forms of the verb be."

METHOD

This research uses descriptive qualitative method. Descriptive analysis means to analyze the data which describes the research based on the fact taken from the novels. The research deals with a research procedure that generates descriptive data in the sentence forms, specifies in simple sentences. According to Punch (2014:3) "Qualitative research is empirical research where the data are not in the form of numbers". Subjects or data sources are all information that are collected and chosen by the research.

The writer uses two novels as his primary sources. They are novels entitled The Help by Kathryn Stockett and its translated version by Barokah Ruziati. This novel consists of 34 Chapters and 444 pages. It is published in 2009 and translated into Indonesian in 2010. This research is conducted to analyze the simple sentences found in the English novel version. Additionally, this research uses supporting data that is taken from education books and relevant theories.

RESULTS AND DISCUSSION

This research is aimed to analyze the simple sentences found in the novel, to figure out the principles of translation and to evaluate the quality of translation of Indonesian version in terms of accuracy, clarity, and naturalness used in translating the novel entitled "The Help" by Kathryn Stockett. Accuracy means that the translator should deliver the appropriate information or message as intended by the writer in the source text (SL). Clarity means that the translation should be understood easily by the readers. Naturalness means the translation should not sound strange so that it is intended to be easier to read by the readers from the target language.The writer decides the effectiveness based on those standards.

1. **The Accurate Translation**
   Datum 1:
   SL: I done raised seventeen kids in my lifetime. (Stockett: 1)
   TL: *Seumur hidup aku sudah membesarkan tujuh belas anak.*

(Ruziati: 5)

Both SL and TL show simple sentences, because there is an independent clause (SL: I done raised seventeen kids in my lifetime, TL: *Seumur hidup aku sudah membesarkan tujuh belas anak*). There is one subject I and one verb done raised in SL. Then, one subject *aku* and one verb *sudah membesarkan* in TL. The translation can be understood easily and makes sense, since there are not difficult words to be comprehended. Furthermore, the accuracy, clarity, and naturalness have the high level.

Datum 2:

SL: Miss Leefolt, she look terrified her own child. (Stockett: 1)

TL: Miss Leefolt, *dia tampak takut menghadapi anaknya sendiri.* (Ruziati: 5)

The two sentences above indicate that both of SL and TL are simple sentences, since the sentences have one independent clause, (SL: Miss Leefolt, she look terrified her own child, TL: Miss Leefolt, *dia tampak takut menghadapi anaknya sendiri*). Furthermore, there is a subject she and a verb look terrified in SL. And there is a subject *dia* and a verb *tampak takut* in TL. The meaning of the translation is understandable and the quality of the translation is good viewed from the accuracy, clarity, and naturalness.

Datum 3:

SL: But Miss Leefolt, she don't pick up her own baby for the rest a day. (Stockett: 1)

TL: *Tapi* Miss Leefolt, *dia tidak menyentuh bayinya lagi sepanjang hari itu.* (Ruziati: 5)

As seen the datum above, the SL and TL are simple sentences, since the sentences have an independent clause, (SL: But Miss Leefolt, she don't pick

up her own baby for the rest a the day, TL: *Tapi* Miss Leefolt, *dia tidak menyentuh bayinya lagi sepanjang hari itu*). There is one subject she and one verb don't pick up in SL. Next, there is one subject *dia* and one verb *tidak menyentuh* in TL. The translation can be understood well and the quality of the translation is good viewed from the accuracy, clarity, and naturalness.

Datum 5:

SL: Her face be the same shape as that red devil on the redhot candy box, pointy chin and all. (Stockett: 2)

TL : *Bentuk wajahnya mirip iblis merah di kotak permen* Redhot, *dengan dagu lancip dan semuanya.* (Ruziati: 6)

The two sentences above indicate that both of SL and TL are simple sentences, since the sentence has one independent clause, (SL: Her face be the same shape as that red devil on the redhot candy box, pointy chin and all, TL: *Bentuk wajahnya mirip iblis merah di kotak permen* Redhot, *dengan dagu lancip dan semuanya*). It can be seen on the sentence there is a subject her face and a verb be the same shape in SL. Then, there is a subject *bentuk wajahnya* and a verb *mirip* in TL. The quality of the translation is understandable and clear. Moreover, the translator uses a good way to translate the text.

Datum 8:

SL: They kind a favor except Mae Mobley so fat. (Stockett: 2)

TL: *Mereka berdua memang mirip, hanya saja* Mae Mobley *sangat gemuk.* (Ruziati: 6)

The SL and TL show simple sentences. The indication is both have one independent clause, (SL: They kind a favor except Mae Mobley so fat, TL: *Mereka berdua memang mirip, hanya saja* Mae Mobley

sangat gemuk). This sentence has one subject they and one verb favor in SL and one subject *mereka berdua* and one verb *mirip* in TL. The meaning of translation is correct and the translation is equipped of the criteria of a good translation.

Datum 9:

SL: She ain't gone be no beauty queen. (Stockett: 2)

TL: *Dia tidak akan menjadi ratu kecantikan.* (Ruziati: 6)

Both sentences (SL and TL) are simple sentences, since the sentences consist of one independent clause (SL: She ain't gone be no beauty queen, TL: *Dia tidak akan menjadi ratu kecantikan*). Since there is one subject she and one verb ain't gone be no in SL. Next, there is a subject *dia* and a verb *tidak akan menjadi* in TL. The translation is accurate and it is easy to be understood because the translator uses the good way to translate the text.

Datum 10:

SL: He had him a little apartment over on Foley Street. (Stockett: 2)

TL: *Dia memiliki apartemen mungil di* Foley Street. (Ruziati: 6)

The two sentences above indicate that both of SL and TL are simple sentences, since the sentence consists of one independent clause, (SL: He had him a little apartment over on Foley Street, TL: *Dia memiliki apartemen mungil di* Foley Street). The sentence has one subject he and one verb had in SL. In addition, it also has one subject *dia* and one verb *memiliki* in TL. In this translation, the translator can deliver the message to the readers clearly. It is a good translation and understandable.

Datum 11:

SL: He even start writing his own book, bout being a colored man living and working in Mississippi. (Stockett: 2)

TL: *Dia bahkan mulai menulis bukunya sendiri, tentang menjadi pria berkulit hitam yang tinggal dan bekerja di* Mississipi. (Ruziati: 6)

The two sentences above indicate that both of SL and TL are simple sentences, since the sentences consist of an independent clause, (SL: He even start writing his own book, bout being a colored man living and working in Mississippi, TL: *Dia bahkan mulai menulis bukunya sendiri, tentang menjadi pria berkulit hitam yang tinggal dan bekerja di* Mississipi). This sentence has one subject he and one verb start writing in SL. Besides, there is one subject *dia* and one verb *mulai menulis* in TL. The translator chose good words to translate it so that there is no problem in the meaning of translation.

Datum 12:

SL: He slip off the loading dock, fell down on the drive. (Stockett: 2)

TL: *Dia terpeleset dari dok pemuatan, jatuh ke jalan.* (Ruziati: 7)

Those sentences above are simple sentences. Since the sentence consists of an independent clause, (SL: He slip off the loading dock, fell down on the drive, TL: *Dia terpeleset dari dok pemuatan, jatuh ke jalan*). There is a compound verb in a simple sentence or one subject he and two verbs slip off and fell down in SL. Other than that, there is one subject *dia* and two verbs *terpeleset* and *jatuh* in TL. The translator did the translation by using word-for-word translation so that in the translation, from the SL to the TL is obviously clear. The readers can get the message from it because it is a communicative translation.

Datum 20:

SL: She pretty good with the sewing

machine. (Stockett: 4)

TL: *Dia sangat pandai menggunakan mesin jahit*. (Ruziati: 8)

There is an independent clause that shows both SL and TL are simple sentences. (SL: She pretty good with the sewing machine, TL: *Dia sangat pandai menggunakan mesin jahit*). There is one subject she but there is no verb, since African American Vernacular English (AAVE) is used in SL. But it does not happen in TL. There is one subject *dia* and one verb *menggunakan*. When the sentence is translated into TL, it changes to standard language. This is a proof that the translation has the criteria of a good translation such as accuracy, clarity, and naturalness.

Datum 25:

SL: See, Miss Leefolt, she dress up nice every day. (Stockett: 4)

TL: Miss Leefolt, *dia berdandan rapi setiap hari*. (Ruziati: 9)

Both SL and TL show simple sentences, because there is an independent clause (SL: See, Miss Leefolt, she dress up nice every day, TL: Miss Leefolt, *dia berdandan rapi setiap hari*). The two sentences have one subject and one verb. There is she as a subject and dress up as a verb in SL. And there is *dia* and *berdandan* as a verb in TL. The translation makes sense and can be understood well, since there are not difficult words to be comprehended. The accuracy, clarity, and naturalness have the high level in this translation.

Datum 30:

SL: Today, since it's so hot, she wearing a red sleeveless dress with no waist to it. (Stockett: 5)

TL: *Hari ini, karena cuaca sangat panas, dia menggenakan gaun tanpa lengan berwarna merah yang tak berpinggang*. (Ruziati: 10)

The two sentences above show that they are simple sentences, each of them has an independent clause (SL: Today, since it's so hot, she wearing a red sleeveless dress with no waist to it, TL: *Hari ini, karena cuaca sangat panas, dia menggenakan gaun tanpa lengan berwarna merah yang tak berpinggang*). It can be seen that both in SL and TL there is one subject she and one verb wearing in SL. Moreover there is one subject dia and one verb mengenakan in TL. African American Vernacular English (AAVE) that is used in SL changes into standard language in Indonesian. This approves that the quality of translation is good and fulfills the criteria of a good translation.

Datum 35:

SL: They talking bout the help. (Stockett: 6)

TL: *Mereka membicarakan pembantu*. (Ruziati: 12)

Both sentences (SL and TL) are simple sentences, since the sentences consist of one independent clause (SL: They talking bout the help, TL: *Mereka membicarakan pembantu*). Both of sentences have one subject they and one verb talking in SL. One subject *mereka* and one verb *membicarakan* in TL. The translation is accurate and it is understandable.

Datum 40:

SL: Miss Skeeter, she frowning at Miss Hilly. (Stockett: 9)

TL: Miss Skeeter, *dia mengerutkan dahi pada* Miss Hilly. (Ruziati:14)

Those sentences are simple sentences with one subject she and one verb frowning in SL. Then there is one subject *dia* and one verb *mengerutkan dahi* in TL. Both of SL and TL are simple sentences (SL: Miss Skeeter, she frowning at Miss Hilly, TL: Miss Skeeter, *dia mengerutkan dahi pada* Miss Hilly).

In the translation, from the SL to the TL is clearly that the translator does the translation by using word-for-word translation. The readers get the message from it and it is a communicative translation. This category can be found in datum:

1   2   3   5   8   9   10
11 12 20 25 30 35 40

b. The Less Accurate Translation
Datum 4:
SL: Twenty-three years old and she lanky as a fourteen-year-old boy. (Stockett: 1)
TL: *Usianya 23 tahun dan tubuhnya seramping bocah empat belas tahun.* (Ruziati:6)
The two sentences above indicate that both of SL and TL are simple sentences, since the sentence consists of one independent clause (SL: Twenty- three years old and she lanky as a fourteen-year-old boy, TL: *Usianya 23 tahun dan tubuhnya seramping bocah empat belas tahun*). It can be seen that there is a subject she and no verb, since the SL is African American Vernacular English which is it omits copula verb be. The translation of the first sentence in SL sounds strange because the translator seemed to adopt the SL form. It becomes less-accurate and sound less-natural. It should be translated by replacing the sentence and adding a word or more so that makes the translation sounds natural. The correct translation is "*Dia berusia 23 tahun dan tubuhnya kurus seperti anak berusia empat belas tahun.*" The additional words are *"dia", "seperti"* and *"berusia"*. Besides that, the replace words are *"berusia", "kurus", "anak".*
Datum 18:
SL: I spec this is the smallest house I ever worked in. (Stockett: 3)

TL: *Kurasa ini rumah paling kecil yang pernah ku layani.* (Ruziati: 8)
The two sentences above are simple sentences with one independent clause (SL: I spec this is the smallest house I ever worked in, TL: *Kurasa ini rumah paling kecil yang pernah ku layani*). There is one subject I and one verb spec in SL. The translation is less accurate since there is the use of less corrected word *"kurasa"*. Besides that, in order to increase the accuracy of translation, there should be some addition of words such as *"selama aku bekerja"*. Therefore, the translation should be *"Aku rasa ini adalah rumah terkecil yang pernah ku layani selama aku bekerja"*.
Datum 19:
SL: Miss Leefolt done the house up nice as she can. (Stockett: 4)
TL: Miss Leefolt *mendandaninya secantik mungkin*. (Ruziati: 8)
Two sentences above indicate that both of SL and TL are simple sentences. Both of them consist of one independent clause, (SL: Miss Leefolt done the house up nice as she can, TL: Miss Leefolt *mendandaninya secantik mungkin*). There is one subject Miss Leefolt and one verb done up in SL, and there is one subject Miss Leefolt and one verb *mendandaninya* in TL. The translation of the sentence in SL is lacking exactness and accuracy of detail. It happens when the translator changes the phrase "done the house up" to a word *"menata"*. The translator uses imprecise words to translate the phrases. It should be "Miss Leefolt *menata rumahnya sebagus yang dia bisa*".
Datum 26:
SL: He scratch his head. (Stockett: 5)
TL: *Dia menggaruk kepala*. (Ruziati: 10)
The two sentences above are simple

sentences, (SL: He scratch his head, TL: *Dia menggaruk kepala*). There is a subject he and a verb scratch in SL. Then there is a subject *dia* and a verb *menggaruk* in TL.

The translation is less accurate because in TL there is no repetition of word *"menggaruk"* it should be *"menggaruk-garuk"* so that it sounds more natural. Besides that, the translator does not translate the word "his" in TL. The word "his", should be translated as affix *"nya"* to show the possessive. Lastly, the translation should be *"Dia menggaruk-garuk kepalanya"*.

Datum 27:

SL: Plus he the greasiest no-count you ever known. (Stockett: 5)

TL: *Ditambah lagi dia manusia tak berharga paling menjijikan yang pernah kau kenal*. (Ruziati: 10)

It can be seen that the two sentences above are simple sentences. (SL: Plus he the greasiest no-count you ever known, TL: *Ditambah lagi dia manusia tak berharga paling menjijikan yang pernah kau kenal*). There is one subject he and no verb because the language in SL is African American Vernacular English. The translation is less accurate. The translator should put conjunction and verb in order to make the translation more accurate and sounds natural. The right conjunction is *"yang"* and *"dan"* and the right verb is *"adalah"*. Eventually, the accurate translation should be *"Ditambah lagi dia adalah manusia tidak berharga dan paling menjijikan yang pernah kau temui"*.

Datum 28:

SL: And then on Miss Leefolt's right be Miss Skeeter. (Stockett: 5)

TL: *Dan di sebelah kanan Miss Leefolt, duduk Miss Skeeter*. (Ruziati: 10)

Those sentences are simple sentences (SL: And then on Miss Leefolt's right be Miss Skeeter, TL: *Dan di sebelah kanan* Miss Leeflot, *duduk* Miss Skeeter). In that sentence there is one subject Miss Leefolt's right and one verb be in SL. There is one subject Miss Leeflot and one *duduk*. The translation is less accurate, it should be "Miss Skeeter *duduk di sebelah kanan* Miss Leefolt". The phrase "right be" in SL is translated into phrase *"duduk di sebelah kanan"* in TL.

Datum 38:

SL: She my boss. (Stockett: 8)

TL: *Dia majikan ku*. (Ruziati: 14)

The sentences above are simple sentences consisting of an independent clause, (SL: She my boss, TL: *Dia majikan ku*). There is one subject she and not any verb in SL, since the SL uses African American Vernacular English (AAVE). Then there is one subject *dia* and no any verb in TL. The translation is less accurate and it is not clear. Even though the SL uses AAVE as its source language but the translation should be standard Indonesian language. There is should be an addition word *"adalah"* as a verb in TL, so that not only more accurate and clear, the translation sounds natural. It should be *"Dia adalah majikan ku"*.

Datum 41:

SL: Miss Hilly raise an eyebrow. (Stockett: 9)

TL: Miss Hilly *menaikkan alis*. (Ruziati: 15)

The two sentences above are simple sentences, since there is only one independent clause, (SL: Miss Hilly raise an eyebrow, TL: Miss Hilly *menaikkan alis*). There is one subject Miss Hilly and one verb raise in SL, besides there is one subject Miss Hilly and one verb menaikkan in TL. The

translation is less accurate and does not sound natural. The translator does not translate it well. The phrase "raise an eyebrow" should be translated into *"menaikkan sebelah alisnya"*. It is more accurate and sounds natural. In addition, the readers can get the meaning easily. So the translation should be "Miss Hilly *menaikkan sebelah alisnya"*.

The data belong to this category are as follows:

4	18	19	26
27	28	38	41

CONCLUSION

Translation is not an easy job. It involves several things that must be fulfilled. The examples are the selection of the right words and equivalent. In addition, to be a good translation, it must have several testing. The main purpose of the testing is to make sure that the translation fulfils the criteria of a good translation. A good translation should fulfill three criteria such as accuracy, clarity, and naturalness (Larson, 1998:529). Accuracy means that the translator should deliver the appropriate information or message as intended by the writer in the source text (SL). Clarity means that the translation should be understood easily by the readers. Naturalness means the translation should not sound strange so that it is intended to be easier to read by the readers from the target language.

This novel uses African American Vernacular English (AAVE) as its language. AAVE itself is a non-standard language that rarely used for novels generally. However, the interesting part is when the novel is translated into Indonesian, it becomes standard Indonesian language. Besides that, it fulfills of a good criteria of translation. The translation of this novel can be categorized into a good translation in discussion. It has 63.29% from 79 data taken from the novel both English version and Indonesian version that has met the criterias of good translation (accuracy, clarity, and naturalness). Whereas only 36.70% hasn't met the criterias. Based on the result, it can be seen that the writer has to pursue the field of translation, a good translator must be fluent at least two languages and the level of the language skill must be quite high. A professional translator must be intelligent, intellectually curious and open minded. A good translator should pay attention about the result of his or her work, so that it has a good quality of translation. Therefore, a translator must check his or her work carefully before it is published.

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COHERENCE ASPECTS WITHIN EFL ESSAY

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ABSTRACT

The purpose of this research is to discover Indonesian undergraduate students' writing skill in composing a coherent English essay. The approach of the research is qualitative to solve factual issues despite of testing hypothesis. Data is analyzed using content analysis method. The last stage is to present the result using informal method which means presenting result by using words instead of numbers and statistic. The source of data is taken from essay texts written by thirty undergraduate students using theme "Students' Attitude toward Indonesian Language" chosen by purposive random sampling. The result of analysis has revealed if the undergraduate students have not used coherence aspects properly, moreover there is one aspect is not used. The coherence aspects consist of repetition of key noun, the use of consistent pronoun, transition signals and logical order.

Key words: undergraduate students, essay, coherence

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui keterampilan menulis esai bahasa Inggris yang koheren pada mahasiswa program studi Bahasa Indonesia. Penelitian dilakukan dengan menggunakan pendekatan kualitatif untuk menyelesaikan isu faktual dengan tidak menguji hipotesis. Data dianalisis dengan metode analisis isi untuk melihat kesesuaian aspek esai yang koheren. Hasil penelitian disajikan dalam bentuk pemaparan bukan angka ataupun statistik. Sumber data diambil dari esai berbahasa Inggris yang dibuat oleh 30 mahasiswa program studi Bahasa Indonesia dengan tema "Sikap Mahasiswa terhadap Bahasa Indonesia" yang diambil dengan teknik purposive sampling. Hasil analisis menunjukkan bahwa mahasiswa belum dapat menggunakan aspek koherensi secara tepat bahkan terdapat aspek yang tidak digunakan. Aspek koherensi meliputi pengulangan kata benda utama, penggunaan kata pengganti nama yang konsisten, kata transisi, dan susunan logis.

Kata kunci: mahasiswa, esai, koherensi

INTRODUCTION

In academic world, writing is considered as a necessity since through writing people may transfer their knowledge. Katz (2006) states that science is the orderly collection of observation about the natural world made through well-defined procedures, and modern science is an archive of scientific papers. It is obvious if a piece of writing gives essential contribution to knowledge. Scientists and researchers share their new findings through a piece of writing.

Zemach and Rumisek (2003) state that writing is a very important part in university study because undergraduate students will write tasks which may vary from one paragraph to several pages long. They also will write answers of their test which can be in the form of several sentences long or even in a complete essay. Due to the importance of writing, undergraduate students are demanded to acquire a proper writing skill. One of the products of writing is essay. Based on Siswanto in Lubis (2018), writing will be easy as long someone has basic things to write, willingness, sensitivities, knowledge, creativity, hard work, smart, final goal and sincere. It is clear if before people start to write, they should have attitudes which will help them in composing a good writing.

Through writing, people may express their untold idea and opinion. The smallest unit of discourse is a paragraph. Some paragraphs may extend into an essay. Mcrimmon in Budiyono (2012) explains if an essay has main topic to be communicated. An essay is developed by some elements such as word, sentence, and paragraph. It can be stated if a good essay can deliver its topic clearly to the audience.

Kane (2000) explains that in developing an essay, things must be considered are its unity and coherence. In unity means, the essay only talks one topic. While coherence means all the paragraphs within the essay are interconnected each other. A coherent essay is easy to be read and understood. To be coherent, a paragraph must satisfy two criteria. First, it must have a relevance-every idea that must be related to the topic. Second, effective order, ideas must be arranged in a way that clarify their logic or their importance. Considering the importance of composing a good essay, the researcher is going to conduct an analysis of essay's coherence developed by undergraduate students of Indonesian Language for education Program.

There have been some researchers conducted in investigating coherence writing essay such as Sanders and Noordman (2000) who focus on the cognitive status of these relations. In an experiment, using reading, verification and free recall tasks, two crucial aspects of the structure of expository texts were investigated: the type of coherence relation between segments (problem-solution versus list) and the linguistic marking of the relations by means of signaling phrases (implicit versus explicit).

Lopez, et. al. (2008) who analyze student responses to an examination, affirm that the performance of students on code tracing tasks correlated with their performance on code writing task. Ahmed (2010) who focuses on the organizational problems, says that Egyptian student teachers of English encounter when they write an English essay. The findings reveal that students encounter some problems in the cohesion and coherence of EFL essay writing such as using cataphoric and anaphoric reference, ellipsis, substitution, and genre related cohesive ties.

Crossley and McNamara (2011) investigate the importance of human evaluations of coherence in predicting human judgements of holistic essay quality. The findings indicate that human judgements of coherence are the most predicative features of holistic essay scores. The findings imply in understanding of coherence in writing quality.

Burstein, Tetreault, and Andreyev (2010) demonstrate that by combining Barzilay and Lapata's entity-based features with novel features related to grammar errors and word usage. Those features can dominantly escalate the performance of automated coherence prediction for student's essay for different population. In this research, the researcher tries to investigate the gap that has not been analyzed in composing a coherent English essay that composes of some aspects of coherences such as repetition of key noun, the use of consistent pronoun, transition signals and logical order.

English Foreign Language or EFL is considered as important language skill since English acts as lingua franca. By mastering EFL, undergraduate students are expected to be able to handle other competitors from other countries. Rao in Ahmed (2010) mentions that an EFL writing is useful in two respects. First, it motivates students' way of thinking, organizing and criticizing ideas. Second, it also can strengthen student's learning, thinking and reflecting on the English language. It shows that EFL is beneficial for any learners.

As Indonesian Language for Education undergraduate students, it is important for them to master EFL, since their future competitors may come from western countries. Other reason is that they can enlarge their working opportunities if they can pour their insight through English.

EFL writing students based on Enginarlar's in Diab (2006) investigations were reported perceive surface-level error correction as effective teacher feedback. This means if students of EFL tend to receive and to consider a surface-level correction from their teacher as an effective reply. Leki in Diab (2006) also states that students equate good writing in English with error-free writing and that they expect and want all errors in their papers to be corrected. This statement shows if EFL students tend to have corrections in their writing since it is not their first language.

Procter in Budiyono (2012) defines essay is a piece of writing (short writing) in the form of prose containing one problem. An essay is a prose writing that contains writer's opinion, feeling, and mind as far as a problem touching his/her mind (Atmazaki in Marni, 2014). It is clear if an essay is assumed as a piece of writing containing writer's opinion, feeling, point of view relates to a problem.

In arranging an essay, the aspects that must be concerned are its unity and coherence. Talking about coherence, Halliday and Hasan in Itaristanti (2016) state if coherence is a logical relation between one paragraph with the other within a discourse. Coherence based on this definition focuses on the relation in between paragraphs that will make a discourse becomes easy to be understood and comprehended.

Paltridge, et. al. in Jones (2011), coherence suggests that ideas in the writing hold together. In this way, the reader can follow the overall position that the writer takes, those arguments are given to support the writer's position, and the evidence that the writer provides in supporting those arguments. It can be

seen if coherence allows the readers to comprehend and to catch the meaning which lie inside the language delivered by the author or the speaker.

Oshima, Hogue, and Lê (2006) propose that in order to have a coherence in writing, the sentences must hold together, that is, the movement form one sentence to the next that must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one. This definition emphasizes on arranging the text into logical order, which means, the text is easy to be understood. In arranging the text into smooth condition means if the transition from one matter into others must not leave a gap that will make the reader confuses.

There are four ways to achieve coherence. First, repetition of key nouns. To achieve a coherence, a writer can repeat key nouns frequently within the paragraph. The repetition of key noun makes the paragraph more coherent and the meaning is clearer. Second, using of consistent pronouns. Another tool to achieve coherence in an essay is by using consistent pronouns. Using consistent pronouns means that the writer uses the same person and number throughout the paragraph. Never change pronoun you into he or she (change of person), or from he into they (change of number). From the example above, it can be seen if the writer used consistent pronoun from the word gold into it. The word gold is classified into impersonal pronoun, which is it. The word gold is also changed using possessive pronoun its.

Third, transition signals. In achieving a coherence, make sure to use appropriate transition signals. Transition signals are words such as first, next, finally, therefore, and however, or phrases such as in conclusion, on the other hand, and as a result. By using them, it will make the readers easy to follow the writer's idea. Those transition signals make the paragraph become coherence. Thing that must be also considered is a writer does not always use transition signal in front of every sentence. Using too many transition signals can also make the readers confuse. There are three categories of transition signal which are sentence connectors such as in addition, furthermore, etc. Second category is clause connectors such as and, or, although, if, etc. The last category is others form such as another, an additional, in spite of, etc.

Fourth, logical order. A writer should arrange her/his writing in logical order to achieve coherence. Logical order will be depending on the writer's topic and purpose. In arranging a writing, the order must be logical to a reader accustomed to the English way of writing. There are three kinds of logical order in English, which are chronological order, logical division of ideas, and comparison/contrast. Each kind of order has its own characteristic to show the connections between the ideas. In chronological order, the writer uses a lot of time expression such as first, after that, after 1990, etc. In logical division, ideas are put into groups, and each group is discussed one after the other. To introduce each group, the writer uses transition words such as first, etc. The third kind of logical order is comparison/contrast. In comparison, it is often met expression such as larger than, differ from, etc. While in showing similarities, the writer tends to use expression such as similarly, compare with, etc.

METHOD

The data is taken from one of the English Foreign Language classrooms in a private university located in east Jakarta. The data consists of ten essays

selected randomly from thirty essays taken. Each of essay will be analyzed by its coherence aspect based on Oshima's theory. Once the data is analyzed, it will be interpreted and put into a table so that it is easy to be understood. The result of the analysis will be used as an input in gaining the result of EFL writing classroom.

This research is a qualitative research. Data is taken from script play of Oedipus Rex. Qualitative research based on Creswell in Supriatna (2016) is an inquiry process of understanding based on distinct methodological tradition of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of informants and conduct the study in a natural setting. It means that this approach emphasizes in understanding as an inquiry process which is different from traditional methodology. This approach explores social and humanity matter which relate to human activity and life.

The method used in this research is pointed by Ratna (2004), the method is divided into three steps, that is, collecting data, analyzing data and interpreting result. Data is collected through library research and analyzed using content analysis. The last stage is interpreting data in informal method which presents the result through words, not numbers or statistics.

The technique used in this research is content analysis. Cole in Elo and Kyngäs (2008) states that content analysis is a method of analyzing written, verbal, or visual communication messages. Holsti in Neuendrof (2002) defines that content analysis as any technique for making inference by objectively and systematically identifying specified characteristics of messages. It is obvious that through content analysis, researchers may have inferences within the messages.

In order to ensure the credibility of the findings, Creswell in Rapley (2007) suggests verification procedures for qualitative studies which are triangulation; outliers and extreme cases; surprises; negative evidence, peer review; spurious relationships; if-then test; rival explanations; replicating findings; informant feedback; rich, thick description; external audits. This research's credibility is ensured by triangulation. The writer does spiral techniques, continually test and retest the findings until saturation.

The Design of the research can be drawn as follow:
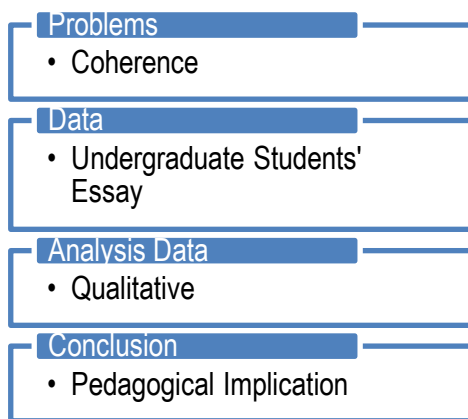
Figure 1
The Disign of The Research

RESULTS AND DISCUSSION

Once the essays are read, the writer analyzed them as follows:

Table 1
The Distribution of Coherence's Aspects

Coherence's Aspects	Essay Number	Research Finding	
		Kind	Number
Repetition of Key Noun	1	Bahasa Indonesia	7
		Indonesian	4

	2	Indonesia Language	12
		Indonesian	3
	3	Bahasa Indonesia	7
		Indonesian	3
	4	Bahasa Indonesia	1
		Indonesian language	1
		Language	12
	5	Bahasa	4
		Indonesian language	10
	6	Language	7
		Indonesian language	1
		Foreign language	2
	7	Language	10
		Indonesian language	3
	8	Language	4
		Indonesian language	4
	9	Language	3
		Indonesian language	12
	10	Language	7
		Indonesian language	7
Consistent Pronoun	1	Its (replace Bahasa Indonesia)	1
		They (Indonesian Youth)	2
	2	-	
	3	They (Indonesian people)	3
	4	They (Indonesian people)	1
	5	Their (teachers)	1
	6	It (language)	1
	7	Their (students)	1
		They (students)	2
	8	He (each person)	2
		They (College students)	3
		Them (College students)	1
		Their (College students)	1
	9	-	
	10	It (language)	1
		We (citizen of Indonesia)	3
Transition Signal	1	And, so that, but, thus	4
	2	But, other than that, therefor, then, so also	5
	3	As, at the moment	2
	4	But, because, in my opinion	3
	5	But, and, in this time, for example	4
	6	As well as, and also	2
	7	This fact, whereas, because, in other word, but.	5
	8	And	1
	9	Basically	1
		Because	1
		How ever	1
	10	Thus	1
Logical Order	1	Logical division	
	2	Comparison	
	3	Comparison	
	4	Comparison	
	5	Chronological	
	6	Chronological	
	7	Logical division	

8	Logical division
9	Logical division
10	Logical division

Based on the analysis, it is seen if essays composed by EFL students have not contained coherence aspects completely. For repetition key noun, the maximum repetition within the essays is twelve times and the minimum repetition is only one. In using consistent pronoun, the lowest usage is null and the highest is three times. While the lowest usage for transition signal is one and the highest is five. In arranging logical order, three essays are composed in chronological, two comparisons and five chronological order.

1. Essay 1

The writer uses repetition key noun *Bahasa Indonesia* seven times and *Indonesian* four times. The writer uses consistent pronoun *its* and *they*. While for using transition signal, the writer uses: *and, so that, but, thus*. For showing logical order, the writer uses *first* and *second* to show logical order.

2. Essay 2

The writer uses repetition key noun *Indonesian language* twelve times and *Indonesian* three times. The writer does not use consistent pronoun. While for transition signal, the writer uses: *but, other than that, therefor, then, so also*. For showing logical order, the writer uses comparison.

3. Essay 3

The writer uses repetition key noun *Bahasa Indonesia* seven times and *Indonesian* three times. The writer uses consistent pronoun *they* to refer Indonesian people as much three times. While for transition signal, the writer uses: *as* and *at the moment*. For showing logical order, the writer uses comparison.

4. Essay 4

The writer uses repetition key noun *Bahasa Indonesia* only once, *Indonesia language* once and *language* twelve times. The writer uses consistent pronoun *they* to refer Indonesian people only once. While for transition signal, the writer uses: *but, because* and *in my opinion*. For showing logical order, the writer uses comparison.

5. Essay 5

The writer uses repetition key noun *Bahasa* only four times, *Indonesia language* ten times. The writer uses consistent pronoun *their* to refer teachers only once. While for transition signal, the writer uses: *but, and, in this time* and *for example*. For showing logical order, the writer uses chronological.

6. Essay 6

The writer uses repetition key noun *Bahasa* only four times, *Indonesia language* ten times. The writer uses consistent pronoun *their* to refer teachers only once. While for transition signal, the writer uses: *but, and, in this time* and *for example*. For showing logical order, the writer uses chronological.

7. Essay 7

The writer uses repetition key noun *language* only ten times, *Indonesia language* three times. The writer uses consistent pronoun *their* to refer students only one time and *they* to show students two times. While for transition signal, the writer uses: *This fact, whereas, because, in other word, but*. For showing logical order, the writer uses logical division.

8. Essay 8

The writer uses repetition key noun *language* four times,

Indonesia language also four times. The writer uses consistent pronoun *he* (each person) two times, *they* (College students) three times, *them* (college students) once and *their* (college students) once. While for transition signal, the writer only uses *and*. For showing logical order, the writer uses logical division.

9. Essay 9

The writer uses repetition key noun *language* three times, *Indonesia language* twelve times. The writer does not use any consistent pronoun. While for transition signal, the writer uses: *basically, because* and *how ever*. For showing logical order, the writer uses logical division.

10. Essay 10

The writer uses repetition key noun *language* seven times, *Indonesia language* also seven times. The writer uses consistent pronoun *it* (language) once, *we* (college students) three times, *them* (college students) once and *their* (college students) once. While for transition signal, the writer only uses *and*. For showing logical order, the writer uses logical division.

CONCLUSION

Based on the research, it is implied if the learners of EFL class have not understood the typology of coherence aspects. This understanding is considered as an important knowledge in developing writing skill. Without it, it will be difficult to comprehend the message being delivered by the writer within an essay. In building an essay, coherence must be considered together with cohesion aspect. It is important for teacher in EFL classroom to pay more attention in explaining the theory of coherence aspects and give clear examples of those aspects so that the learners are able to compose a coherent essay. Due to the deficiency of this research, replication still can be conducted in analyzing essay's relevance and paragraph flow. Those such analysis could help undergraduate students in composing a coherence essay.

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ISSUES IN TEACHING SPEAKING IN BILINGUAL CLASS

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ABSTRACT

Students who study in bilingual class are expected to have the ability of speaking English as well as Indonesian. This research looks at the learning steps in teaching speaking English in bilingual class that claimed their students are able to speak fluently in English within one year. The research data was taken from two bilingual classes at Madrasah Ibtidaiyah Negeri (MIN) Ciputat, South Tangerang City, Banten. The sample of this study was 20 bilingual class students from class 6. The instruments of the research are questionnaire and class observation. Questionnaire is given to the teachers related to their methods in teaching speaking English whereas class observation is conducted to see the ability of students in speaking English. This research is limited only to the analysis of teaching steps of English speaking in the bilingual class. The results of this study indicate that by practicing the cluster method carried out by the teacher, the students' English speaking skill is improved significantly in a short time.

Key Words: bilingual, monolingual, literacy instruction

ABSTRAK

Siswa yang belajar di kelas bilingual diharapkan memiliki kemampuan berbicara bahasa Inggris sebaik bahasa Indonesia. Penelitian ini bertujuan untuk mencari tahu langkah-langkah pembelajaran yang terkait dengan kemampuan berbicara bahasa Inggris di kelas bilingual yang mengklaim siswanya dapat dengan mahir berbicara bahasa Inggris dalam waktu satu tahun. Data-data penelitian diambil dari dua kelas bilingual di Madrasah Ibtidaiyah Negeri (MIN) Ciputat Kota Tangerang Selatan Banten. Sampel penelitian ini adalah 20 siswa kelas bilingual yang berasal dari kelas 6. Instrumen dari penelitian ini adalah angket dan observasi kelas. Angket diberikan kepada guru untuk melihat metode mengajar yang terkait dengan kemampuan berbicara sementara observasi kelas dilakukan untuk melihat sejauh mana kemampuan berbicara bahasa Inggris siswa. Penelitian ini dibatasi hanya pada analisis mengenai langkah-langkah pengajaran berbicara bahasa Inggris di kelas bilingual. Hasil penelitian ini menunjukan bahwa dengan mempraktekan metode kluster yang dilakukan oleh guru, kemampuan berbicara bahasa Inggris siswa dapat meningkat secara signifikan dalam waktu yang relatif singkat.

Kata Kunci: dwi bahasa, bahasa tunggal, instruksi lisan

INTRODUCTION

When we hear the term "bilingual", we will think something related to the language. Some people defined bilingual as a person who speak two languages natively, others say bilingual means that someone is fluent in two languages. There are also many people who say that bilingual means simply to be able to communicate in two languages. It really isn't clear cut, because the word "fluent" can also mean different things to different people. And, it varies on who you speak to, or which research you read, as to how fluent someone needs to be, to be called bilingual. Many people who are bilingual have acquired two languages from their early childhood. They may have had parents who spoke two different languages with them, or they may have lived in a community where the language spoken outside, was different to the one spoken at home.

Bilingual primarily describes someone with the possession of two languages. Others may have been brought up with one language, and acquired another language later in life. They may have studied the language at school, had a bilingual education, travelled, or learned for other reasons. When you look at what it means to be bilingual, different people have different ideas on how fluent someone needs to be in the two languages they speak, to actually be considered bilingual. "Speaking two languages fluently" is one definition. But if we talk about monolinguals who speak only one language, and we consider everyone "fluent" in that language, there are many differences in the levels of "fluency." Sometimes the amount of education a person has received will influence the amount of vocabulary they have. It means that someone less educated is less fluent in their native language. Luoma (2009:1) argues that "Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well".

Bailey and Nunan (2005) say that speaking is an interactive process of constructing meaning involving a production and a process of information.Related to many people who call their children bilinguals when they are raised to speak two languages, even if they are young and do not yet speak those languages fluently. Some children learn quicker than others, some take a little more time to master both languages. It is a though that if a child can speak their languages to the level of their peers, that those languages would be considered native, and therefore those children can be called bilinguals. However, there are some who would disagree if one language isn't as fluent as the other. There is also the question of reading and writing. For a person who is able to speak, read and write in both languages, some people will call him as bilingual. Many people consider themselves bilingual if they have been brought up with two languages, even if they are not equally fluent in both, or if they can only read and write in one language. Professionals in the field say that not all bilinguals will have the same proficiency in both languages they speak anyway.

In many cases, one of the languages is stronger. Bilinguals know their languages to the level that they need them. Some bilinguals are dominant in one language, others do not know how to read and to write one of their languages, others have only passive knowledge of a language and, finally, a small minority, have equal and perfect fluency in their languages. What is important to keep in mind is that bilinguals are very diverse, as are monolinguals. How and why a

person acquired their languages can influence their own, and others' perception of the word bilingual.

Harmer (2000:34) added:

"Both students and teachers need to know how to talk about language at various points during learning and teaching. This is not only so that teachers can explain and students come to understand, but also so that teachers know what's going wrong where and how to correct it."

While one person who was brought up in a bilingual household may not consider herself/himself as a bilingual, she/he will not be able to speak both languages to the same level. Meanwhile, others may believe that they are bilinguals as soon as they are able to express themselves comfortably in both languages. People may not consider themselves bilinguals simply because they learned a language later in life, rather than from birth, whereas another may not use the language anymore. There are definitions in a dictionary, and from professionals in the field, however sometimes it comes down to how people feel being able to express themselves in both of their languages. There are so many ways to be called bilingual.

There is a condition when half of a class speaks one language, but the other half is raised speaking another. Philips (2007:26) stated that "Speaking is an interactive process constructing meaning that involves producing and receiving and processing". As a teacher, it's physically impossible to speak more than one language at a time, and no matter how much you slow down, repeat instructions or demonstrate the task at hand, often you're met with blank stares - or worse, students who checked out the second you started using their second language. Accordingly, Jordan (2009) explained that speaking is the process of expressing feeling and thought spoken in words. This means that speaking is the process of delivering meaning by using verbal utterances at any situations in various contexts.

Timing will be surely as a problem in the teaching process. By using interactive notes including key learning points and gaps will create teaching-learning process effectively. Teachers in dual language classrooms face an incredible challenge: they need to teach a linguistically diverse class of students to read and to write in both languages, while also teaching increasingly difficult on the academic content in two languages. While research points to numerous benefits of bilingual schooling, our teachers are the ones who need to - almost magically - turn a class full of kids into bilingual learners. This research article aims to provide educators with some fundamental strategies to promote linguistic cross-pollination among students in dual language classrooms.

Firstly, use group work strategically. One advantage of dual-language classrooms is the opportunity for students to work with classmates who are not from the same community, language background or culture. Next time creating groups, think about how to structure them. On one hand, heterogeneous groups allow students to practice communicating and collaborating across languages and cultures, while on the other, homogenous groups allow students to tailor specific learning objectives to learners with differentiated needs. Secondly, designing group tasks will create both structured and unstructured opportunities for kids to use their languages. In the classroom, this might be a task where students need to use formal language to plan a group project according to a graphic organizer (structured), or to interview classmates

and collect data based on these projects (unstructured).

Adopting a content-based language instruction approach, to keep up with the academic rigors for your language learners, content-based language instruction is an effective teaching approach that incorporates both language and content area objectives into each lesson. One way to think about it is to have a SWBAT (students will be able to) for content area objectives, and another SWBAT for the language objectives. For example, when teaching a unit on the lifecycle of butterflies, a content objective might be for students to explain the lifecycle in a poster presentation, while the language objective would be to use the language of sequencing (i.e. first, then, next, etc.) to express the lifecycle. Make sure students know what the content and language goals are for each lesson, so they can self-regulate their learning and reflect on how well they achieved each objective.

Maintain a positive relationship with all students, though it may not seem like a strategy, research shows that students from any linguistic or ethnic background who have positive social interactions with their teachers have better academic performance. As a teacher, she/he should reflect on how she/he perceives student's behavior and achievement in the class, and recognizes the biases brought to the classroom as she/he interacts with students from backgrounds that are different from your own. Challenge labels and dispel stereotypes that are pinned to children who shuffle through the school system (i.e. negative connotations associated with "special education" and "ELLs"); show kids that you are devoted to their education.

Set clear expectations about when to use each language, in dual language classes, it is very natural for students who want to use their native language to express themselves. This, however, often results in children who only speak to others with the same language background. To encourage students to persevere in their second language, try setting expectations about which language students should be using during different parts of the day, lesson, or task. Not only they will learn about how to problem solve in moments of linguistic difficulty (i.e. asking their peers for help), but they will also be exposed to, and better able to emulate their peers who are native language speakers of their second language.

For the teacher, studies also show that monolingual lesson delivery is more effective than language mixing during lessons. Monolingual lesson delivery means that for a certain period of time, instruction is only given in one particular language, without translation from teacher assistants or other aids. This engages students in prolonged language exposure of academic content in their second language, and helps them develop listening strategies in their second language.

As conclusion, allowing students to trans language, when thinking about language policies, remember that children who come from bilingual homes often 'trans language', which is the act of strategically using words from two linguistic repertoires to communicate effectively. This could be saying one sentence in English then another, or even mixing the two languages within one sentence. Welcoming this natural linguistic process into the classroom allows children to engage in the rigors of difficult academic content, and to express themselves in deep classroom discussions as they draw from their two languages as a resource. In time, as students gain a stronger command for

each language, they will also gain confidence to communicate in each language individually. Most importantly, because they were able to trans language, they will not have missed out on crucial big ideas and class debates that were discussed in their developing second language.

METHOD

This research is a qualitative research because the researcher takes place in the real situation about social phenomena. In order to obtain the data related to the research, the researcher distributes the questionnaires to the sample teachers to know their teaching steps they use in daily teaching and learning. This is the primer data of the research, while for secondary data, the researcher distributes the speaking test to the sample students to examine their ability is speaking English. The population of this research is all students and teachers at bilingual classrooms in Madrasah Ibtidaiyah Negeri Ciputat Kota Tangerang Selatan The population of this research is all students and teachers at bilingual classrooms in Madrasah Ibtidaiyah Negeri Ciputat Kota Tangerang Selatan Banten and the sample was the sixth grade of bilingual class consist of 20 students and also 6 bilingual teachers. The instrument of this research will be the two. The first is questionnaire to collect the data on teachers' teaching steps. The second is speaking test to collect the data about students' speaking English ability.

The researcher collects, identifies and analyzes all the teaching steps done by the teachers from grade one until six. There will be three times checking for data validation for this research to eliminate the improper data. After that, the researcher gets the data analysis result and the data will be described by words or sentences related to those teaching steps and students ability of speaking. The researcher uses some steps to analyze the data such as collecting, analyzing and categorizing the data and the last step, the researcher classifies the teaching steps of English teachers in the bilingual class to some clusters to see which first, second, third and next others steps of teaching speaking to the students that is assumed can improve their speaking ability in very short time.

RESULTS AND DISCUSSION

In this research, the researcher collects data from the teachers who teach in Bilingual class. The teachers in that class teach lesson variation related with English acquisition especially speaking. The ability to speak English fluency becomes the most important goal in bilingual class teaching and learning process. The teachers as respondent of this research teach many skills such as listening, reading and writing beside some others components like vocabulary, grammar and pronunciation to support finally the speaking teaching and learning process.

The teaching steps done by teachers as respondents of this research are the steps of teaching done by teachers in some time allocations during one year to reach the goal of teaching and learning. In one year, the teachers who teach in the bilingual class have to be able to change class situation from Indonesian language speaker to be English language speaker. The teaching steps are needed to group the lessons related each other beside to focus the students activities related with the fluency of English speaking as the main goal of teaching and learning process. The data will be this teaching steps based on the time allocation provided such as the first four months, the second four months and the third four months.

The first four months is the step for collecting vocabularies. In this step, teachers list their students' vocabularies periodically. A method of testing students' general knowledge of vocabulary is to ask them the meaning of several words that appear in textbooks at their grade level. This will give you an estimate of how well the students' vocabulary knowledge matches their grade level. However, it will not allow you to compare the vocabulary achievement of your students with those in the country as a whole. If you are a teacher in a school with a large group of students from a low socio-economic level, this method of testing vocabulary knowledge may give you "tunnel vision," because students with only a normal vocabulary may appear very good in comparison to other students in the class.

When there is a need to determine if a student knows the meaning of a specific word rather than him/her general vocabulary level, just ask him/her to tell you what the word means. Unfortunately, that is difficult to do with a large group of students. Two methods that can be used to determine if a group of students know the meanings of a specific set of words are a self-check assessment or a multiple-choice assessment. In the self-check assessment, the student simply looks at a list of words and places a check mark by the words of which he/she knows the meaning. In the multiple-choice assessment, a teacher provides the target word and a choice of several possible meanings or synonyms.

The second four months is the step for revising and editing sentence grammar and structure. Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language.

Effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write—and read—with greater competence and confidence. Research strongly suggests that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts.

Researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills. As students revise and edit their writing, teachers can provide grammar instruction that guides students in their attempts to identify and to correct problems in sentence structure and usage. For example, a teacher who sees that many students are writing sentences containing misplaced modifiers can present a mini lesson on this concept, using examples from student's writing. The teacher can have students edit their own and one another's drafts for this

problem. Integrating grammar instruction into the revising and editing process helps students make immediate applications, thus allowing them to see the relevance of grammar to their own writing.

The third four months is practicing speaking English. In this activity, students are conditioned to always speak English every time and everywhere in the school environment. The teacher does not provide opportunities for students to speak Indonesian except during their Indonesian lesson hours in class. There are punishments given by the teacher when getting students to speak other languages than English. Students are also given methods every day that can accelerate their ability to speak English such as debate, speech, promptu speaking, telling story, presentation, discussion, question and answer, dialogue, and so on. When students are given certain methods to improve their speaking skills and it is combined with a setting to always speak English, the result is very effective. Within a short period, in one year, students in the bilingual class were fluently enough to speak English.

CONCLUSION

With appropriate, well-structured and good-systematic steps of learning, the acceleration of students in English speaking skills mastery can be realized. Through this research, the steps of learning English are practiced by teachers and students in the bilingual class above like the step for collecting vocabularies, the step for revising and editing sentence grammar and structure and the step for practicing speaking English scientifically proven to make students speak English in approximately one year. The first suggestion is intended for the teachers who are competent to create good atmosphere to facilitate teaching and learning process. The second is for the English students who are interested in improving their speaking skill, thus they can be aware to their speaking ability. The last is for further researchers who will conduct a next research related to this research study.

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ANALYSIS OF CLASSROOM INTERACTION USING IRF PATTERN: A CASE STUDY OF EFL CONVERSATION CLASS

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ABSTRACT

The most common pattern in classroom interaction is teacher initiates the talk in the class, learners respond to teacher talk, and teacher responds by giving corrective feedback to the learners. From this pattern it explains teacher's dominance in the classroom interaction. Therefore, this study sheds lights on whether the use of Initiation, Response and Feedback (IRF) in teaching facilitates learner-initiated communication and gives learning opportunity for learners to engage in classroom interaction. The data were taken from recorded and transcribed classroom observation of a conversation class. The result of this study is the teaching using IRF pattern can facilitate learner-initiated communication and give opportunities for learners to engage in classroom interaction.

Key Words: IRF Pattern, leaner-initiated communication, classroom interaction

ABSTRAK

Pola yang paling umum digunakan di dalam interaksi kelas adalah guru menginisiasi pembicaraan, siswa memberikan tanggapan atas guru, dan guru kembali memberikan tanggapan perbaikan kepada siswa. Pola ini menunjukkan dominasi guru pada saat melakukan interaksi proses pembelajaran di kelas. Penelitian ini membahas pola interaksi IRF (Initiation, Response, Feedback) yang diaplikasikan pada kelas apakah pola interaksi IRF yang diterapkan oleh guru dapat memfasilitasi inisiasi siswa untuk berinteraksi di kelas dan memberikan kesempatan kepada siswa untuk berinteraksi di kelas. Data penelitian diambil melalui observasi di kelas Percakapan dimana interaksi di kelas antara guru dan siswa direkam dengan menggunakan video yang kemudian ditanskripsikan. Hasil dari penelitian ini adalah pola interaksi IRF yang digunakan guru di kelas memfasilitasi siswa untuk melakukan inisiasi dalam berinteraksi di kelas dan memberikan kesempatan siswa untuk berinteraksi di kelas.

Kata Kunci: pola interaksi IRF, komunikasi inisiasi siswa, interaksi kelas

INTRODUCTION

There have been extensive investigations regarding the classroom interaction. Levinson (1983) as quoted by Walsh (2006) proposes that there are two major approaches to the study of classroom interaction: Discourse Analysis (DA) and Conversation Analysis (CA). The well-proponents of a DA approach to classroom interaction are Sinclair and Coulthard (1975). They state that the most particular character in classroom interaction is IRF structure or pattern. The organization of Initiation-Respond- Feedback (IRF) is the default interactional practice which is used extensively by the researchers to investigate classroom interaction (e.g. Hall, 1995, 1998, 2009; Christie, 2002; Seedhouse, 2011).

IRF pattern starts from teacher asks question, and the learner answers the question; then the teacher provides feedback to the answer given by the learner. It is expected that the learners will be helped by this type of interaction related to their interaction with teachers. The learners can negotiate meaning with teachers and teachers should facilitate this interaction by confirmation checks, clarification request, and comprehension checks (Mackey, 2012). She adds that negotiated meaning facilitates learning. Supposedly, it improves students' proficiency. Additionally, during the interaction, learners receive feedback on their language production. It is expected by receiving feedback, they can improve their proficiency.

Kumaravadevalu (1999) states that what happens in the classroom determines the degree to which the objectives of the lesson achieved. Therefore, the analysis of the classroom aims and events become central to any serious educational enterprise. Analyzing classroom interaction needs selection and mastery of the particular tools. One of the tools used is the model of classroom interaction proposed by Sinclair and Coulthard. They add that the most character found in the classroom interaction is the pattern of IRF. The tool is the IRF pattern which is extensively used by researchers to analyze the classroom interaction.

Sinclair and Coulthard (1975) develop a model of classroom discourse in ranks and levels arranged in hierarchical order which are Lesson, Transaction, Exchange, Move and Act. The most character found in classroom interaction is Move which is IRF (Initiation, Response and Feedback). IRF is a sequence of teacher-student-teacher turn taking in the classroom. In the initiation (I) phase, the teacher usually asks questions, to which the students respond (R). Then, it is followed by feedback given by the teacher. Initiation is not always in the form of question. It can be a statement or imperative sentence. Its function is to open a conversation and stimulate the students to speak.

Initiation can be in the form of the negotiated meaning. Mackey (2102) states that negotiated meaning can be in the form of: 1) Confirmation Checks, it is the expressions designed to establish whether an utterance has been correctly heard or understood, e.g. *Is this what you mean?*; 2) Clarification Request, it is the expressions designed to obtain a better understanding of an interlocutor's previous utterance, e.g. *What did you say?*; and 3) Comprehension Checks, it is the expressions designed to verify that the speaker has been understood, e.g. *Did you get that?*

Moreover, initiation is mostly from the teacher. Teacher initiates the talk in the classroom. Regarding teacher talk, Cullen (1998) categorizes teacher talk to communicative and on-

communicative talk. The communicative teacher talk involves:

1. Teacher uses referential questions to learners in which he/she does not know the answers. The talk is considered genuine.
2. Content feedback is used when the teacher's responses to learners' contributions in the process of learning focuses on content. Teacher does not give responses to form of language.
3. Teacher uses speech modifications, hesitations and rephrasing in the teacher talk. He/she uses when explaining the lesson, asking questions, giving feedback, etc.
4. Teacher attempts to negotiate meaning with the learners, e.g. through repetition, request for clarification.

Conversely, there are four categories of teacher talk which are considered non-communicative, namely:

1. Teacher uses display questions excessively. Display questions are considered not genuine for the teacher has already known the answers. The reading comprehension questions are considered display questions.
2. Teacher uses form-focused feedback.
3. Teacher echoes learners' responses. They just repeat learners' answers without having attention to give feedback for the benefit of the class.
4. Teacher uses the pattern of IRF. Teacher's activity is predicted by the learners for it is default organization.

However, teacher can start from non-communicative ones and move to communicative talk in order to give learners input first before they share knowledge and experience related to the lesson learned. Feedback which is typically produced by teachers is to evaluate the responses given by the learners. The teacher is supposed to provide feedback to learner's responses (Diaz, 2009). The purpose is to appreciate the learners for some good works done. Additionally, it serves to confirm that the learners have correct answers and to inform the class about the correct answers by echoing. The feedback can be in the form of a non-verbal response by jotting down the answers on board, repeat the learner's answer to confirm and to encourage further responses from students. It is to make learners engage in teaching and learning process. Feedback can be in the part of negotiated meaning (Mackey, 2012).

Quoted by Diaz (2009) Llinares-Garcia (2005) categorizes feedback into interactional feedback and pedagogic feedback. The former has no evaluative purpose. The teacher may comment on learners' answers. It is realized through teacher's expression of agreement, disagreement, or acknowledgment. The latter is to refer to feedback that evaluates the learners' answers positively and negatively and gives clues to learners. The pedagogic feedback has different scaffolding techniques: recast, elicitation, clues, negative evaluation, and reformulation.

Recast is defined as optional and alternative ways of expressing the same meaning or as responses to content rather than linguistic form (Mackey, 2012). The teacher is to repeat the learner's response as corrective feedback. For example: Student: *Why did you fell down?* Teacher: *Why did you fall down?* Student: *Fall down, yes.* Moreover, *Elicitation* is the teacher elicits learner's response by questions, asking for completion, and asking for repetition. *Clues* are defined as the comments, information, and questions given to learners so they can understand the material given. *Negative Evaluation* is to confirm the answer given by the learner. The question such as *Are you*

sure? Pull down? Yes? No? can be used to show that the learner answer correctly or not. Meanwhile, *Reformulation* is to repeat learner's utterance which is not finished yet since the learner cannot answer correctly or he or she is in doubt. These techniques are choices for teacher to give feedback to learners in order to make them talk, learning to talk.

Initiation-Response-Feedback (IRF) Pattern is believed to facilitate learner-initiated communication and learning opportunities (Sinclair, 1975). Walsh (2006) says that it is arguable. The pattern is a rigid structure to follow and it is applied well in 1960-1970ies in which the traditional classroom interaction is still found.

A study conducted by Li (2018) resulted that IRF had a potential to increase language learning opportunities. IRF model is categorized by IRF form-focused and meaning-focused model. It was found out that both teachers use L1 to engage in classroom interaction while in meaning-focused model, L1 was used by teachers to scaffold students' learning.

A study conducted by Rashidi and Rafieerad (2010) found that the interaction in the class varied; however, teacher still dominated the talk. Regarding discourse talk, the distribution of talk was fair. The use of rigid IRF pattern was found out and there was no difference in IRF pattern both female teachers and male teachers. Bhatta and Butterfield (2016) examined the use of IRF pattern used by a team-teaching context. IRF was found in a single teacher classroom. When it was used by a team-teaching, IRF pattern was used collaboratively.

All the previous studies used formal classroom and the skills were integrated. However, this study uses the data taken from conversation class in which students are supposedly more active in classroom interaction. Teachers act as facilitator and are not supposedly to dominate in classroom interaction. Therefore, this study sheds lights on whether the use of Initiation, Response and Feedback (IRF) in teaching facilitates learner-initiated communication and gives learning opportunity for learners to engage in classroom interaction.

METHOD

The method adopted is a qualitative method in which it is to describe and to evaluate the IRF classroom interaction pattern whether or not the pattern can facilitate learner-initiated communication and learning opportunities for EFL classroom. The data were taken from classroom interaction of a Conversational Class 4 in a course in Depok. This study applied classroom observations which were video recorded taking 90x2 minutes. Two class sessions were observed. All the recordings are transcribed using verbatim technique.

The data analysis was started from identifying IRF pattern of the classroom interaction in the transcription, categorizing the interactional features and pedagogical aims that were to be achieved by the teacher, analyzing the talk of the teacher and students in order to find whether the pattern of the classroom interaction could facilitate good classroom communication and Evaluating the IRF pattern as the tool to analyze the classroom interaction.

RESULTS AND DISCUSSION

This segment presents five extracts as data whose format of data transcription is not to refer to any reference. There is T for teacher, L for learner, and Ls for learners.

Data 1
1 T: What kind of food we can buy in *Hoka Bento*?
2 Ls: Japanese food
3 T: Okay Japanese food. Is there any Indonesian food or Western food?
4 Ls: (no answer)
5 T: What menu do you usually order in *Hokbe*n?
6 L1: Yakiniku food
7 T: What is your favorite food?
8 L2: Chicken Teriyaki
9 T: Your children?
10 L2: They also like chicken teriyaki.
11 T: How about you? Do you like Japanese food? If you like Japanese food, what do you order?
12 L3: Chicken Teriyaki

Teacher introduces a new lesson to the learners by a display question about the food they can buy in Hoka Hoka Bento for short *Hokben*, a popular Japanese fast food restaurant in Jakarta. He initiates the conversation to elicit the name of the food, how to order, what to order, and terms related to what to eat for appetizer, main course and closing. The questions asked are varied from referential to display questions. The referential questions occur more than display ones and it is to promote the actual communication in the classroom. However, there is a display question in (3) that is not answered by learners for they are confused what to say. However, they do not ask question to the teacher. Teacher moves to another referential question. The responses given by the learners are their actual answers and it promotes communicative classroom interaction. The learner-initiated talk occurs in (10) *They **also** like chicken teriyaki* to confirm that the family likes it. The feedback phase does not occur. The type is Initiation and Response only.

Data 2
1. T: How about if you open page 62. Talking about food. We have here a group of food. I want you to think that you are preparing a menu for lunch. Set up a menu for a business lunch using pictures here. You start with appetizer, main course, desert, and beverage. You are going to have a business meeting and your job is to prepare the lunch. With your partner decide the menu for lunch. What are you going to start first, main course, desert, beverage…?
2. Ls: (Learners discuss the menu for lunch in 15 minutes. There is no interaction between teacher and learners). After sometime…
3. T: *Arif*, can you describe your menu samples?
4. L5: The starter is salad. The main course is steak. The desert is ice cream. The beverage is soft drink.
5. T: Okay. Salad, shrimp, ice cream, and soft drink.
6. T: How about you Desi? Describe your menu.
7. L3: Appetizer is shrimp rolls; main course is steak, ice cream for dessert. Beverage is ice tea.
8. T: So a shrimp roll is for appetizer. Steak is for main course. Ice cream is for desert. Ice tea is for beverage. And *cendana*?
9. L6: Appetizer salad, main course steak, desert cake, beverage ice tea.

In practice stage, the teacher initiates the conversation by giving direction to learners (1). He paraphrases the direction in the book. There is no response from the class. He dominates the class interaction. Since it is a conversation class, the teacher can form the IRF pattern to talk about direction to learners. He can use display questions to know whether the learners understand it or not. Questions can get responses more than statement.

Then, the learners take their time to do their activity. There is no interaction. The teacher does not create IRF pattern by asking question. After accomplishing the task, the answers are discussed starting from teacher initiates by asking referential questions. The learners respond and teacher gives feedback by echoing the learners' answers for the class benefit in (5 and 7). The teacher can vary the scaffolding techniques to give feedback. He can use negative evaluation to clarify the response. Otherwise, negotiated meaning can be his choice by offering other food as alternatives. He can use speech modification, hesitation, or rephrasing to gear communicative classroom interaction. The interaction is from non-communicative stage to communicative one. The recommended talk is:

Learner: The starter is salad. The main course is steak. The dessert is ice cream. The Beverage is soft drink.

Teacher: Good. That's interesting. Is there any alternative food for vegetarian or people on diet? Recently, people think being healthy is to reduce the food containing fat and cholesterol.

Learner: Yup. We have thought about it. We provide low-cholesterol food for people on diet and green tea for them. Don't worry. (This is expected answer).

Data 3
1 T: All of you use steak for the main course. Why do you choose steak?
2 L7: High protein. Provide you with a lot of energy.
3 T: Lydia used the perspective of a doctor. She prefers steak because it is rich of protein.

4 T: Protein? Not fat?
5 L: Protein
6 T: Desi. Why do you choose shrimp rolls for appetizer?
7 L3: Sometimes, I order shrimp rolls.
8 T: Okay.

It is still in the practice stage. Teacher initiates the talk by display questions to promote negotiated meaning. He uses clarification request in (1). The learner gives a good response in (2). The negotiation goes on when teacher gives feedback by repeating the word as a comprehension check. He scaffolds using negative evaluation technique, *Protein*? *Not fat?* It seems the teacher is in doubt that she answers correctly. She answers by repeating the answer to confirm. In this stage, the teacher gives opportunities for learners to talk. The advantage for negotiated meaning is the actual communication occurs. The learners are to share their background knowledge to others. The class can benefit from this interaction. In (6), he initiates using a display question to know the learner's reason to choose shrimp roll. The interesting one, she answers implicitly (7). However, the teacher gives feedback by okay (8). The teacher is expected to extend or spend more time to ask more questions to clarify the learner's response to promote negotiated meaning. He can ask what it means to the learner. The learner-initiated communication can occur more in this stage. In fact, IRF pattern is constructed by the teacher in this stage and teacher uses display questions to elicit responses from the learners.

Data 4
1 T: Appetizer? What is appetizer? Are you familiar with it?
2 L: Opening food.
3 T: The food for opening lunch or dinner. *Hidangan pembuka.* Usually

we eat like light meal, salad, shrimp rolls. The main course is a big meal like steak, noodle, and lobster.
4 T: How about desert? What is desert?
5 Ls: *Hidangan pencuci mulut.*
6 T: *Hidangan pencuci mulut.* That's right.

Teacher initiates the conversation by a display question in (2 and 5). He scaffolds by giving clues to give feedback to students. He elaborates the appetizer by giving the context to learners. He characterizes the food chosen to differentiate appetizer and main course. For the dessert, he uses translation technique in (6). There is a cultural constraint for Indonesian learners for we do not have the ritual of having appetizer, main course and closing when having meals.

Data 5
1 T: Now it's time to practice ordering the food in the restaurant. I've already prepared some menu. I think you are familiar with the food. I'd like to switch your partners to do the work. (T decides the members of the group). He distributes the menu.
2 L: (They work in a group to make a dialog). There is no interaction between T and learners. The learners discuss the menu. They are preparing the dialogs. Supposedly, they are to come to the front of the class to perform a dialog.)

In extract 5, the learners are expected to be able to make a dialog based on menu provided by the learners. They work in a group of four. The learners are still under the control of the teacher. They still have guided practice. Teacher elaborates the direction and the learners do not respond. It is the class culture. If they are not asked, they do not respond. However, if the teacher asks

questions, using both types of questions, display and referential ones, they will engage easily in the interaction. It is the evidence for IRF pattern. There is culture constrains. To solve it, teacher should create IRF pattern to elaborate the direction by asking questions and the learners respond. The feedback is given after.

Teacher uses initiative phase in the beginning of the stage to introduce a new lesson to learners. Display and referential questions are used to know learners' background knowledge about food. Learners respond to the teacher's questions and there is no feedback as correction. Ideally, teacher should give feedback to the learners' responses to appreciate their engagement in the learning process even though it is in pre-teaching stage.

In practice stage, teacher initiates the conversation by asking using display questions and referential questions and statement to elaborate the direction. Learners respond to teachers' questions but not for the statement. The learners are given the opportunities to talk in the form of answering the teacher's questions. The data reveal that the learners do not give any responses to teacher's elaboration on the material and direction. For this, teacher can construct IRF pattern to lead the communicative interaction.

The feedback phase occurs in the practice stage. Teacher uses negotiated meaning to confirm the learners' responses, clarify the request and to verify the learners' responses. The negotiated meaning occurs in the short sequence. The teacher should extend the sequence of the conversation to give the opportunities for learners to express their opinion and to talk. The learner-initiated occurs; however, it should be extended in terms of time to promote actual communication. Additionally, the

teacher scaffolds the feedback by repeating the learner's response. Supposedly, the teacher can vary the feedback techniques to give more learning opportunities and facilitate learner-initiated talk.

CONCLUSION

IRF is the pattern that occurs mostly in classroom interaction can be used to analyze the classroom interaction. In addition, IRF pattern can promote learning opportunities and create communicative and actual communication in the classroom. Teacher starts the conversation by using more referential questions instead of display questions. Teacher can use statement to give content feedback but not for giving direction for teacher cannot spoon feed the learners. He can create the IRF pattern for giving direction when it is a practice stage. Moreover, feedback is to promote negotiated meaning which is believed can give learning opportunities for learners. Other scaffolding techniques can be applied in order to benefit the class regarding the improvement. Even though IRF pattern is not new and comes from the 1970ies era, it can still be used in Indonesian classes for learners still depend on the teachers very much. They need teacher initiates the talk first by asking them questions and they will answer and feedback is provided. The initiated talk by learners is in response phase and feedback phase. However, in initiated phase in IRF pattern, teacher plays the important role.

The IRF pattern can facilitate the learner-initiated communication and can facilitate learning opportunities for them. The teacher is expected to vary the techniques of initiating and giving feedback. The teacher should promote negotiated meaning and use referential questions more than display ones to gear communicative classroom interaction and genuine communication. Based on the data, the teacher is recommended not to use statement to elicit learners' response. It is to use questions. The reason is there is culture constraint that they do not want to talk is they are not asked. It seems they feel reluctant to cut the conversation which is considered impolite. They pretend to understand the teacher's explanation.

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SEMIOTIC ANALYSIS OF SATIRE MEME CONNECTING WOMEN'S IDENTITY IN BRILLIO NET

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ABSTRACT

This research shows that the origins of the confusion surroundings the theoretical status of cyber technology memes today could be found in culture. Those memes later developed in memetics, the science of memes. Meme is a common way for individuals to communicate online. Internet users often use memes to reply to each other on social networking sites or other online forums. This research argues that memes are successfully used for communication purposes because certain memes (specifically image macros) are essentially speech acts and are also understood as being speech acts by internet users. When creating a meme, choices are made concerning the specific semiotic resources to be used and the internet community then interprets these resources to facilitate communication between the meme creator and the internet community. Memes can be recreated for different purposes and therefore it is possible to group memes under already existing speech acts and speculate about the ways in which these might correspond to speech acts in the future.

Key words: memes, media, women, body, semiotic

ABSTRAK

Penelitian ini menunjukkan bahwa asal mula dari status meme pada teknologi cyber saat ini dapat ditemukan dalam suatu budaya. Meme kemudian dikembangkan dalam ilmu memetika. Meme adalah cara untuk berkomunikasi yang digunakan oleh orang-orang secara online. Pengguna internet sering menggunakan meme untuk membalas satu sama lain di situs jejaring sosial atau forum online lainnya. Penelitian ini berpendapat bahwa meme berhasil digunakan untuk tujuan komunikasi karena meme tertentu (khususnya gambar makro) pada dasarnya adalah dipahami sebagai tindak tutur oleh pengguna internet. Ketika membuat meme, pilihan dibuat mengenai sumber semiotik spesifik yang akan digunakan dan komunitas internet kemudian menafsirkan sumber daya ini untuk memfasilitasi komunikasi antara pencipta meme dan komunitas internet. Meme dapat diciptakan kembali untuk tujuan yang berbeda dan karena itu memungkinkan bahwa kelompok tindak tutur dari meme yang sudah ada dan spekulasi tentang cara-cara yang mungkin berhubungan dengan tindak tutur di masa depan.

Kata Kunci: meme, media, perempuan, tubuh, semiotik

INTRODUCTION

Nowadays, the use of internet in Indonesia has increasingly developed from year to year. Those internet contents have influenced people's life, usually, when the content deals with real-world issues, like gossiping artists, or even politics. One of the products of those internet technology contents is meme. The internet meme refers to the phenomenon of content or concepts that spread among internet users. By seeing the use of internet and social media, grown by the Indonesians, would create a new phenomenon among its users. This phenomenon, for example, is the creativity of the creation of memes, which can then spread quickly in the internet world, and is commented on social media.

Memes are considered a new way to combine many things, such as creativity, message, and humor in the media culture. Memes are usually envolved through comments, imitations, parodies, satire, and even through related news in other media. This research would like to describe themes, implication, and language aspects in humor discourse in memes in online media. Indeed, nowadays, there are many critics are provided, based on public disappointments, shown in an online social media. Those memes become viral, by spreading ideas and cultures phenomenon in person via online to criticize political issues that are more understandable in society.

Comparing to media hacking and making hoax, the viral of meme would be considered, as the greatest to reconstruct meanings inside, because it could create a new discourse in social media for criticizing something. The advance of cyber media existence is a part of communication technology, which has brought the huge power to change the way humans to get interaction. A meme is considered as a stuff, bringing cultural ideas and symbols, which can be delivered from someone's mind to another through writing or picturing, gestures or rituals phenomenon.

In creating meme, there are many messages that can be implied, including political or even gender and sexuality. Like advertment, meme can be read, although it only provides a picture. In human's communication natural process, instead, there will always be "voice" to distract the contents of messages. This can be explained with a communication voice model. Although memes are provided in cyber media, those have totally different shape with hoaxing and hacking.

The researchers are interested in doing the research on some memes provided in Google. The memes become the main issue for them could be read, although they do not provide any single word. Based on all those information, the researchers would like to choose semiotic theory to investigate the satire in cyber memes. The reserchers will not use all memes inside, instead of choosing only some memes which connect to women's body. As for data analysis, the researchers will connect the semiotic theory and feminist theory.

Semiotics is the theory of sign systems. Instead, it has been provided, that every sign system in society belongs to the domain of Semiotics. Semiotic studies could attract to anyone, is interested in signs at large. At present, however, the attempts to address every instance of Semiotics to the general theory of sign systems have strangely widened the scope of Semiotics.

Based on Saussure (2002), a sign can be provided in a word, a sound, or a visual image, stands for a thing. This sign has two components: the signifier (the word, the sound, or image) and the

signified (the meaning or the concept the signifier represents). Any kind of text can represent something and the internet memes are the examples of the texts that are provided with signs, both visual and linguistic arrangement, making those memes to be seen as great objects for semiotic analysis.

The Saussure's theory was followed by Roland Barthes. In Barthes' theory, following Saussure, explained that the concepts of language, or the part of the semiological system which is agreed upon by society, and speech, or the individual selection of symbols, to semiological systems. The application of these concepts can be applied to the semiological study of the food system. By using a semiotic Saussure, continuing Barthes, will guide sign systems in this memes' research. This research would examine the contributions of women's identity sign. Barthes, translated as Mythologies, reworks Saussure's theory of the sign and of signification. He is not, however, interested in the linguistic sign, as in the application of linguistics to the non-verbal signs that exist around us in our everyday life. In this case Barthes implies (https://ceasefiremagazine.co.uk/in-theory-barthes-2/).

There are three levels in Semiotics, they are the sign, the signifier and the signified. Examples of signs: bouquet of roses signifying passion; black pebble signifying death. Sign in language (Saussure): the signifier is the acoustic form of the word, the signified is the mental concept, the word itself is the sign as a sum of both. Terms: the signifier in myth is called "form," the signified "concept". This "form" already uses a fully meaningful sign "inherited" from culture (so two levels of meaning or signification).

Barthes (2001), in his Mythologies, is continuation of Saussure's semiotical system, by separating two kinds of significations, making Saussure's sign system as the first order, and the mythological system as the second order. Barthes used the term denotation for the first order of signification that refers to the literal or clear meaning and connotation for the second order of connotation which refers to the additional cultural meanings.

Talking about myth, according to Barthes (2001), "It is a representation of the dominant ideologies of our time". Barthes attempts to unravel the layers of meaning that lie behind seemingly innocuous everyday texts that are defined as one of the early formulations that expanded this notion to include any aspect of daily life with the potential to signify meaning (in the same way as a conventional linguistic sign. In short, by using myths, it would deeply show the hidden ideological functions, this implies that contrary to Saussure's concept of the sign, myths are never arbitrary; instead, they are motivated. To the researchers of myths, the signified of connotative myths is hidden meaning, making the myth a command or a statement of fact which demands no explanation at all. Making a myth appear as the way a text aims for the producer of myths.

In creating a myth, the reseachers should see the problems as 'the way it is', that could make the aim of those as the producers of myths. This research would involve a women's identity theory, which related to semiotic system. The researchers aim to use Kristeva's theory, because Kristeva's works on text, including the pre-semiotic, continues to positive support from critics of a no less feminist. Instead, Kristeva's example in her writing, seems has placed her positions both. Outside feminism, Gills, et. al. (2004:72) would explain that:

"Kristeva's thought is peculiar: it is transparent enough that it tends to be reduced very quickly to a set of bipolar opposites by her critics (and thereby criticized as being everything from ultraanarchistic to ultraconservative); but at the same time, it is opaque enough to be uncritically idealized by her most fervent admirers."

The choosing of Kristeva's theory because her thought was following semiotics Barthes' theory. She developed the notion of the 'jouissance of the text', the text as jouissance, especially as found in modern avant-garde literature, in her book Le Texte du roman. Kristeva's critics on feminists (1977:6) in that book told as follows:

"Apparent avoidance of the traditional or political roles of feminism (in statements such as while a certain feminism takes its pouting and its violation for protest and perhaps even for dissidence, genuine feminine innovation... will not be possible until we have elucidated motherhood, feminine creation, and the relationship between them."

For Kristeva, there is no specifically female text or writing, but only 'texts about women' (Gross, 1990). Kristeva's theory's background is about the way Kristeva's thought and concept, in helping to analyze the gendered aspects of the aesthetics and literary practices of symbolism. Moreover, Kristeva's thinking makes many researchers to distinguish the specific atmosphere, and many practices create for those researchers. According to Kristeva (1977), relating to her contemporary feminist critics, told that feminist's theory would provide analytical tools and new viewpoints for reading women writers' strategies in the gendered and the concept of women's beauty discourse.

In Gross' book (1990:49), her theory was explained:

"Kristeva builds her understanding of creativity and the creative process by using the central concepts of semiotic and symbolic. In general, these concepts refer to the two orders that participate in the constitution of the subject, production of discourse, and regulation of social relations."

By reading that book, it can be explained that, in her book, Kristeva would explain the concept of women's identity, by using semiotic. Her explanation points to the development of the sign, getting from women's body. Those signs cold also provide in the texts, by seeing syntax and to grammatical and social problems, told that women's identity is created by social concept about women.

METHOD

In this research, the researchers would like to use qualitative method. According to Setiawan and Saryono (2010), qualitative research is a study used to investigate, to find, to describe, and to explain the quality or privilege of social influences that cannot be explained, measured or described through a quantitative approach. In this research, the researchers use the qualitative method to relate the memes and semiotics, worked together to get the interpretation in the memes. Therefore, the researchers would find the deep meaning behind the memes.

Actually, the purpose of this research is to look for the construction of social meanings contained in several memes. The researchers would take women, who have fat body, hits in social media as the object of their research. This research would be explained, by

looking at relationships that exist in signs, objects and interpretations. The sign that would be investigated in the research is taken from several memes. The problems, that would be investigated, as follows: the image, appearance, shape, color in the memes of women, which have the theme of women, who have a disproportionate body that is the object of this research.

Moreover, the element of the object is the meaning of the signs that exist in the meme of women who have large bodies, while the interpreters are the attitudes and thought patterns of creators. In addition, the primary data obtained from the results of this study were adjusted, based on research needs. Furthermore, data processing and descriptive analysis are carried out by explaining, describing and comparing information obtained with theories and concepts that have been set and the results of previous studies to enrich the discussion of the results of the study.

RESULTS AND DISCUSSION

In this part, the researchers would like to show, that in every media, there are many discourse, related in society. In this research, the researchers would like to connect some memes, which are related to women's identity. The researchers aim to use semiotic theory, which comes from Roland Barthes. In addition, the researchers would also use qualitative method to analyze those memes. The memes used here are taken from Brillio.net.

This research aims in the world of entertainment, which is now equipped with very excellent tools, women function predominantly as forming images and signs of various commodities. Every commodity is a spectacle. In society, a woman's body is an object to be enjoyed, which functions as a tool for selling commodities - or the body itself as a commodity, which has a very central role.

Figure 1

Like the meme above, making the body as a spectacle, for some women is a bridge or a shortcut to enter the popular world, to gain popularity, to pursue a lifestyle, and to achieve material satisfaction. In this condition, women without realizing they are actually socially constructed to be in the marginal world, namely the world of objects, the world of image, and the world of commodities. Because the image of women in the spectacle community is like that, often mass media, especially TV and or social media, is accused of only showing women as charmers. In the picture above, it can be analyzed that the meme is like making a body on a woman's body, such as a woman with a beautiful face vs. a woman with a mediocre face or a white woman vs. a black woman. In the long run, all those things, were brought up by fashion, or beauty queens competition.

It cannot be denied that memes in the media contain gender bias. existing memes discriminate against women through representation, in visuals and texts. The most prominent representation and source of debate among various groups is representation that highlights the comparison, where the element of female sexuality is highlighted when he becomes a messenger. As a cultural product, the existence of memes will never be

separated from the institutions that produce them. This is explained in a statement by Strinati (2007:5), which states that "This institution is certainly part of a society that has a set of values believed to be the heritage of its ancestors in the form of culture". The representation they produce is by a little meme that will reflect their ideology related to the condition of an ideal society. These discursive practices ultimately produce, reproduce or even perpetuate discourse that supports a dominant force that produces 'common sense' for people who consume it, like meme that shows below:

Figure 2

In the sentence described in the meme, told "Kalo ada yang bilang saya gendut", it can be represented as a sentence pronounced by a woman. The meme picture depicts someone inspiring in social networking media, most of which are also carried out by women, and in connotation meaning makes them commit to be a victim. Owners of profiles on social networks actively use their profiles as a place to express themselves. From the meme above, online identity or internet identity, especially for women, is a social identity made by internet users in a community or online website. This can also be realized as the construction of online presentations.

From the analysis above, it can be said that, through various displays of media creating a touch of sensuality, the

ideal appearance of the model brings women in dreams and pseudo reality as desired by the owners of capital and workers who are based on patriarchal values. Through the role of media, it creates a longing for seeking self-identity based on the body and further deepens the stereotypical representation of women. The words "If anyone says I am Fat, pull out his life, I am lazy for thousands", can prove that, creatures that often make a fuss about their body shape are women. They always want to look perfect, if they appear in the midst of society.

Based on the memes about women's body above, in the context of consumer culture, the body is described as a body that consumes all forms of commodities offered by the capitalist industry and simultaneously, the body also becomes one of the commodities that can be traded. The meaning of the body as a commodity cannot be separated from the rules and values that apply in consumer culture. Featherstone (1982) explains that "In consumer culture, appearance is the main factor in determining of selling value because the body is believed to be a means to enjoy pleasure and self-expression so that it reflects one's identity". According to the statement, it can be explained that the meaning of a woman's body in consumer culture is never separated from the regulation of patriarchal ideology, the ideology of consumerism and gender ideology, when there is a demand for women in treating their bodies with a series of conventions that are different from the conventions governing men. In consumer culture, a woman's body is constructed through a set of norms, resulting in a hegemony over the concept of a beautiful body.

In the meme on Brilio.net, it can be seen that there is a construction of the beautiful body of a woman. The

awareness of an ideological hegemony is not equivalent to one's actions to reject the hegemony because it is in that order that one can rationalize its existence. Awareness also has an impact on a person's ability to take an active position by using the rules that apply to the ideological hegemony for self-interest. The presence or absence of awareness that body beauty is a construction determines the position taken. The unconsciousness will bring someone in a position as an object that is hegemony by regulations that are enforced and trap a person in conditions that are determinant and despair caused by the inability to change conditions as seen from the presence or absence of female self-confidence. In these memes, women's bodies are also linked to gender roles that traditionally place women's bodies in domestic space versus men's bodies in public spaces.

The body is also treated as a commodity that has selling value following the applicable conventions. The awareness of the body as a commodity puts women in a position as subjects and objects simultaneously. As subjects, women in the memes above consciously use various body trimmings and consume various products to increase their selling value which depends on the appearance of the body. In culture in the public sphere, feminine markers are increasingly emphasized in women's bodies so that femininity is identical with a preening body. The body of preening will triumph in public space, because this is where the body is exhibited to be seen and looked at other bodies in an arena of contestation. The body that is in the marginal domestic space due to show-showing and viewing-view activities is not possible. Traditionally the female body is always regulated by many rules that repress,

then the transition from traditional culture to modern.

In memes it can be analyzed that, women are conditioned to rely on other people's judgment when they want to measure or to assess their experiences around body problems. Placed in the current socio-culture, which contributes to the structure of women's experience of the body, it is a high social demand to prioritize aspects of physical appearance as a source of values and meanings of the body. Social demands to prioritize aspects of physical appearance are accompanied by a process of uniformity to criteria that are benchmarks for ideal physical appearance.

Based on the memes, female body has been exploited in various mass media, but many of us are often not aware of it. Douglas (1992) sees the body system as a symbol system of everything. He divided the body into two, namely the self (individual body) and the society (the body politics). The body politics shapes how the body is physically felt. The physical experience of the body is always modified by known social categories which consist of certain views from the community.

CONCLUSION

From all the analysis above, it can be concluded that women's bodies are always present in the pull of regulation of several ideologies. Women's body in the context of consumer culture is a body that has the authority to choose how the body wants to be displayed, but that authority is not value-free, because the body remains in the cultural hold. Related to the relationship between body discourse and power, contemporary feminists have criticized it. They see discourse on the body not in the interests of science but in the political tendencies that arise in relations between sexes. Social change

often presses and encourages science to produce empirical and genetic evidence to support political policy. Studies of the body, especially the female body, are important because of the content and political interests that are there.

Through a message in the meme above seems to confirm stereotypes against women, indeed. Findings regarding the description of the female figure the researcher found in the memes above could be told as the stereotype of women, patriarchal culture, and gender roles still attached to the paradigm of all individuals. So that these three things categorize women with men, and regulate how a woman must look, not even have the freedom to determine her own weight within the scope of her gender.

The body is the main target of consumption, and thus is getting closer to the danger of exploitation. The body is cultured and worshiped in its function as a commodity in social transactions, and is often treated as an "object" just like that. It can be changed in various ways if it feels unsatisfactory and accepts various insults if it is not beautiful. The body may be discussed and exhibited in various private and public spaces, but the outward appreciation given to it is often not based on a noble meaning of human body itself.

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AMERICAN MYTH VALUES IN OUR TOWN PLAY
BY THORNTON WILDER
(A STUDY OF MYTHOLOGY)

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ABSTRACT

This research aims to prove that American people really still believe in the myth during the early twentieth-century. The writer finds many historical data and uses an analytic descriptive method for literary research. To support this research, two theories are employed; they are mythology theory and literary sociology approach. Thornton Wilder describes portrait of the American society that still believed in the myths in his best play entitled Our Town (1983). They lived in fictional small town namely Grover's Corner. In their daily activities, they kept firmly the belief in the myths without missing the faith to religion. They realized that there were many positive things and goodness in every myth. The central values on the play are talking about myths in three phases of life such as childhood, marriage and death. All of them are talking about myths of days, months, weather, time, color, and ghost. In every belief of the myths, all of them contain how we can choose a good and bad one in facing problem. We should not do what the belief forbids. If we disobey them, -as in myth told- we will get some bad effect.

Key Words: myth, America, Wilder, play

ABSTRAK

Penelitian ini bertujuan untuk membutikan bahwa warga Amerika masih mempercayai mitos di awal abad 20-an. Penulis telah menemukan banyak data historis dan menggunakan metode deskriptif analitik untuk penelitian pustaka. Untuk mendukung penelitian ini, terdapat dua teori yang digunakan, yaitu teori mitologi dan pendekatan kajian sosiologi. Thornton Wilder menjelaskan sebuah gambaran warga Amerika yang masih mempercayai mitos dalam sebuah drama yang berjudul Our Town (1983). Mereka tinggal di kota kecil khayalan bernama Grover's Corner. Dalam kegiatan sehari-hari, mereka tetap menjaga keyakinan akan agama. Mereka sadar bahwa terdapat banyak hal positif dan kebaikan dalam setiap mitos. Nilai utama pada drama adalah membahas persoalan mitos dalam tiga fase kehidupan, yaitu masa kanak-kanak, pernikahan, dan kematian. Kesemuanya berbicara mengenai mitos tentang hari, bulan, cuaca, waktu, warna dan hantu. Dalam setiap kepercayaan terhadap mitos, semuanya menjelaskan cara untuk memilih hal-hal baik atau buruk dalam menghadapi masalah. Kita tidak boleh melakukan sesuatu yang berseberangan dengan keyakinan. Jika kita melanggar aturan-aturan tersebut, seperti apa yang dikatakan oleh suatu mitos, kita akan memperoleh pengaruh yang buruk.

Kata Kunci: mitos, Amerika, Wilder, drama

INTRODUCTION

Literature cannot be dissociated with reality. It relates to the social culture. "When a playwright tries to create a literary work, there are many ideas in his mind that he wants to transfer to the readers or audiences" (Teeuw, 2003:10). Message of literary work that will be transferred, of course, comes from his experience, learning from history, and result of communication with society. Many playwrights conduct this matter, as well as Thornton Wilder. He, who was the notable American playwright in the twentieth-century, wrote some ideas of his fiction on the basis of life reality. His best play entitled *Our Town* was a work describing about American society life in the early twentieth-century (1901-1913). Wilder tried to reflect the cycle of American traditional life that is still believed in the myth by generations.

In that play, Wilder depicted a fictional small town as American society that was named Grover's Corners, New Hampshire. Its society lived happily and harmoniously, even though they were lower middle class, a little professional people, and ten percents are uneducated labours. Eighty five percents of them were Protestants, twelve percents were Catholic, and the rest were indifferent. "Religious people at that moment had also seen a greater openness to interposition of the supernatural in everyday life" (Goff and Harvey, 1961:15).

"Myth trusted by the American society stems from the Indians and earliest Americans" (Robinson and Wilson, 1978:209). It is trusted by generations; even it becomes eroded because of industrialization and modernization. American society itself actually has many myths. Meanwhile, myth implied in *Our Town* just represented the small share from all myths in the early of twentieth-century. The myths were the beliefs that did not include values of religion, but they believed in it as well as religion. They assumed that if they did not believe it, they would be fatal.

The stories of mythology in *Our Town* have many meanings. According to Mircea Eliade, the story of deities and ape-man has given people thinking frameworks, admired values, and archetypes. Archetypes are the natural psychical behaviour patterns that universally are not conscious and it is in every potential human beings. The myth functions as a model for human activity, society, wisdom, and knowledge. Meanwhile, mythology is used for the entire body of myths that are found in a given tradition. It is used as a term for the study of myths.

In this life, wherever we are, life is constructed with three phases. Thomas E Porter, from The University of Detroit, says in *Myth and Modern American Drama* that three phases are the basic structure in the progress of universal human experience. First is birth and growth (childhood); second is marriage; and third is death. These events are unique in life of the individual. *Our Town* presents those events. They become the substructure in the scene of this drama. They form the basic pattern for every life. Thus, the pattern is both linear for the individual and cyclical for the community. The structure combines both these aspect (Porter, 1969).

The story theme of the drama centrally talks about values of Christian religion and myth that implicate to individual, family, and society life. This drama also represents the cultural social documentation, because many myth behaviours are revealed in that drama. The myth behaviours are described as seen in the situation of social life in America in the early twentieth-century.

So the writer was very interested in studying it based on the cultural perspective, or anthropological study.

Later, choosing this object is also because the drama is the Wilder's masterwork. *Our Town* had become one of the most popular plays produced in the 20th century. It was filmed in 1940. Wilder got the Pulitzer Prize in 1938 with that play. To Wilder himself, that prize was not for the first time, two other masterpieces also got the same prize, both were the novel entitled *The Bridge of San Luis Rey* in 1928 and drama entitled *The Skin of Our Teeth* in 1943. *Our Town* firstly was performed in New York in February 1938. At the first night staging, audience was exiting and responding with the model of play, because in the staging it was performed without curtain and scenery. Since that time, the audience had grown accustomed to the easy informality of the Stage Manager as he introduced each scene, interrupted the action with commentary, took the part of several minor characters, improvised scenery, and spook the epilogue. So that *Our Town* became one of the most successful plays in the modern America Theatre (Carlsen, 1937).

The objective of this research is to prove the using of Mircea Eliade's theory of mythology concerning with the society myth. This study also aims to know American myth values during the early twentieth-century. The significance of this research is to give information to others about American myths, so that it can stimulate the development of literary studies. Focus of the problem on this research is about American mythology. To reach it, the writer will limit the study to myth scope trusted by American society in *Our Town* play concerning the myth of childhood, marriage and death. It will be correlated with social reality life during the early twentieth-century. Then, the writer tries to describe the historical data that is concerning with life behavior and myth values trusted by American society by generation, particularly in the early twentieth-century, so that it can be found the relation between fictional life and reality. Writer also explains the American life values that are consisted in that play.

To know the term "mythology", we firstly need to define the meaning of word "myth". This word is taken from the Greek "muthos". According to etymology, it originally means "word", "discourse", or "speech" (Coupe, 1997: 97). Mythology as science is the study of myth and body of myths belonging a particular religious tradition. Mythology can be used to denote the myths that have made a tradition in some society. Moreover, mythology, like in the other discipline, has a study limitation, scope, systematic, objective, and significance. Beside that, "Mythology has correlated to the politics, economics, literature, social, culture, etc." (Zeffri, 1998: 8).

Mythology as a science discipline had grown up fatly in the last ninetieth-century. Even though people believe myth itself for hundreds of century ago, but it was decelerated as study discipline in the last nineteenth century.

According to Eliade (1960), myth is a symbol that is put on the story. Myth is not only a description or sign, but it is a whole description that is revealed in a tale. It talks about tale of deities, ancestor or hero, and supernatural. Myth can be defined as anything that was contrary to the reality. Accordingly, Eliade (1960:23) describes about myth as follows:

> "What exactly is a myth? In the language current during the nineteenth century, a myth meant anything that was opposed to reality:

the creation of Adam, or the invisible man, no less than the history of the world as described by the Zulus, or the Theogony of Hesiod -these were all myth."

The myth, whatever it nature, is always a precedent and an example, not only for people's action including sacred or profane, but also as an honor to the situation where his nature places him. The precedent is for the expressions of reality as a whole. Primitive society had ever said, "We must do what the gods did in the beginning.

It is true to say that myth reveals more profoundly than any rational experience ever could, the actual structure of the divinity, which transcends all attributes and reconciles all contraries. The mythical experience that is not mere deviation is proved by the fact that it enters into almost all the religious experience of people (Eliade, 1971: 419).

Myth is the cultural and social life basic. For Eliade, myth is the complex cultural reality, so it is difficult to give the limitation in defining it. An Eliade's opinion, myth is the human being effort to communicate between the sacral and profane side of people (Saliba, 1976). Myth becomes the definitive truth and specifies an absolute truth, which cannot be debated. Once told, that is, revealed, the myth becomes and establishes a truth that is absolute. "It is so because it is said that it is so", the ancient people declare to justify the validity of their sacred history and religious traditions. The myth proclaims the appearance of a new cosmic situation or of a primordial event (Eliade, 1959: 95). Myth defines the mystery screen from primordial events, which still narrated and believed nowadays. Myth has a correlation with the time and ritual.

Below is the schema of mythology studies scope taken and resumed from many sources.
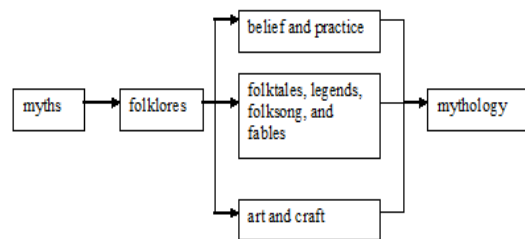

Figure 1. Schema of Mythology Studies

Folktale is a fictional narrative tale. Legend usually characterizes a traditional tale thought to have a historical basis, as in the legends of King Arthur or Robin Hood. The legend sometimes is named as ballad and romance. Folksong is a traditional song verse exhibits characteristic shared by other kind of folklore. Fable is same like the folklore, but the difference is it personifies animals or natural objects.

To identify some works whether it was literary work or not, it depended on the spirit or hope and overview of the readers or audiences. Moreover, what something in some traditional places was called as literature, but in the other place might not be named a literature. If the readers assume and understand that the work was *literature*, it would be understood as literary work.

From many definitions, the writer here just wants to take the conclusion that the term "literature" can be said as a special type of writing whose values lie in beauty of form or emotional effect. This is maybe a similarity from the definitions above, because the word "literature" is derived from Latin *litteratura*, or Greek *littera* and *gramma* that have a meaning *letter* (Teeuw, 2003:34).

Literary sociology is one of the branches of the literary research. This research, according to Endraswara

(2004), is a reflective one. It means that social life will be raced by the creation of the literary work. The literature is not only the effect of social causes but also the causes of the social effect. The literary sociology research can relate to the causality influence between sociology and literature. Both of them can influence each other, and finally it is interesting for the researcher to study them. This research generally is conducted in order to see that literary work is the mirror of society life. Hence, primary assumption from this research is the creation of literature that does not in social blank. A successful literary work is something that reflected its epoch.

Sociological theory, or here called literary sociology, maintains that the literary work cannot be separated from the social context in which it was created. Literature reflects society and derives its essential existence and significance from the social situation to which it responds (Fokkema and Kunne-Ibsch, 1977). Wolf saw that literary sociology is discipline that has no shape, not to be defined well, consisted of a few empirical studies and a number of general theories, that each other just have the same in the matter which all of them correlated between literature and society.

Playwright creates the literary work based on his experiences, either it is from his esthetics or mind view. When the literary work is written, he does not compromise to the readers about contains of his work. He also does not think what far his literary work will be read by thousands of people. This is a unique thing in literary work. So that, one who read the literary work would be faced many possibilities. When the literary work was in front of the readers, the interpretation possibilities would pop out. The readers may have a different understanding if they viewed the literary work from any different approach. The

importance of literary sociology is the concept of mirror. In this case, literature is assumed as mimetic of society.

METHOD

The method of research used by the writer in this study is qualitative method with the analytic descriptive writing. Its way is describing and analyzing the play as one of the literary work that is a medium to depict the social situation, focuses in American society at the early twentieth-century. The writer tries to answer all the research questions by describing the problems in the study. The writer also tries to analyze the unit of analysis by using any literature references that relate to the study.

In this study, the writer uses the mythology and literary sociology theory to analyze the data. The collected data will be analyzed and discussed into two sections. Each section contains the description and analysis data. Firstly, the study begins by telling the American society myth in *Our Town* play, and then secondly by telling the American myth history by generation. After that, the data will be explained and analyzed in order to answer the research questions above by qualitative method. The writer analyzes the play by using the dialectic analytic techniques. It is by reading the play and socio-culture of American society in the early twentieth-century to look for research findings based on the story of the play and mythological theory. Then, the writer arranges American society myth values in the 20th century and explains them. At the end, the writer uses a corpus to make easy in this analysis.

Play script is taken from book entitled *Three Plays by Thornton Wilder; Our Town, The Skin of Our Teeth, The Matchmaker* illustrated by Alex Tsao with a preface by the author. The book is published by Bantam Books, New York,

June 1961. The play script has 64 pages including cover and illustrated stage.

RESULTS AND DISCUSSION

Our Town is narrated with three acts. The first act is a story about everyday life of town society of Grover's Corners. The second is the act of wedding party of George and Emily, including in it is their love story. The third act is about the death. All acts are run with plot of forward, because the running of exposition, rising action, climax, falling down, and resolution, is developing this play. The plot is the way in which happening are arranged in a literary work. The plot also reveals conflicts that is told, intensified, and revolved during the running of the play.

The author of *Our Town*, Thornton Wilder, implicitly would like to say to the audiences that in his play there are many myths that are still believed by the American society. Those myths have become the beliefs and superstition. Of course, the beliefs are taken from the American stories such as folktale, legend, folksong, and fables; as we call them as the American folklores. The myth values are as below:

1. The day of childbirth carries a special import of baby

The first stage in the cycle of human life is childbirth. It is recognized as period of crisis. In the South America, folk beliefs, costumes, and medicine, associated with childbirth derived from more diverse sources, developed more fully, and endured longer than in any other region of the United State.

According to American superstition, the day of childbirth can make a sign of baby's character. Many people in America still believe that characteristic of the person in the next time can be identified by knowing the birthday, because all days have meanings. The good days are Monday, Tuesday, and Wednesday. The baby born on Monday will have a fair of face. He can be a fair person in the future. Then, if he were born on Tuesday, he would come the person who has a full of grace. In his life he will get many graces from the God. If Wednesday is the day of childbirth, the baby will get a full of love and giving.

But the bad day is like Friday. The baby who was born on Friday will get a woe during his life. The traditional American, but not all, hopes his baby not to be born on Friday. It is because that Friday is presumably of day of the crucifix of Jesus. Then, Thursday will denote a hard worker. Saturday become the baby the person who will go far from his homeland. But if the baby birthday is on Sabbath day, he will be a beautiful or handsome child. The Sabbath day is the Saturday morning, such as in the American superstitions from the rhymes of the folksong said;

> *Monday's child is fair of face,*
> *Tuesday's child is full of grace,*
> *Wednesday's child is loving and giving,*
> *Thursday's child must work for a living,*
> *Friday's child is full of woe,*
> *Saturday's child has far to go,*
> *But the child that is born on the Sabbath day*
> *Is little and bonny and good and gay.*

Tuesday is the third day of the week, taken from name "Tiw" or called "Tyr". He is the son of Odin, the chief Scandinavian deity, which is sometimes named Woden, and then it becomes the name of Wednesday. It was considered neither particularly lucky nor dangerous, but was a time

of "middleness" or neutrality. Accordingly, James Branch Cabel uses the affecter of all average things in his novel title "Jurgen". Tiw in Scandinavian mythology is the god war and fame, corresponding to the Mars of the Romans, and was prayed to by the heroes for victory.

Emily is one of the people who were born in good day, exactly on Tuesday, February 11th, 1899, so she has brilliant and much talent. She is very beautiful, intelligent, diligent, and responsible. She is one of the best students in her school. She likes to study the science of exact. She also has much talent. When she was in Junior High School, she had been a good orator in the class. She was a stamp collector. When she was in Senior High School, she was very active in class organization. In sense of friendship, she always cared to her friend. She did not want her friend leaving her. So she has good characters in *Our Town*.

In every religion, the day has the important and sacred meanings. We can take the examples like in Christ, Catholic, Jews, and Islam. In Christ and Catholic, Sunday is the holy day to pray in church. For Jewish Saturday is the sacred day as called Sabbath day. But for Moslems, the holy or best day is Friday. Every Moslem prayed together in mosque. They must leave their works when the time to pray is coming. It means that the understanding toward the day depends on their beliefs. It can be sacred one, if they believe that the day is sacred based on their religious teachings.

2. Groom cannot see his bride before wedding party in church

In modern America, courtship becomes more a private act conducted in the public world. This intimate business, as it evolved into "dating", increasingly took place in public places removed, by distance and by anonymity, from the sheltering and controlling contexts of home and local community youth increasingly moved their courtship from the private to the public sphere.

In American tradition, no single rite actually associated with love and courtship. Rite is just done in tradition of graduation from high school or college, first apprenticeship in a union, admission to a club, and soon. People do the rite when they celebrate on the wedding day. So, before wedding in the church, there must not be a meeting between the man and girl for some days.

This custom derives from protective custom to prevent brides from being abducted. Stories about the groom distinguished his bride from a group of veiled women continues this theme and seems to be the basis for having several bride maids. In Jewish and Buddhist, this tradition actually is from the religion teachings. If we look at the ritual of wedding, the groom of Jewish and Buddhist are really forbidden to meet the bride. But it is not in Christ's or Catholics.

In American folklore told that the groom is forbidden to see the bride before wedding party in the church. It is actually so difficult to get the main topic in the whole story. This myth is got from the superstitions in American lands. Even though it is not easy to get, here the writer mentions the story containing those superstitions. The story is taken from the myth of the North American Indian titled by *The Story of Scarface*.

This story is talking about the poor boy namely Scareface who falls

in love with the beautiful daughter of the tribe chief. At first he gets some troubles to marry her. The tribe chief gives him a dangerous duty to kill some monster. But finally he can make that duty and come back successfully. Then, he marries the lady. Before marriage, the tribe chief forbids him to meet the lady for some days. If it is ignored, the deities according to them will be angry, because it is the rule of the Indian wedding. Beside, the bride will be dead if the groom forces himself to meet her before wedding. In Javanese culture, it is called as "Tradisi Pingit". It can be found in the tradition of Javanese wedding like in Yogyakarta province and around.

In Indian wedding, the women also have priority to make and hold the wedding party. The women have to prepare all kind of the party. The man just has to receive the decision of the women family. He cannot impinge that custom. The causes of this forbidden can make the woman get bad thing in the next time. One of it may be the death of the bride.

In this case, Mr. Webb forbids George to meet Emily before wedding day in the church for some days. According to him, it is a custom and becoming the social rules. It can cause a bad implication for the bride in the next time if it is being ignored. This myth, Mr. Webb said in the play, is believed for long time ago by the ape-man. The reason is if groom sees the bride some days before wedding, it can cause the bad effects to the bride, such as the death or falling illness.

Mr. Webb also warns George to not make the wedding by himself. For him, the groom cannot make the wedding party. The party is the authority of bride's family. If this is

not avoided, it will make the woman get bad thing such as the death.

From those myths we can take a goodness and advantage. The prohibition of groom to meet the bride functions to make the wedding party run well, because it is the common that if the groom visits the bride before wedding, the bride will be nervous in the main ceremony. About the holding of party, it is maybe to make cooperation between the groom's family and bride's family, because usually the groom prefers to prepare the other duty than the party. Beside that, the bride concentrates to the party preparation.

3. *Do not make the wedding party on May*

American wedding has mythological and historical precedents. The month of wedding party is a crucial decision. When the American would like to make wedding party, they usually discuss to decide the exact month. According to them, only certain months, depending on the couple's culture, are acceptable. Some American people say, "When December's shower falls fast, Mary and true love will last". Basic theme of this folktale includes the enchantment motif of marriage.

The wedding is symbolizing the transfer of a woman to her husband's family, wedding follow a prescribed set of rituals and superstitions that people believe will ensure happiness and safety for the couple. The wedding is momentous events. In the South America, the wedding ceremonies and celebrations have been shaped by traditional beliefs and practices that affirm marriage as an occasion for familial and communal celebration.

About months, June, October and December are believed as the good months to hold the wedding party, particularly on June. But May constantly remains the worst month. June is the best month, going back to the days of Rome and the worship of Juno, the wife of Jupiter, who was patroness of the young and goddess of marriage. May is named for Maia, the goddess of growth and patroness of the old, and is the month that honors the unhappy dead. So that, this month is assumed as the bad moment to make some happy events.

Juno is the goddess of Rome personifies a creative youth. She oversees birth, both on a human and on a heavenly level. Upon beginning labor, women call upon Juno Lucina who has brought to the light, who is honored at the Matronalia of 1 March. Juno Cocella is the patroness, along with Janus. In Roman history, Juno intervened in several instances. Juno paired with Jupiter who is honored as the supreme god.

One of the popular American folktales about the danger of May is "Ghost Train". This story is about marriage couple that gets painful during his on May. This tragedy happened in May 1908. From this folktale, many traditional American believed that May is really the danger month. It is not good to do some special events, especially the wedding party.

It is told that the Grovers' conduct the wedding not on May. Example like the wedding of George and Emily that conducted on July considered as the save wedding for it escape the woe of their life. They believe that May is unlucky month for wedding. On May, the author of this play implicitly put it in act I containing the daily activity of Grover's Corner. Act II, or we call as the act of wedding, is made as the activity of wedding. The author would like to say in this play that at that time American traditional people still believe that May is not good to be the day of wedding.

From this myth, maybe we cannot take many good things; we just get information that we have to take a care in deciding the wedding party day. It is like in every culture in many countries. There must be minimally one month that is indicated as the danger of month. We can take the example of the Javanese culture. For Javanese people, there is one month indicated as bad month to do anything special. It was called "Bulan Sapar". Usually, they ignore to make ceremony in that month.

4. Wedding party in the afternoon

In the American culture, many people will attend the wedding. It is because that event is the important moment of some body to begin new life with his couple. To come at the party, of course, people have difficulties, because of their daily activities during all day. But that was not all; the holding of wedding party in the afternoon has also the myth. According to the traditional belief, to hold the wedding party in the evening can bring a bad effect for the couple of marriage in the next.

The belief of wedding party that should hold in the afternoon actually follows the government of English clergy in the 17th century. The government forbad the citizen to conduct the wedding in the morning, because the bridegroom tended to appear unready condition like the dirty and neglected dress of couple. So it is impossible to conduct the wedding in such massy condition.

The government at that time also forbad the people to make wedding party in the evening, because the priest stated with a serious advice that wedding party in the evening can take the bridal couple of by sheer force to the alehouse frequently. These traditions of wedding in the morning and evening run in the United State continually. Even though these tradition are taken from English clergy in the 17th century, but the American cannot eschew from the England tradition.

In *Our Town*, George and Emily conduct the wedding in the afternoon. The Grover's believe that it is better to hold the wedding party at noon than at morning or evening. This play gives us a massage implicitly that the wedding at noon will bring its couple to the beautiful sight. Besides, this case will lead the couple to the lucrative life. On the contrary, to conduct the wedding in the morning or evening will lead the couple to the woe and sorrow.

From this myth we can get the positive thing. The afternoon is the better time to hold the wedding than morning and evening. In the afternoon usually people are at home. They have just come from working. In the morning many people is very busy. It is also in the evening. At that time the people is very tired because of the daily activity in full day. So, the exact day to hold wedding ceremony is in the afternoon.

5. *Weather on the wedding day*

In the Ozarks and other parts of the South America, some people still believed that it was unlucky to marry when it was snowing or raining. In Maryland, snows means that the bride couple will get a dollar for every flake that falls on them. The rain falls when wedding day holds means that the bride will shed a tear for each raindrop. This is told in story the Wife of Bath in Chaucer's *Canterbury Tales*, who was got many troubles in her life because she held wedding when the rain was falling down. This tale is very popular in America and England.

In some lands, there are beliefs talking about the weather in the wedding day. Below is the superstition from Illinois, Massachusetts, and Alabama. Those lands, or now becoming the state, are the places that have many myths.

Illinois: *"If it snows on the wedding day, the husband will be good to his wife."*

Massachusetts: *"Thunder during a wedding is a sign of unhappiness all one's married life."*

Alabama: *"If you marry on a pretty day, you will live happy."*

The tradition of weather persists in the United States and certainly with no knowledge or remembrance of Juno and Maia in Rome period or around 17th century English clergy. At that time the people said:

Happy the bride
The sun shined on,
Woe to the bride
The rain rains on.

In the other variety of rhymes, the saying above can be said such as;

Happy is the bride the sun shined on,

Tears for the bride the rain falls on.

In *Our Town*, the wedding of George and Emily was holding in good weather. The sun shines on. There was no rain and thunder at that time. The Grover's were attending. The wedding was running well. Consequently, -of course it is according to the myth- George and Emily live happy and full of grace. They lived in the beautiful small town. George would work in the garden and farm; Emily became the mother of his children.

Nobody will want to get the rain or thunder on his wedding party day. The positive thought from this myth is the wish to get the beautiful wedding day. We have to carefully choose the season. The weather usually is influenced by the season of that month. We have to learn the condition of the weather. Moreover, we should look for the information of the weather from the Geophysics and Meteorology Board. In Indonesia, that board is called as BMG. In every city we can find it.

The rain and thunder will make the ceremony not to be beautiful view. If we find the rain in the man's wedding party, of course the ceremony will be crowded, panic, and broken. To avoid them, the traditional people sometimes use magic, but it is probably uncommon for modern society.

6. Color of dresses can be the symbol of good or bad effects

The dress of bride is one of the important instruments of wedding. The guests usually pay their attention to the gown of bride. In American culture the gown symbolizes the beauty of the bride. In American mythology the color of the bride has certain meanings.

The wedding gown's color is especially crucial to depict chastity. One of the general colors used by American people is white. The popular rhymes noted; "Married in white, you have chosen all right", but warn, "Married in pink, your fortunes will sink." It means that it is really good to wear the white gown instead of other colors, and later rhyme told that it is so dangerous to wear the pink gown, as it will guide to the sink of home family.

To know completely the myths of color of bridal couple dresses, we can see the rhymes below with their meanings:

Married in blue, love ever true,
Married in white, you've chosen right,
Married in red, you'll wish yourself dead,
Married in black, you'll wish yourself back,
Married in gray, you'll go far away,
Married in brown, you'll live out of town,
Married in green, ashamed to be seen,
Married in pink, of you only he'll think,
Married in pearl, you'll live a whirl,
Married in yellow, jealous of your fellow,
Married in lavender, you'll always be savage.

In one old Scotland, there is a ballad talking about the dress of bride. That ballad titles "Bridal Dress", containing the belief and superstition of wedding. The main of message of that ballad is like rhymes above that we will be better –one of them- to use the white dress, because the color of

white has a good symbolic and can come a lucky.

In *Our Town*, as the bride, Emily wears the white dress in her special day. She makes the white to be a good looking. She and Grover's still believe that the white dress can be a sign of lucky in the next time. In modern American society now, many people also do like that. They choose the white to be the bride's dress. One of the reasons is because the white is the bright color. Wearing the white dress looks more comfortable than other color.

7. *Ghost of death people will come to their family*

Every person must be dead. This life is just a moment. They will pass away and gather with other death people. They will get a responsibility into the God. The American traditional family who was passed away usually makes a various rites to help them in meeting to the God. The various rites will hold in the house after the death. Some of the death was pleasant and even amusing to look upon family in her lifetime.

Many people are homeless to anyone with a clear conscience, but some are vengeful and malevolent and return to torture their victims eternally. Often the ghosts of dead lovers or husbands and wives return to haunt their faithless sweetheart or spouse. Sometimes a parent comes back to make life unpleasant for his or her children; on other occasions the ghost returns to slay a wicked person or take revenge on the person who murdered, injured, or cheated him or her.

In American tales there are many folktales talking about the death people who come back to people life in the earth. One of them is *To Life!*

written by Robert Kosmicki. The story is from Poland. One grandfather had just died about years ago at the age of ninety-five. He was a very wise man, but was kind of a boozer all his life. When he was a life, he ever told to his wife to buy a bottle of whisky for his birthday. On his birthday but he was death, his wife bought the bottle of whisky. The wife actually would like to know about the causes of the death of his husband's brother. On good time, the ghost of his husband attends to her house and told to his wife who killed his brother (Zeitin, 1982, 57).

In legend, American has tale like "Ghost Handprints". This story reveals that the death persons can understand and know what the life people feel. Sometimes they can attend to the earth and meet the life people. In stories of folk, the topic about ghost has many titles. It is also recognized until now that many American drama and film talking about the ghost.

In *Our Town* told that Emily was death because of her second bearing. She met her parent in law, Mrs. Gibbs and other Grover's. She lived in life after, or we can call that as the ghost. Then she asked to "the Angle" –in the play was recognized by Stage Manager- for living again and could meet her family even though just a moment. She shows that many things were left over there. He then permits her to return in the earth, and give options what day she wants. So she chooses her birthday to be the day she is coming back in the earth.

She returns to live on her birthday on February 11, 1899. She met her family in happy day. She would like to tell to her mother, Mrs. Webb, about something done in the next time. But this was just an

illusion, because her return to the earth was just to know about people life, not to remind their problems.

In this case, the myth of ghost actually is very popular in the traditional American. Some people who were death will be the ghost. And the special day to know about their condition or to meet them is on the day of their birth. It is caused that in American culture; annual celebrations of the anniversary of the date of someone's birth are sometimes marking significant points in the life cycle. Birthdays are celebrated most often in family setting, but also at school and in the workplace (Brunvand, 1996: 85). It means that in some special day, not only birthday, the ghost of our family will come to our house.

Death is a phase in this rite, but only as a preparation for rebirth. In a sense, on her return, Emily was reborn, but he cannot remain with those who have not been born again. Her rebirth, according to Thomas E. Porter in his assay, includes the ability to communicate with the world and to the world the wisdom he has acquired. From her perspective on the other side of the grave, Emily tries to communicate her sense of communion to her mother. She sees her family together now and fragmented by separation in the future. Her mother cannot really look at her. There is no moment of communion because she does not share Emily's consciousness.

Human death is the result of conflict among divine being. Death is the result of man being cheated by a god or some other mythic being, or of the carelessness or stupidity of such a being. Death is the result of some human shortcoming, sometimes a rather futile one in our eyes. "The dead" have not died at all. The people who were dead have just "passed on".

CONCLUSION

American mythology has many sources; they are from tribes of Native American and Europe countries like Rome, England, Germany, Span, French, and so forth, which have come to the American land since hundreds years ago. It seems clearly that the Europe people influence American society in the early twentieth-century myths. The myths trusted by the Native American are difference with the myth trusted by the American society in the early twentieth-century. The myths of Native American are talking about the stories of the deities.

On the other side, the American society myths in the early twentieth-century reveal about beliefs and superstitions. For instance, if we take the story of myth origins, the beliefs and superstition are from the American folklores. The folklores themselves are divided into folktales, legends, folksongs, and fables. The values on the folklores could give the American a good attitude in doing something. Even the myths are not religious teaching, but those could be a support for their life to do the best. American society believed in them to be a custom so it is also called as the culture.

The myth values in *Our Town* play are talking about life attitudes. They are about the values of childhood, marriage, and death. The Grover's Corner on the play is a picture of the traditional American in the early twentieth-century, which still lived under religious and myth teaching. They made both of them as the life rules that must be trusted in their life. The positive thing in believing myth is how they can live peacefully and happily. In myths, they could find the positive thing. Even

it was not really rational, but the purpose of the myth values is for the goodness.

The early twentieth-century, or during 1900s, was the American industrialization period so that it is only the traditional American who just still believed the myths. The modern American was very secular. They just believed something rational. The traditional American lived in small town and some village in the south and north of America. One of them lived in New Hampshire, in which at that time there are still many villages and small town has the traditional people.

Thornton Wilder in *Our Town* described the small town named Grover's Corner in which the society still did daily activities based on the custom. He just wanted to make *Our Town* as a representation of traditional American society at that time. In life of play, Wilder would like to say that in our life there are three phases of life we should pass; they are childhood, marriage, and death.

The myths of childhood, marriage and death in *Our Town* reveal the American beliefs and superstitions. The beliefs actually are very difficult to take the origins, because they are not only from the Native American, but also have been influenced by the other country values. Besides, the myths are not from the whole stories, but they are taken from part of the story. The main myth values on childhood, marriage and death are talking about how we carefully do something about them.

American actually has many myths correlated with those phases. In American folklore we can find the thousands of stories and messages about that. It is because childhood, marriage, and death are the important central of life. Many myth values are containing about that. Of course, it does not mean that in the other side the American does not have myths. In the action of politics, economics, science, literature, and soon, the American society also have myths, but here in this paper the writer does not mention and focus it.

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THE EFFECTS OF TEACHING METHOD AND VOCABULARY MASTERY TOWARDS STUDENTS' SPEAKING SKILL AT PRIVATE COLLEGE IN EAST JAKARTA

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ABSTRACT

The purpose of this research is to know whether there are significant effects of Contextual Teaching and Learning Method and vocabulary mastery towards students' English speaking skill, both individually and group as well as simultaneously. The research was conducted at STKIP Kusuma Negara Jakarta Timur with the total sample of 60 students that was randomly taken. The method used in the research was a survey. Vocabulary and speaking data were acquired from the achievement tests. The data was analyzed using two ways Anova. The result of the research concluded that there is no significant interaction of contextual teaching and learning method and vocabulary mastery to student's English speaking skill. This is proven by the value of $F_0 = 0{,}161$ and Sig = $0{,}689 > 0{,}05$.

Key Words: contextual teaching and learning method, vocabulary mastery, speaking skill

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui ada tidaknya pengaruh metode pembelajaran kontekstual dan penguasaan kosakata terhadap keterampilan berbicara bahasa Inggris siswa, baik secara individu maupun secara kelompok. Penelitian ini dilakukan di STKIP Kusuma Negara Jakarta Timur dengan total sampel 60 siswa yang diambil secara acak. Metode yang digunakan dalam penelitian adalah survei. Data untuk penguasaan kosakata dan keterampilan berbicara diperoleh dari tes pencapaian. Data di analisis menggunakan Anova Dua Arah. Hasil penelitian menyimpulkan bahwa tidak terdapat pengaruh interaksi yang signifikan antara metode pembelajaran kontekstual dan penguasaan kosakata terhadap keterampilan berbicara bahasa Inggris siswa. Hal ini dibuktikan dengan perolehan nilai F0 = 0,161 dan Sig = 0,689 > 0,05.

Kata Kunci: metode pembelajaran kontekstual, penguasaan kosakata, keterampilan berbicara

INTRODUCTION

Some people want to study English because they think it offers a chance for advancement in their professional lives. They will get a better job with two languages than if they only know their mother tongue. English has a special position here since it has become the international language of communication.

English students although have been studying English for quite a long time, but there is no guarantee that they have an ability to use English for communication. They probably understand English when other people speak, they must also understand the written English text and they have some ideas but they cannot speak and they can speak but they do not know what must be spoken.

Nowadays, many teachers agree that students should learn to speak the second language by interacting with others. For this case, students should master several speaking components, such as: comprehension, pronunciation, grammar, vocabulary, and fluency. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, to improve the students' speaking skill, to give attention to the speaking components and to make the English lesson more exciting.

Contextual Teaching and Learning (CTL) is one of the hot topics in education today. Surprisingly, so far there exists no comprehensive guide to Contextual Teaching and Learning that explains exactly what it is and why it works. It is urgent that many advocates and practitioners of CTL share a universally acceptable definition of it agrees on its characteristics, its origins, and the reasons for its success. Recent discoveries about the brain and about certain fundamental principles that, according to modern science, sustain all living systems and the entire universe provide the foundation for Contextual Teaching and Learning (Chastain, 2001).

Contextual Teaching and Learning (CTL) method helps teachers in relating material with the real condition of students and supports the student to make a relation between their own knowledge and the implementation in daily activities. The students are expected to understand what the importance of the study, the advantage and the way they reach it. Contextual Teaching and Learning (CTL) can be more fully described by identifying its characteristics. These attributes include its interdisciplinary and contextual nature, approaches that can be used to implement it, factors that address the individual needs of students, and the teacher's role.

Contextual Teaching and Learning (CTL) enables students to connect the content of academic subject with the immediate context of their daily lives to discover meaning. "It enlarges their personal context furthermore, by providing students with fresh experience that stimulates the brain to make new connection and consequently to discover new meaning" (Johnson, 2002:25).

In the contextual class, teachers only help students to achieve the learning target, and it means that teachers create strategies, arrange a team and encourage students to learn each other in order to learn meaningfully and productively. In English learning, the author expects students can understand their structures and skills (listening, speaking, reading and writing) well. In this case, it can encourage students to achieve their learning that it is used and to improve their vocabulary.

Vocabulary is an important part for developing the ability. Basically, to make verbal or non-verbal sentences,

some vocabularies are needed to improve language skill, so that other individuals understand what it meant. In learning vocabulary, student can differentiate the structure of it. They are verb, adjective, noun, adverb, conjunction, and preposition to arrange into a good sentence through learning vocabulary, and also can help students to understand the sentence in spoken or written English.

Language learners need to study the lexis or vocabulary of the language. They need to learn what words mean and how they are used. Clearly some words are more likely to be taught at lower levels than others, and some uses of words may be more sophisticated than others, and there for more appropriate for advanced students.

The teachers should ensure that the students are aware of the vocabulary they need for their level and they can use the words which they want to use. Vocabulary mastery plays a great role in determining the success of foreign language learning. One of the key elements in learning a foreign language is mastering the L2 vocabulary. A foreign language learner will have problems in understanding a language and in expressing his/her ideas without having enough vocabulary.

Besides, students will feel that many of their difficulties in both perceptive and productive language use result from an inadequate vocabulary. If students do not have enough vocabulary, English tasks will be frustrated as they have to look the dictionary up in the most of the time. It is absolutely clear that students especially advanced students master vocabulary.

There is a common sense relationship between vocabulary and comprehension, that is, the messages are composed of ideas and the ideas are expressed in words. There is a number of ways of how to encourage student's vocabulary development, but the most important and effective are through teaching method and student's achievement in speaking skill. By taking extra steps to help students build their vocabulary while speaking at school, it is important to provide the students with the tools needed for academic and career success. Words are the tools for thought; many words that students learn, the more tools they will have to achieve great things. By improving students' vocabulary skills, there is an assumption where a student's success in grade school, high school, college and later in his or her career is dependent almost entirely on vocabulary.

The student's competence in listening, speaking, reading and writing should be followed by vocabulary understanding. The students must add their vocabulary as many as they can. In other words, it can expand their knowledge in communication. Communication is an act or instance of transmitting through sending a message or the information to another individual by symbols, signs, or behavior. We need a lot of vocabularies to improve our speaking skills.

Wallace (1982:98) stated that speaking as a communication activity has a kind of scope or area that skills can apply. Speaking needs performance, expression, intonation, stressing, pronunciation, grammar and confidence to explore the idea or opinion. In speaking ability, the most effective tool for communication is speaking, because it can be comprehended quickly. The most human beings use speaking to express message from speaker to a listener in all situation and condition such as relaxes situation where speaking is needed.

Speaking is a crucial part of second language learning and teaching.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. Speaking is used more often and it is more important to make students or adults orally express their message to show their feeling, ideas, happiness, angry and emotion. Systematic and continued instruction must be developed in order to teach and to reinforce the basic attitude skill and abilities of their expression and implement their use in meaningful communicational situations.

Speaking scope is limited in grammar, vocabulary, and pronunciation accuracy because they are more important in speaking than writing. According to Harmer (1991:14), "In speaking, the students must have many vocabularies. They should master vocabulary to the effect that they can use it fluently and to their feeling of competency in expression". Of course, competent speakers of the language also know the lexis or vocabulary of a language, although its knowledge will vary depending, for example, on their education and occupation. They know what words mean and they also know the subtleties of some of those meanings. Competent speakers of English know what a heart is but they do not get confused by sentences.

The goal of teaching speaking skills is communicative efficiency. Students should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Friederick, 1984).

Advanced students are required to use and to communicate English orally. However, low skill of students' English speaking happens in Teacher College in Jakarta. It is an interesting phenomenon and encouraging researcher to conduct a study. With regards to the fact above, it is necessary to do a kind of research to find out whether there is significant influence or effects between the teaching methods and vocabulary mastery towards students' English speaking skill.

METHOD

Based on the framework and the formulation of hypotheses that have been described previously, this research was conducted by using a correlation survey method. Meanwhile, the analysis used to test the truth of the hypothesis is done by multiple regression analysis. There are three variables studied the independent variable or dependent variable, consisting of two variables namely teaching method and vocabulary mastery, the dependent variable is students' speaking skill.

To make it easier to understand the concept of the research conducted, it is expected that this research design can give a clear picture. The shape design research can be seen in the following figure:

Table 1
Research Design

Vocabulary Mastery	Teaching Method		
	Contextual Teaching and Learning (A1)	Conventional (A2)	∑ Rows
High (B1)	A1B1	A2B2	∑ A1
Low (B2)	A2B2	A2B2	∑ A2
∑ Columns	∑ B1	∑ B2	∑ Total

Description:
A : Teaching Method
A1 : Contextual Teaching and Learning
A2 : Conventional

B : Vocabulary Mastery
B1 : High
B2 : Low
Y : Students' Speaking Skill

RESULTS AND DISCUSSION

Before conducting the hypothesis test, the test was carried out in the advance of requirements analysis that includes testing of its homogeneity and normality.

1. Normality Test

The normality test on the dependent variable or the kovariate variable is needed to determine whether using analysis method with parametric or non-parametric statistics. If the data following the normality test or the distribution test then its analysis can continue with parametric statistics. In this case, this research will continue with the analysis of variance analysis parametric (ANOVA) or use the General analysis of Linear Model (GLM).

Table 2
Data of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Student's Speaking Skill
N		60
Normal Parameters[a,b]	Mean	72.70
	Std. Deviation	9.980
Most Extreme Differences	Absolute	.173
	Positive	.173
	Negative	-.124
Kolmogorov-Smirnov Z		1.342
Asymp. Sig. (2-tailed)		.054

a. Test distribution is Normal.
b. Calculated from data.

Based on the table, it showed that the value of the test statistic of Smimov-Kolmogorov Z = 1.342 and value Sig. > 0.05. This means that data above have a normal distribution.

2. Homogeneity Test

Beside the normality test, one of the conditions required in analyzing data using ANOVA test is a variant homogeneity. The purpose of the test is to see whether the variance of the population according to a group designed is homogeneous or not. Data on its homogeneity testing teaching method is processed with Levene's Test at 5% significance level.

Table 3
Data of Homogeneity Test

Levene's Test of Equality of Error Variances[a]

Dependent Variable: Student's Speaking Skill

F	df1	df2	Sig.
.519	3	56	.671

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B

From the table above retrieved data Fo = 0.519 and Sig. = 0.671 > 0.05. This means that the data comes from a homogeneous sample. Thus the zero hypotheses are accepted. This means the samples come from populations with the same variance (homogeneous). This is true of its homogeneity and normality testing above. It can be concluded that the requirements to be met by the research data that will be processed by ANOVA techniques are already being met.

3. Hypothesis Test

After the normality test and homogeneity test were conducted, and the result showed that the sample of the research comes from a normal distribution population and variance homogeny. Therefore by using ANOVA, the hypothesis testing can be performed.

Data analysis of the students' speaking skills was analyzed by using two-way ANOVA, while the

calculations employ SPSS 20 program. The results of the ANOVA test are followed by the F-test for the significance of knowing the differences between each of the groups significantly (simple effect). In other words, the F-test is used for the purpose of seeing a group of samples where the higher students' speaking skills review of vocabulary mastery.

Summary of the results of data analysis using ANOVA can be seen in the following table:

Table 4
Test Research Hypotheses

Tests of Between-Subjects Effects

Dependent Variable: Student's Speaking Skill

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1342.200[a]	3	447.400	5.525	.002
Intercept	317117.400	1	317117.400	3916.411	.000
A	385.067	1	385.067	4.756	.033
B	944.067	1	944.067	11.659	.001
A * B	13.067	1	13.067	.161	.689
Error	4534.400	56	80.971		
Total	322994.000	60			
Corrected Total	5876.600	59			
a. R Squared = .228 (Adjusted R Squared = .187)					

Based on the data above, the proposed research hypotheses can be answered. The descriptions are as follows:

1. The first hypothesis: there is significant influence Contextual Teaching and Learning method to students' speaking skills. Based on table 3, Anova results obtained with the value Fo = 4.756 and Sig. = 0.033 < 0.05, then the zero hypothesis (Ho) was rejected and the alternative hypothesis (H1) was received. This means that there is a significant influence on the use of Contextual Teaching and Learning method to students' speaking skills, or in other words, there is a difference in students' speaking skills using contextual teaching and learning teaching method with using conventional teaching method.

2. The second hypothesis: there is significant influence vocabulary mastery to students' speaking skills. Based on table 3, Anova results obtained with the value Fo = 11.659 and Sig. = 0.001 < 0.05, then the zero hypothesis (Ho) was rejected and the alternative hypothesis (H1) was received. This means that there is a significant influence on the vocabulary mastery of students' speaking skills. Alternatively in other words, there is a difference in students' speaking skills with high vocabulary mastery and with low vocabulary mastery.

The third hypothesis: there is no significant interaction Contextual Teaching and Learning method and vocabulary mastery to the students' speaking skills. Based on table 3, Anova results obtained with the value Fo = 0.161 and Sig. = 0.689 > 0.05, so that the hypothesis is Ho = 0 was received and alternative hypothesis (H1) was rejected. This means that there is no significant interaction Contextual Teaching and Learning method and vocabulary mastery to students' speaking skills.

Meanwhile, that value of the Adjusted R Squared of 0.187 has the sense that the students' speaking skills students using Contextual Teaching and Learning method and vocabulary mastery gives influence of 18.7% against an increase in students' speaking skills.

CONCLUSION

There are several conclusions in line with the data analysis as follows:
1. There is a significant effect of Contextual Teaching and Learning method to students' speaking skills. This is proven by the value of Fo = 4.756 and Sig. = 0.033 < 0.05.
2. There is significant effect of vocabulary mastery to students' speaking skills. This is proven by the value of Fo = 11.659 and Sig. = 0.001 < 0.05.

There is no significant interaction of Contextual Teaching and Learning method and vocabulary mastery to students' speaking skills. This is proven by the value of Fo = 0.161 and Sig. = 0.689 > 0.05.

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THE STUDENTS' ABILITY TO IDENTIFY THE GENERIC STRUCTURE OF RECOUNT TEXT

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ABSTRACT

This research aims at analyzing the students' ability in identifying the generic structure of recount text, the problems and the solution of the problems faced by the students in identifying the generic structure of recount text. This research uses descriptive qualitative method. The research instrument is written test consisting of 10 items. There are 36 students are chosen randomly as samples. After the data have been collected and analyzed, the score of the students' ability to identify the generic structure of recount text is 73.9. It means that the students' ability in identifying the generic structure of recount text is fair. However, the problems faced by the students in identifying the generic structure of recount text are the students found the difficulty in understanding the meaning of the word and question, and they cannot identify the generic structure of recount text completely especially the part of event. Then, to overcome the problems, the writer offers some solutions, such as the teacher should give more exercises in analyzing the generic structure especially event. Moreover, the teacher should give more attentions to the result of the assignment given to the students.

Key words: genre, generic structure, recount text

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam mengidentifikasi struktur umum dalam teks recount, permasalahan dan solusi permasalahan yang dihadapi oleh siswa dalam mengidentifikasi struktur umum dalam teks recount. Penelitian ini menggunakan metode deskriptif kualitatif. Instrumen yang digunakan dalam penelitian ini adalah tes tertulis terdiri dari 10 soal. Teknik pengambilan sampling dipilih secara random sampling dan terpilih sebanyak 36 siswa sebagai sampel. Setelah data dikumpulkan dan dianalisis, hasil nilai dari kemampuan siswa dalam mengidentifikasi struktur umum teks recount adalah 73,9. Hal ini dapat disimpulkan bahwa kemampuan siswa dalam mengidentifikasi struktur umum teks recount cukup bagus. Namun, permasalahan yang dihadapi siswa tersebut adalah bahwa siswa mengalami kesulitan dalam memahami arti kata dan pertanyaan yang telah disajikan serta tidak dapat mengidentifikasi struktur umum teks recount secara lengkap khususnya pada bagian event. Kemudian, untuk mengatasi permasalahan tersebut, penulis memberikan beberapa solusi seperti guru sebaiknya sering memberi banyak latihan dalam menganalisis teks recount khususnya struktur umum pada bagian event. Selain itu juga guru memberikan perhatian yang lebih mengenai hasil dari tugas-tugas yang diberikan kepada siswa.
Kata Kunci : genre, struktur umum, teks recount

INTRODUCTION

In the curriculum, the students are also expected to be able to understand the kinds of texts. A text is semantic choice in social context (Martin, 2012). It depends on the context of situation. According to Macken (2010:6), "A text is a unit of meaning, which is coherent and appropriate for its context". Therefore, the purpose of texts is to tell someone how to do or to make something.

To understand how the texts work to make meaning, this in turn enables us to facilitate learners' interpretation and production of texts. The models of language connect between context and text. It means that the context of text is in a context of situation and in a context of culture. Relating to Gerot and Wignell (2012:10), "In the context of culture determines what we can mean through by 'being who we are', doing 'what we do', and saying 'what we say'". Context situation can be specified through the use of the register variables, field (what is going on), tenor (the social relationships), and mode (how language is being used).

By understanding the text, we can know the meaning of text and information. According to Gerot and Wignell (2012), there are three types of meaning to understand the text, namely: ideational meanings, interpersonal meanings and textual meanings. The text has to be cohesive relations to support the meaning of text. There are three systems to make the cohesion. There are semantics, lexico-grammatical, phonological, and orthographic. Cohesion is expressed partly through grammar and partly through vocabulary (Halliday, 2009).

In the 2004 curriculum, there are many kinds of texts. The kinds of text or types of text also called Genre. "Genre is a kind of text which each of text has

the goal of communication, generic structure or schematic structure and language features" (Departemen Pendidikan Nasional, 2004). Genre is divided into two; they are story genre that it is a non factual text (such as narratives, news story, recount, spoof, exemplum, and anecdote) and factual genre that is factual text (such as procedure, explanation, report, exposition, discussion).

In learning genre, the students learn about three elements that supported it. First, improving their social function of communication by repeating and explaining the meaning of text. Second, improving generic structure ability by using dictionary and having a discussion with their friends. The last, improving significant lexico-grammatical features by scanning and skimming the text (Depdiknas, 2004). Each genre has different social function, generic structure and significant lexico-grammatical features.

According to Hornby (2010), generic means effecting all or most people place or thing. Therefore, generic structure is structure in text, which is usually used by learners in target language. In this research, the writer discusses the generic structure in the recount text. "Recount text is the text function to retell events for the purpose of informing or entertaining" (Yusak, 2010:13). The purpose of a recount text according to Anderson and Kathy (2011:48) is "to list and describe past experience by retelling events in the order in which they happened (chronological order)". There are three types of recount such as "personal, factual and imaginative recount" (Derewianka, 2009:20).

The generic structure of recount text is divided into three elements. They are orientation (giving the reader/listener the background information "who, what,

where and when" to understand the text or providing the setting and producing participants), events (tell what happened, in what sequence) and re-orientation (optional-closure of events) (Yoseph, 2009). The problem of this research were first, students' ability in identifying the generic structure of recount text; second, problems faced by the students of seventh grade of SMPN 1 Mlonggo; third, solutions to the problems faced by the students seventh grade of SMPN 1 Mlonggo in identifying the generic structure of recount text.

METHOD

This research was categorized as descriptive qualitative research. Descriptive research, according to Gay and Airasian (2000:275) is "A study to determine and to describe the way things are". After that the writer took the sample randomly, 36 students. They were the seventh year of students SMP N 1 Mlonggo Jepara.

The data were taken by using observation and an essay test. The test consisted of 10 items and needed 60 minutes to do. Then, the writer gave them score. If the answer was correct, the writer would give it one score, and if it was wrong the writer would give them 0 score. The maximum score was 100 as amount of the items consist of 10 answers. After giving score and the data collected, the writer computed data by using the following steps:

1. Measuring the students' individual ability in identifyimg generic structure of recount text by using formula: score is the sum of the right answer divided by sum of items x 100 %. After that, the writer counted the frequency distribution by using the following formula:
   P = (F / N) x 100%
   After getting the results statistically, then the writer consulted them to

Nurgiyantoro (2010) who uses five letters: A, B, C, D, and E that express various levels of achievement, as follows:

Table 1
The Level of Achievement

The Percentage of Level Achievement	Grade	Level of Achievement
85%-100%	A	very good
75%-84%	B	good
60%-74%	C	Fair
40%-59%	D	Poor
0%-39%	E	Fail

2. Measuring the mean of classical ability by using formula: Mean (x) = Σx / N. Then, to find out the problems which were faced by the students of seventh year SMPN 1 Mlonggo in identifying the generic structure of recount text, the researcher did some steps, those were:
a) The researcher analyzed the result of the test through some ways, those were:
   • The researcher tried to find out the incorrect answer of the items of test that was done by the students of seventh year SMPN 1 Mlonggo.
   • The researcher tried to find the reason why the students had mostly incorrect answer of each item.

The researcher observed the problems that might be faced by the students.

RESULTS AND DISCUSSION

After the data analyzed, the writer interpreted as follows:
1. Students' ability to identify the generic structure of recount text
a) Measuring the student's individual ability in identifying generic structure of recount text.
   The classification of the category of the students' ability and their

percentage could be seen in the table 2 below:

Table 2
The Classification of Each the Category of the Students' Ability in Identifying Generic Structure of Recount Text and Their Percentage

No	Interval (%)	Freq.	Percent	Category
1	85% -100%	8	22.2%	very good
2	75% -84%	9	25%	good
3	60% -74%	17	47.2%	fair
4	40% -59%	1	2.8%	poor
5	0%-39%	1	2.8%	fail

From the table above, it could be seen clearly that 22.2 % or 8 students got very good mark, and 2.8 % or 1 student got fail mark. In other description, 47.2% students got fair grade above. It meant that they had mastered reading skill in identifying the generic structure of recount text. However, 2.8 % of students failed in mastered reading skill in identifying the generic structure of recount text.

b) Measuring the mean of classical ability
To calculate the mean, the writer arranged the score in frequency distribution that was a systematic arrangement of individual measurement from the highest to the lowest score. It could be seen in the table 3 below :

Table 3
The Frequency of Score

No.	Score	Frequency	Frequency of Score
1	90	8	720
2	80	9	720
3	70	13	910
4	60	4	240
5	50	1	50
6	20	1	20
	Total		$\Sigma x = 2660$

From the computation above, the mean (x) of the students score in identifying the generic structure of recount text was 73.88. Then, the writer consulted it to the table 1 on the previous study which shows that the students' ability in identifying the generic structure of recount text could be categorized into fair.

2. The students' problems in identifying the generic structure of recount text.
To find out the problems which were faced by the students, the writer observed the answer sheet of the students. The writer found that some items which the students mostly answer them incorrectly, they were:
a) Item number 1
There were 2 students of 36 students answered incorrectly. Both cannot answer the question correctly because they cannot differentiate between orientation and event. They also had not understood about what orientation was.
b) Items number 2
There were 11 students of 36 students answered correctly. Most of the students couldn't answer question. They almost answered only 2 events, whereas, there were 3 events. It meant they didn't pay attention about generic structure that show event.
c) Items number 4
There were 8 students of 36 students answered correctly. It meant they didn't pay attention which sentences that belonged to 'event'.
d) Items number 5
There were 16 students of 36 students answered correctly. Most of them couldn't answer the question, but they answered "re-orientation or yes" It meant they

couldn't understand the meaning of the item (the word "what did" and "conclude").

e) Items number 6

There was 1 student of 36 students answered incorrectly. She answered incorrectly because she didn't pay attention about re-orientation and didn't understand this generic structure.

f) Items number 8

There was 1 students of 36 students answered incorrectly. She couldnot answer the question correctly because she didn't identify the generic structure of the passage.

g) Items number 9

There were 7 students of 36 students answered incorrectly. They could not answer the question correctly because they didn't identify the generic structure belonged to event of the passage completely.

h) Item number 10

There were 5 students of 36 students answered incorrectly. They answered incorrectly as they did not understand this generic structure belonged to re-orientation so that they did not identify it completely.

From the items above, the writer grouped them into two categories. Problems that might be faced by several students, they are:

a) Difficulty to understand the meaning. The students could not understand the meaning of the question (item number 5)

b) Difficulty to identify the generic structure. It meant that the student miss-organized paragraph (item number 1, 2, 4, 8, 9, 10).

To know the number of wrong answers, can be shown in the table 4.

Table 4
Percentage of the Items in Students' Wrong Answer

No.	About the Items of Identifying	Number of Wrong Answer	Percentage of Wrong Answer
1	Orientation	3	5.9%
2	Event	26	51%
3	Re-orientation	22	43.2%

From the above table, the smallest percentage of the wrong answers was 5.9% telling about identifying the generic structure part of orientation. Therefore, identifying the generic structure part of orientation was more understandable than others. On the other hand, the biggest percentage of the wrong answers was 51% telling about identifying the generic structure part of event. Based on the analysis, the students could not identify the event than others because they do not understand the sequence of event in the text and miss-organized, so the students do not know how many events in the text. Therefore, identifying part of the events was less understandable than others.

3. Alternative ways to solve the problems

a) The teacher has to improve the teaching learning by using various media, give the students' motivation to seek more information theory by suggesting some supporting book to be read, help the students to overcome their problems or difficulties as soon as they made in order to be able to master the material well, give more attention to the result of the assignment, and give more exercises

To make a good ability in identifying the generic structure of recount text, the students have to: do more exercise , consult to the teacher

about their problems which faced in understanding the material, and seek more information about recount text, especially the generic structure of recount text

CONCLUSION

After the data is analyzed, the writer draws some following conclusions. First, the students' ability in identifying the generic structure of recount text is fair. The mean of the students' score in identifying the generic structure of recount text is 73.9. Second, the problems which are faced by the students in identifying the generic structure of recount text are they couldn't identify the generic structure of recount text completely, especially the part of event, miss-organized the paragraph and missunderstanding the meaning of words and question. Third, the possible solution to solve the problems faced by the students are the teacher should give more exercises in analyzing the generic structure of recount text belongs to event, the teacher should apply all of things in the syllabi of genre in organizing the teaching learning process, and the teacher should give more exercises and more attentions to the result of the assignment which are given to the students in mastering the material. Whereas for the students, the researcher suggests to improve the English skill, especially in reading to support the developing knowledge of genre in general, especially on the generic structure of recount text by looking for or browsing the information in various media such as internet, reading books or other sources.

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