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An Analysis of Process Type Used in News Item

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Abstract

Since the educational curriculum for English subject in Indonesia is implemented around genres, news item has been one of the genres taught in secondary school in Indonesia. Understanding the authors' points of view and intention will contribute significant implication for learning foreign language (FL). One of the ways of analyzing one's experience in written language is by using systemic functional grammar (SFG) theory. Therefore, this article aims at providing SFG analysis of process type used on news item. The news item was selected from Jakarta Post, 2014 in which one article entitled 72% of Indonesian people agree with nuclear power plants was selected and analyzed by categorizing its experiential meaning (Gerot & Wignel, 1995). The analysis portrayed the dominance of verbal process existed in the article and it mainly indicate an effective news item.

Key Words: *news item, process type, SFL*

Introduction

In the study of SFG, there has been much discussion on how transitivity analysis used to interpret one's experiential process. Transitivity system represents the world of experience into a manageable set of process type (Egins, 2004). Transitivity represents the encoding of experiential meanings: meaning about the world, about experience, about what we perceive and experience what is going on (Halliday, 1994). It can be said that, the experiential meaning deals with people's perception of the world by using language. The people's experience of reality is captured in terms of processes such as happening, doing, sensing, meaning, being, and becoming. These processes constitute the transitivity system of language, which belongs to the experiential metafunction. In transitivity analysis, then, we explore how language construes our experience of the world around us.

Further, there are several types of process identified in transitivity. These types are material, behavioral, mental, verbal, relational, and existential. A material process refers to a process of doing or happening, and the actor is the key participant. A material process can be confirmed by asking "what did the Actor do?" or "what happened?" (Butt et al, 2000). The mental process deals with affection, cognition, perception, or desideration (Halliday & Matthiesen, 2004). Verbal processes include all modes of expressing and indicating, even if they are not verbal, such as "showing". Relational process refers to a process that expresses state of being. According to Halliday and Matthiessen (2004), a relational clause serves to characterize and identify. Existential processes represent experience by positing that "there was/is something" (Egins, 2004 cited in Emilia, 2014). By examining transitivity patterns in text, we can explain how the field of situation is being constructed. In a simple way, transitivity is the study of what people doing by which mainly discussed who does what to whom (Mayr & Machin, 2012).

Several studies have been conducted to explore transitivity system used in various genres as the way to express experiential meaning. Afrianto & Zuhud (2014) attempted to explore mental and relational process in poems. The result indicates that the word *love, honor, know, think, hear, see, repent, mind, want, fear, and dream* become the verbs that represent mental process and contribute to the experiential meaning. In addition, Kuswoyo (2013) examined the transitivity system that exists on the literary work. This study is mainly concerned with the most frequent perception words used by the writer in the novel of *Pride and Prejudice*. It was found that the words *see, watch, hear, listen, feel, observe, touch, and stare at* are the most frequent words that appear on the novel. Ong'onda (2016) conducted an analysis of newspaper headlines on terrorism attack in Kenya and the study found that material and relational processes dominate the other processes that indicate the whole process of terrorism is concerned with events and actions. The findings also show that the grammatical choices in newspaper reports played a role to covertly express the writers' perspectives towards certain Islamic community, which affects the readers' opinion making process.

The three studies above have confirmed that transitivity system gives significant contribution to understand the writer's intention of using language on certain genres. This study attempted to replicate the previous studies in different context. One of the texts that can be found by us daily and everyone might encounter is news

item. News item also become the main text taught in secondary education in Indonesia. Analysing the news item may give valuable insight to the learner so that they can experience the language from different kind of topics existing on news item. This may also help the EFL learners in Indonesia to learn English better. Since news item tells about what was going on, it must consist of several process types. However, not all news item is constructed by appropriate process types and meet the criteria of good news item (see Gerot & Wignell, 1995). Therefore it is necessary to analyze the news item to explore how it is constructed and to determine the quality of the news item circulated around the community.

Theory and Method

The analysis used in this study mainly was based on the principle of SFG established by Halliday (1994); Halliday & Matthiesen (2004); and Gerot & Wignell (1994), and Eggins (2004). The sample of news item analysed in this study was posted in The Jakarta Post entitled *72% of Indonesian people agree with nuclear power plants*. This news item which talks about Indonesian people perspective towards the government's plan to develop nuclear power plant. The analysis used in this study mainly was based on the principle of SFG established by Halliday (1994); Halliday & Matthiesen (2004); and Gerot & Wignell (1994), and Eggins (2004). The procedure of analysis involve: (1) collecting the document, (2) labeling words and clauses, (3) Counting the most frequent words appear on the text. In this study, two research assistants were required to double-check and review the process of analysis so that the findings might be accurate and credible. The text below is the news item analyzed in this study.

72% of Indonesian people agree with nuclear power plants

Results of a poll commissioned by an independent survey agency reveal that 72 percent of Indonesian people agree with the government's plan to develop nuclear power plants (PLTN).

"Nationally, the percentage of people who can accept PLTN reaches 72 percent, while in Bali, Java and Madure, those who can accept them reaches 74 percent," National Nuclear Energy Agency (BATAN) head Djarot Wisnubroto said, as quoted by Antara news agency in Jakarta on Tuesday.

He further said that according to the survey's results, 57 percent of people in Bangka Belitung could accept PLTN development.

The survey conducted by pollster PT Media Cipta Pesona involved 3,000 respondents nationally, 1,000 respondents in Bali, Java and Madura and 1,000 respondents in Bangka and Belitung. The survey, which ran from October through November, used a random sampling method with an error margin of 1.8 percent.

Djarot said the latest survey showed greater public support than the two previous studies, in which only 52.9 percent of respondents agreed with PLTN development in 2012 and 60.4 percent in 2013.

"In 2011, public acceptance for PLTN stood at 49.5 percent, down from 59.7 percent in 2010 because of the Fukushima Daiichi nuclear plant disaster following a major earthquake and tsunami in the area," said Djarot, adding that the survey results would be presented to President Joko "Jokowi" Widodo and related ministries. (ebf)(+++). Source: The Jakarta Post, Jakarta | National | Tue, December 16 2014, 9:06 PM

Jakarta Post was chosen as the source of news item because it is one of the most reputable newspapers in Indonesia written in English. The language used in this newspaper is considered using standard of proper English. Therefore, the result of analysis might represent the sample of effective news for serving the purpose of the study and valuable item for EFL learners to learn.

Results

The results depicted below are the representative of transitivity system that occurs on the news item. There are several processes identified on the news item entitled *72% of Indonesian people agree with nuclear power plants*. They are verbal process, material process, mental process, and relational process.

A. Verbal Process

It appears that the verbal process is the most frequent process that appears on the text. The result can be seen in the following table.

Table 1.1 Verbal Process existing on the text

<i>National Nuclear Energy Agency (BATAN) head Djarot Wisnubroto</i>	<i>Said</i>		<i>As</i>	<i>Quoted</i>	<i>by Antara news agency</i>	<i>in Jakarta</i>
Sayer	Pr: Verbal			Pr: verbal	Sayer	Circ: Place

<i>He</i>	<i>further</i>	<i>Said</i>		<i>That</i>	<i>according to</i>	<i>the survey's result</i>	<i>57 percent of people</i>	<i>in Bangka Belitung</i>
Sayer		Pr: Verbal			Pr: verbal	Sayer	Senser	Circ: Place

<i>Results of a poll</i>	<i>Commissioned</i>		<i>by an independent survey agency</i>	<i>reveal</i>		<i>that</i>
Goal	Process: Material		Actor	Process: verbal		

<i>Djarot</i>	<i>Said</i>		<i>the latest survey</i>	<i>Showed</i>	<i>greater public support</i>	<i>than the two previous studies</i>
Sayer	Pr: Verbal		Sayer	Pr: verbal	verbiage	Circ: comparison

<i>Said</i>	<i>Djarot</i>	<i>Adding</i>		<i>that</i>	<i>the survey results</i>	<i>would be presented</i>	<i>to Joko "Jokowi" Widodo and related ministers.</i>
Pr: Verbal	Sayer	Pr: Verbal			Goal	Pr: Material	Recipient

Based on the table above, the words used on the news item that represent verbal processes are *said*, *according to*, *reveal*, *showed*, and *adding*.

B. Material Process

The result of analysis point out that material process is the second most frequent process that appears on the text. The material process existing on the text can be seen in the following table.

Table 1.2 Material Process existing on the text

<i>Results of a poll</i>	<i>commissioned</i>	<i>by an independent survey agency</i>	<i>reveal</i>		<i>that</i>
Goal	Process: Material	Actor	Process: verbal		

<i>Said</i>	<i>Djarot</i>	<i>Adding</i>		<i>that</i>	<i>the survey results</i>	<i>would be presented</i>	<i>to Joko "Jokowi" Widodo and related ministers.</i>
Pr: Verbal	Sayer	Pr: Verbal			Goal	Pr: Material	Recipient

<i>72 percents of Indonesian people</i>	<i>agree</i>	<i>with the government's plan</i>		<i>to develop</i>	<i>Nuclear power plants (PLTN).</i>
Senser	Pr: Mental	Circ: Matter		Pr: Material	Goal

<i>The survey</i>	<i>conducted</i>	<i>by pollster PT Media Cipta Pesona</i>	<i>involved</i>	<i>3000 respondents</i>
Goal	Pr: Material	Actor	Pr: attributive	Attribute

<i>The survey</i>	<i>which</i>	<i>ran</i>	<i>from October through November</i>	<i>used</i>	<i>a random sampling method</i>	<i>with an error margin of 1.8 percent</i>
Actor		Pr: Material	Cir: extent	Pr: material	Goal	Cir: manner

<i>Because of The Fukushima Daichi nuclear plant disaster</i>	<i>following</i>	<i>a major earthquake and Tsunami</i>	<i>in the area</i>
Circ: Cause	Pr: material	Goal	Circ: location

Based on the table above, the words used on the news item that represent material processes include *commissioned, presented, develop, conducted, rand, used and following.*

C. Mental Process

The mental processes are the third process that appears on the text as the representative of experiential meaning. The mental processes can be seen in the following table.

Table 1.3 Mental Process existing on the text

Nationally,	the percentage of people	Who	can accept	PLTN	reaches	72 percent		while	in Bali
Circ: manner	Senser		Pr: Mental	Phenomenon	Pr: attributive	Attribute			Circ: Place

Java and Madure	Those	Who	can accept	them	reaches	74 percent
Circ: Place	Senser		Pr: Mental	Phenomenon	Pr: attributive	Attribute

Which	only 52.9 percent of respondents	agreed	with PLTN development	in 2012	and	60,4 percent	in 2013
	Senser	Pr: mental	Circ: matter	Circ: time		Senser	Circ: time

<i>72 percents of Indonesian people</i>	<i>agree</i>	<i>with the government's plan</i>		<i>to develop</i>	<i>Nuclear power plants (PLTN).</i>
Senser	Pr: Mental	Circ: Matter		Pr: Material	Goal

Could accept	PLTN development
Pr: Mental	Phenomenon

The table above suggested that the words used on the news item that represent mental processes include *accept* and *agree*.

D. Relational Process

The mental processes are the third process that appears on the text as the representative of experiential meaning. The mental processes can be seen in the following table.

Nationally,	1000 respondents	in Bali, Java and Madura	1000 respondents	in Bangka and Belitung
Cir: manner	Attribute	Cir: location	Attribute	Cir: location

In 2011	public acceptance for PLTN	stood	at 49,5 percent	down	from 59,7 percent	in 2010
Circ: time	Carrier	Pr: attributive	Attribute		Cir: location	Cir: Time

Nationally,	the percentage of people	Who	can accept	PLTN	reaches	72 percent	while	in Bali
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Circ: manner	Senser		Pr: Mental	Phenomenon	Pr: attributive	Attribute		Circ: Place
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Java and Madure	those	who	can accept	them	reaches	74 percent	
Circ: Place	Senser		Pr: Mental	Phenomenon	Pr: attributive	Attribute	

<i>The survey</i>	<i>conducted</i>	<i>by pollster PT Media Cipta Pesona</i>	<i>involved</i>	<i>3000 respondents</i>
Goal	Pr: Material	Actor	Pr: attributive	Attribute

In reference to the table above, it is suggested that the words used on the news item that represent relational processes include *stood*, *reach* and *involve*.

Discussion

An analysis on transitivity from the text entitled “72% of Indonesian people agree with nuclear power plants” shows that the text consists of four types of process, material (7), mental process (5), verbal process (9), and relational process (4); and it has no existential and behavioral process. In summary, the transitivity system depicted on the text is represented by the processes below.

Table 1. Process Types used in the news item

Process type	Total
Material	7
Mental	5
Verbal	9
Behavioral	0
Existential	0
Relational	4

By looking at the process types that constructs the text above, there are some interpretations that we can derive as follows:

1. Since the most dominant process type that occurs in the text is verbal process (e.g., *said*, *quoted*, *showed*, etc.), it seems that the writer is trying to persuade the reader by including some quotations from the important person (National Nuclear Energy Agency (BATAN) head Djarot Wisnubroto) who is in charge of the project being talked. The presence of this *sayer* may constitute and emerging attempt to construe the representation which can promote the credibility and accuracy of the news (Gerot & Wignell, 1995). By adding the result of several studies in the text, the writer attempts to convince the reader and it may lead the public opinion to agree the project of nuclear plant.
2. The second dominant process type appears in the text is material. This is very common in news item. Material process (e.g., *commissioned*, *conducted*, *ran*, etc.) is used to describe what has happened and to build information on the issue being pondered.
3. The third is mental process. Similar to verbal process, this mental process is mainly used to support the writer’s attempt to persuade the readers.
4. The last is relational process which involves attributions such as giving the additional information related to the studies (e.g., *74 percent*, *3000 respondents* and *1000 respondents*) that are also representational meaning.

Apart from the process types appeared in the text above, there are several circumstances included such as cause (e.g., *because of the Fukushima Daichi nuclear plant disaster*), location (e.g., *in Bangka Belitung, in Java and Madure*), time (e.g., *in 2013, in 2010*), extent (e.g., *from October through November*), and manner (e.g., *nationally*) that can add significant experiential information. Those are the components that add experiential meaning (Eggins, 2004). The findings of this study somehow corresponds to the study conducted by Ong'onda (2016) in which material process becomes one of the most frequent process appear on the text since the content of the article deals with actions and events.

In sum, regardless all the intention and meaning constructed by the writer in this text, the text corresponds the criteria of good news item proposed by Gerot and Wignell (1995). The news should consist of the use of material process to retell the event and verbal process which represent the sources of the text.

Conclusion

The news item entitled “**72% of Indonesian people agree with nuclear power plants**” consists of verbal process (9), material process (7), mental process (5), and relational process (4). Verbal process becomes the most dominant process type appear in the text. This might be due to the writer's intention (apart from to inform particular issue) to persuade the readers to agree with the nuclear project. Even though this news item is only a half paragraph in length, this text is constructed by rich experiential information since it also includes several circumstantial elements that add to the representational meaning on the text.

Suggestion and Implication

Since the analysis in this study was mainly based on one article of Jakarta post, further study may analyze more than one news item so that the result can be more transferrable and confirm the finding of the present study. It is also suggested that further studies might try to analyze different genres for EFL context. The finding of the study may also give insight for learners to learn how news item is constructed so that they can learn English more effectively. The practitioner might also get benefit from the information of how the news item is made by the writer since they might spend more time and focus to teach students the processes.

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Malaysian and Indonesian Learners: They are Judges of How They Learn English Most Effectively in and out of Classrooms

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Abstract

The position of English is that of a Second Language in Malaysia and a Foreign Language in Indonesia. But the objective is the same that is to enable the learners to communicate effectively and efficiently in social and professional situations. Learners' beliefs and learners' strategies are also part of the learning processes. Strategies are ways of managing the complex information that the learners are receiving about the target language. This study aims to find out (i) the learners' beliefs on the importance of English (ii) what the learners will do (strategies) to manage their own learning. 100 respondents participated in the study. They responded to open ended questions. The results show that there are similarities and differences in the ways the Malaysian and Indonesian learners perceived the importance of English. They also have similarities and differences in their strategies to manage their own learning to achieve their goals. As a conclusion, even though the two countries adopted different language policy, the learners of English as a Second and Foreign Language have their own enthusiasms and they make judgements about how to learn the language effectively and they have the awareness of what language learning is like.

Key Words: learner's beliefs, learner's strategies

Introduction

The Background

Someone once said 'In one sense, all students are different, in another sense, all students are the same' (Wallace, 1991). Tutors and teachers will no doubt read their own meanings into this rather enigmatic remark, but most tutors would probably agree, from their own experience and observation, that different students certainly learn in different ways (Wallace, 1991: 20). Main (1980:10) in Wallace (1991) summarises the different types of students: 'Syllabus-bound students needs exams in order to study, do not read widely outside the set work, attend classes regularly and may very well have conscientious study habits, while 'the syllabus-free students, on the other hand, 'operate better when they can pursue their own lines of work, and often feel restricted by course requirements'. Fortunately, nowadays, all course descriptions to be much more explicit in stating exactly what is to be expected of students and how they will be graded. Criteria for assignments and examinations, for example, tend to be more explicit and public (Wallace, 1990).

This study is related to the discovering how students would tackle the task of learning English either as a second language or as a foreign language, that is, how they perceived the importance of English and what they will do to improve themselves in the four language skills : listening, speaking, reading and writing. The subjects of this study consist of students of ESL from Malaysia and students of EFL from Indonesia. The respondents from Indonesia were students of Akademi Manajemen Informatika dan Komputer (AMIK) Teknokrat, Lampung, Indonesia. The status of English for them is as a Foreign Language. The main objective of learning English in their Institution for this group of students is to enhance their knowledge of English for Business. It is designed to enable students to understand words and expressions and the concepts used in business. It is transferred through both theory and practice. The students are also taught to focus on Soft Skills Attributes which are mainly disciplined, creative, critical, analytical, logic, initiative, confident, and cooperative. As for the standard competences, the students are expected to be able to practice their English skills both written and oral in doing business activities. For the learning strategy, students are encouraged to get involved in pair and group discussions. They are asked to discuss some vocabularies in the passage. As for the lecture, the lecturer gives some theory and explanation related

to the topic to be discussed. There are also question and answer session whereby the lecturer gives some questions relating to the passage or paragraph and the students answer the questions. As for the assessment, they are based on Quiz, (10%) Mid test, (20%), assignment (30%) and final examination (40%).

However, the respondents from Malaysia consist of a group of students from Universiti Teknologi Mara (UiTM). As for the UiTM ESL learners, their English course is designed to build the listening, reading, speaking and writing skills to help them perform effectively and competently in the social and academic contexts. This is done through the integration of the language skills. The course focuses on enhancing the students' abilities to use the language by exploiting a variety of materials in varied situations. Appropriate consideration is given to the development of higher-level grammatical construction, vocabulary expansion and extensive reading activities which are intended to increase students' lexical density. The grammar items are taught incidentally in reading, listening, speaking and writing: parts of speech, subject-verb agreement, noun-pronoun agreement, verb tenses, Yes/No and WH Questions, transitional words and phrases, clauses and passive voice. As for the assessment, it is based on an on-going assessment with 15% for Speaking, 10% for Listening Test, 20% Mid Term Test, 15% Online Assignments and 40% Final Exam.

From the given background, students are expected to achieve a certain level of proficiency. Teaching is conducted based on the syllabus specifications, schemes of work, teaching materials with some suggested approaches, techniques, activities and the creativities of the instructors. However different learners achieve different grades and proficiency levels. According to Chamot (1987:83) "... second or foreign language learners are not mere sponge acquiring the new language by osmosis alone. They are thinking, reflective beings who consciously apply mental strategies to learning situations both in the classrooms and outside it."

In learning English as a second or as a foreign language, the learners should have the awareness of self-directed learning. Some learners depend so much on their instructors. Some of them do not see the importance of learning the language. Thus, the study focuses on the following research questions such as (1) What are the ESL and EFL learners' perceptions/beliefs towards the importance of English language? (2) What are the ESL and EFL learners' strategies (planning) to improve their English? (3) What are the similarities and the differences among ESL and EFL learners' perceptions and strategies in language learning? In order to produce a competitive new generation that is marketable locally and abroad, one area that needs urgent attention is the mastery of the English Language. Students in higher learning institutions need to be trained to become efficient or self-efficacy learners who are competent and effective. Students must be taught how to plan, how to monitor and how to evaluate their own work to overcome their ESL/EFL learning difficulties.

Theory and Method

For this study, the researchers used the concepts from O'Malley et al.(1985), Nisbets and Schucksmith (1986), Oxford (1990) and Rubin and Thompson (1994) where Metacognitive Strategies are summarised as "*higher order thinking or executive skills which enable students to approach learning in a systematic, efficient and effective way by using the elements of Planning, Monitoring and Evaluating*". With respect to this study the focus is directly on Planning, but indirectly they involve monitoring and evaluating.

Respondents

The respondents of this study were students in higher learning institutions from Malaysia and Indonesia. They are considered compatible because they are of the same age, that is, 18-19years old). Respondents from Malaysia consist of 50 students from UiTM. Respondents from Indonesia are 50 students from AMIK Teknokrat, Lampung, Indonesia. The selection was based on purposive sampling.

Data Collections and Data Analyses

The respondents were given two questions. They responded in a written report. The first question is "Describe why English is important to you?" The second question is "What will you do to improve your English?"

The students' responses were collected and analysed. The data were listed and tabulated into various themes and categories. The responses would be presented as quantitative data as well as qualitative data. The quantitative data were obtained through frequency counts and then converted into percentages as shown in various tables below. Some examples of the qualitative data would be presented as vignettes.

Literature Review

Second language learners as well as foreign language learners often hold different beliefs or notions about language learning, some of which are influenced by students' previous experiences as language learners, and others that are shaped by their own cultural backgrounds as well as the language policy adopted (Horwitz, 1987). In her review of representative studies based on her questionnaire, BALLI (Beliefs about Language Learning Inventory), Horwitz pointed out that individual differences, such as age, stage of life, learning style, educational experiences, and learning circumstances, including instructional levels, family, language learning contexts, likely account for as much variation as cultural differences. Based on the assumption that individual differences and learning circumstances likely account for as much variation as cultural differences, the researcher decided to conduct the present study to investigate and understand the ESL and EFL students' perceptions or beliefs about the importance of learning the English language in their own context (Horwitz, 1987). Research on beliefs about language learning also has proven that learners' beliefs may have the potential to influence both their experiences and actions as language learners, and there are links between beliefs, motivation, and strategy use (Abraham and Vann, 1987; Horwitz, 1988; Wenden 1986, 1987; Yang, 1999). As to the research on relationships between learners' beliefs and language learning strategies, many researchers have provided direct or indirect evidences on the connection between these two variables. Wenden (1986) found that students could not only distinctly describe their beliefs about language learning but also adopt consistent learning strategies, and she also indicated that these learners' explicit beliefs about how best to learn a language seemed to provide the logic for their choice of learning strategies. Horwitz (1988) argued that some preconceived beliefs are likely to restrict learners' range of strategy use. Abraham and Vann (1987) also suggested that learner's beliefs about how language operates and, consequently, how it is learned may affect the variety and flexibility of strategy use.

Learners' perceptions of their own strengths and weaknesses as language learners can influence their use of opportunities available for language learning and the priorities they set for themselves (Richards & Lockhart, 1999:56). Myers (1981) conducted a study on the use of strategies among successful learners, and concluded that successful ESL learners are learners with a sense that they are competent and effective and are aware of their learning strategies and why they employ the strategies (p. 417). Ellis and Sinclair (1989) conducted a study and the finding was consistent with that of Myers. They generalise that good language learners are 'self-aware' and that they are aware of and understand the reasons for their attitudes and feelings towards language learning (p.6). A study was conducted by Ag. Bambang et al. (1999) in Indonesia and found that successful and unsuccessful learners do employ learning strategies in their ESL/EFL learning. MacLeod (2002) found that successful learners employed a wide range of learning strategies as compared to the less successful learners. Furthermore, it has been noted that successful learners develop insights into beliefs about language learning processes, their own abilities and the use of effective learning strategies (Oxford, 1990). Therefore, awareness of learners' beliefs is central to teaching, and while some may have a facilitative effect on learning, others can hinder the learning process and contribute to anxiety. So far, research has established that learners' perceptions and beliefs are shaped by their own attitudes. There is more to be said about this as Ellis and Sinclair (1989) quoted that teachers and learners are partners in learning. The teacher is the language learning 'expert' and the learner is the 'expert' in him or herself. Thus, studies into beliefs about language learning provided insights into their role on acquisition. It was revealed that attitudes to learning and the perceptions and beliefs that determine them may have a profound influence on learning behaviour (Bandura, 1986) and on learning outcomes (Nyikos & Oxford, 1987).

Results

This section presents ESL and EFL learners' perception and beliefs towards the importance of the English language as well as the EFL and EFL learners' strategies to improve their English. The results are presented quantitatively and qualitatively.

Results from Quantitative Data

Table 1: Indonesian EFL Learners' Perceptions Towards the Importance of English

1. International communication	38	76%
2. Job Application	30	60%
3. Further Education	8	16%
4. Making Friends	2	4%
5. Other English Activities	2	4%

6. Networking	2	4%
7. Electronic Use	2	4%
8. General Knowledge	2	4%
9. Skills	2	4%

Table 1 shows how the Indonesian EFL learners perceived the importance of English. There are 9 categories mentioned by the learners. The first category which is the highest rank is that English is important for international communication and 76% of the learners are in this category. 60% or almost two thirds of the learners perceived that English is important for their job application and their future careers. However, less than a quarter or 16% of them learn the language for further education. Other than these, the Indonesian EFL learners perceived the importance of English for making friends (4%), for other English activities (4%), for networking (4%), for electronic use (4%), for general knowledge (4%) and for skills acquisition (4%) respectively.

Table 2 : Malaysian ESL Learners' Perceptions Towards the importance of English

1. International communication	48	96%
2. Jobs application /Job Interviews/ future career	40	80%
3. Further study overseas/abroad	30	60%
4. To facilitate learning of difficult subjects/MUET & IELT	20	40%
5. Travelling/tour/vacation in other countries	13	26%
6. Presentation/meetings abroad	11	22%
7. Share knowledge, get information from internet	9	18%
8. Research/reference books	6	12%

Table 2 shows how Malaysian ESL learners perceived the importance of English. There are 8 categories mentioned by the learners. The first category, a large majority (96%) believed that English is important for international communication. 80% believed that it is for their job application or for future careers. Almost two thirds or 60% perceived that English is important to further their studies overseas. Another 40% thinks that it is to facilitate their learning of difficult subjects/ MUET (Malaysian University English Test) and IELT (International English Language Test). Slightly more than a quarter (26%) seems to perceive the importance of English for travelling or tour round the world or going for vacation. Slightly more than a fifth (22%) believed that English is important for presentation or attending meetings abroad later on. 18% believed that it is for sharing of knowledge, or getting information from the internet. However a small percentage (12%) believed that it is important for research and also to understand reference books.

Table 3: Indonesian EFL Learners Strategies (Planning) to Improve their English

1. Self-study/ self-monitoring	29	58%
2. Vocabulary enrichment	25	50%
3. Speak / Practice using the language	23	46%
4. Listen to English news /songs	20	40%
5. Watching English movies	15	30%
6. Pair & Group discussions	13	26%
7. Attending English Courses	10	20%
8. Sing English songs	8	16%
9. Write and send emails	6	12%
10. Reading English materials	2	4%

Table 3 shows what the Indonesian EFL learners would do to improve their English in their own context. There are 10 categories mentioned by the learners. Slightly more than half or 58% of the respondents believed that self-study is effective for them in order to improve their English. A half or 50% believed that they can improve themselves by doing vocabulary enrichment. Slightly less than a half (46) believed that they can improve their English by practising using the language. Slightly more than a third (40%) believed that they can improve their English by listening to English news or English songs. The rest believed that they can improve their English by watching English movies (30%), pair and group discussion (26%), attending courses (20%), sing English songs (16%) , write and send emails to friends (12%) and reading English materials which is 4% only.

Table 4: Malaysian ESL Learners Strategies (Planning) to improve their English

1. Read English materials(newspapers, magazines, books, novels, etc)	40	80%
2. Speak /communicate with people/group discussion	30	60%
3. Refer dictionary/ vocabulary enrichment	26	52%
4. Listen to English news/weather forecast/songs	20	40%
5. Do Revisions/exercise/practice/tuition	18	36%
6. Networking/correspondence/emails	16	32%
7. Watching English movies	15	30%
8. Attend class regularly/participate in all English activities	13	26%
9. Write diary in English daily	13	26%
10. Write story/poems	10	20%
11. Always send SMS in English	9	18%
12. Sing English songs	9	18%
13. Always communicate with tourists/foreigners	5	10%
14. Reduce shyness	3	6%

Table 4 shows how Malaysian (UiTM) ESL learners would do to improve their English. There are 14 categories mentioned by the learners. A high percentage that is 80% believed that they would improve their English through reading of English materials. 60% or almost two thirds believed that they would improve their English by communicating with other people or always having group discussions. Slightly more than a half (52%) would refer to dictionary for the enrichment of their vocabulary. 40% which is slightly less than a half would listen to English news or weather forecast or English songs to improve their English. A lower percentage, that is, slightly more than a third (36%) would do revision, and exercise or language practice or attend tuition classes to improve their English. Slightly less than a third (32%) believed that they can improve their English through networking, correspondence or writing and sending of emails. 30% believed that they may improve by watching English movies. Slightly more than a quarter (26%) believed that they can improve if they attend English class regularly and participate in all English activities. The same percentage goes for writing diary in English daily. A group of learners (20%) believed that they can improve if they always write a story or poems. Interestingly, a group of learners (18%) believed that they can improve their English if they always send SMS in English and the same percentage goes for singing in English songs. 10% believed that they can improve their English if they always communicate with tourists or foreigners. 8% prefer to write poems in order to improve their English. A small percentage (6%) believed that they can perform well in English if they reduce their shyness.

Results from Qualitative data

Below are vignettes which were taken from the respondents' report. These are their perceptions and beliefs about the importance of learning English language and what they will do or plan to do to improve their English.

ESL.1/uitm/2013

"English is important to me because it has many advantages. Firstly it will qualify me to study abroad in the UK or Australia. Secondly I will be able to communicate with confidence and most importantly it is for my future career."

"In order to improve my English, I have to attend my English class and fulfil the course requirement. I have to read a lot of English reading materials and always refer to dictionary for meanings of difficult words and always converse with people in English."

ESL 2/uitm/2013

"English is important to me because it will determine my goal to further my study overseas. It is to prepare myself for a good job after graduation. I love reading blogs from the websites to gain knowledge and information and being good in English is an asset."

"There are many ways to improve my English. I love reading English newspapers as well as listening to English news, weather reports and songs helps me a lot. I also write my diary daily in English and would check for words from the dictionary to enrich my vocabulary"

ESL3/uitm/2013

"English is important to me because it will help me to communicate well locally and abroad. I need to achieve the highest band in MUET and IELTS to qualify me to study abroad."

“In order to improve my English, I would try to read more, listen more to English news and English songs. In order to enrich my vocabulary, I like to refer to dictionary for new words.”

ESL4/uitm/2013

“English is important to me because it will help me get a good job in a multi-national company. It enhances my communication with people around the world.”

“To improve my English I have to attend my English class regularly. I have to use the language with friends and lecturers.”

ESL5/uitm/2013

“English is important to me because it is a way to be recognised as a successful person to enter university abroad and later to obtain a degree and secure a good job.”

“I will try to improve my English. The first thing that I would like to do is to speak, listen, write and read more in English as well as watching more of English movies and less of Malay dramas.”

ESL6/uitm/2013

“English is important to me because I would like to further my study abroad and as an international student, it will enhance my communication with students and lecturers over there.”

“In order for me to improve my English, I have to attend lectures regularly and participate in all English activities”.

ESL7/uitm/2013

“English is important to me to prepare myself for job application. It will enhance me to attend meetings abroad or in my presentation later on.”

“I think the best way to improve myself is to read a lot and also to check the dictionary for meanings of difficult words”.

ESL8 /uitm/2013

“English is important as it will help me understand and gather information from internet. It helps me to get through with job interviews later on.”

“The things that I will do to improve myself is to read more English materials, to listen more to English news and to watch more of English movies.”

ESL9/uitm/2013

“English is important to me because that will secure me a place in a university abroad. It is for my international communication”.

“In order to improve my English, I have to use the language daily. I always feel shy to speak to people around me. So, I have to reduce my shyness”.

ESL10/uitm/2013

“English is important to me because I can use it for my international communication. I love travelling and I can communicate with tourists also. I have the intention to study overseas, so I have to get good results for my MUET. I must practice using the language”.

“I think I can improve my English if I am more focused in my work. I have to read more of English texts, speak English at all times with friends, listen to English songs, news, and also write and send sms in English to contacts”.

EFL 11/amik/2013

“In order for me to get a good job after I complete my study, I have to be good in English. It makes me feel more confident to communicate with people. English is important for a brighter future”.

“Practice makes perfect. So, that is my way of improving myself in this language. I must always use the language”.

EFL 12/amik/2013

“English is important to me because I can use it for international communication. I have the intention to further my education abroad and I can easily make friends with other students from other countries.”

“In order for me to improve my English, I have to do vocabulary enrichment. In this way I can express myself better.”

EFL 13/amik/2013

English is important to me because it is for my future career. It is for my job application. When I finish studying I will apply for a job.

I believe that I can improve my English if I always use the language. Another way to improve my English is by listening to English songs. It can help me improve my pronunciation.

EFL 14/amik/2013

English is important to me because it is a language of the computer. I like to surf the internet to get information and general knowledge. I can understand better if my English is better and better.

I think I can improve my English by doing self-study. During my free time, I study on my own to improve my English. There are many websites which offer online learning. I make use of these facilities.

EFL 15/amik/2013

English is important to me because it is an international language. One day I want to further my education abroad and if my English is good, I will not face problem in my study there.

There are ways that I can improve my English. I usually listen to English songs and watch movies (that contains English) in order to be familiar with English. I do these because I love them, so that I can learn English from things that I love.

EFL 16/amik/2013

English is important. Nowadays, people learn English for international communication and for networking. Since I was junior high school, I've been encouraged to go to the English course. I think this activity has been helping me a lot to improve my English.

EFL 16/amik/2013

To me English is a very important subject. If my English is good, it helps me in my job application. I always dream about going somewhere far away from my homeland to work and get recognition. So, English will help to make my dream comes true.

To improve my English, I can read English books such as English stories, English text book, & English dictionary. From that, I can enrich my vocabulary & gained more knowledge about English by myself.

EFL 17/amik/2013

We cannot deny that English is important to us. It is the language of the computer. People all over the world use the language to communicate with one another. It is for international communication.

To improve my ability in speaking English, I force myself to practice speaking English with some people such as teachers, friends, & native speakers.

EFL 18/amik/2013

English is important for international communication. I like to get myself involve with English activities. I like to surf the internet for information as well as for general knowledge.

Usually my friend and I would do pair or group discussions to improve our English. Together, we can share and discuss how to improve our English with one another.

EFL 19/amik/2013

English is important to me for international communication. This is an era where internet is a common way of communicating with people around the world. Another useful electronic device is hand-phone. We can talk to anyone around the world.

In order to improve my English, I can do a kind of self-monitoring activity, for example recording my speech and evaluate my English speaking ability. In order for me to write better, I think I can improve my English if I write and send emails to my friends regularly.

EFL 20/amik/2013

English is important to me. Some of my friends who are good in this language they get better results and they study better. I believe if I am good in English I will improve in my study too. English is important for my future career.

I often ask my teacher about my English ability and also request suggestion how to improve my English. I like to listen to English news or English songs and I think this is one of the ways to improve my English.

Discussion and Conclusion

This study was carried out with the purpose of making more visible of the ways in which ESL learners may be similar or different from EFL learners within their own contexts in terms of their perceptions and their beliefs in learning the English language. They are the best judge of their own learning habits in and outside their classrooms. The results as shown in Table 1 and Table 2, show that there are some similarities and differences in the categories mentioned by both groups of learners regarding the importance of English to them. The first and second categories seem to be similar. Both groups, that is, the Malaysian ESL learners and the Indonesian EFL learners perceived that English is important for international communication, job application and for further studies. Although they differ in the percentages, the top three rankings are similar. Therefore from here it is obvious that although the language policy is different, the learners from both countries seem to know best as to why English is important to them.

As for Table 3 and Table 4, there are some similarities and differences in the categories mentioned by both groups of learners regarding the ways they chose to improve their English. As for the Malaysian ESL learners, the top three categories preferred by the learners are reading English materials, speak or communicate with people and vocabulary enrichment and followed by the rest. As for the Indonesian EFL learners, the top three categories preferred by them are self-study or self-monitoring, vocabulary enrichment and speak or practice using the language and followed by the rest. Although they differ in the first category, they are similar with vocabulary enrichment and speak and communicate with people. However, from the result, a real contrast category is on reading the English materials. The results show that 80% of the Malaysian ESL learners mentioned that they will improve their English if they read more of English materials. This category gained the highest rank among Malaysian ESL learners. However only 4% of Indonesian EFL learners believed that this activity will improve their English. This category gained the lowest rank among the Indonesian EFL learners. This is an interesting finding which needs a further research as to why the majority of the Malaysian EFL learners prefer reading as the best way to improve their English and in contrast, the majority of the Indonesian EFL learners do not believe that reading English materials will improve their English.

Overall, from the results, it could be seen how different learners have different perceptions and beliefs and attitudes towards the important of English. They also have their own individual ways of learning to improve their English language. As a conclusion, even though the two countries adopted different language policy, the learners of English as a Second and Foreign Language have their own enthusiasms and they make judgements about how to learn the language effectively and they have the awareness of what language learning is like. The good learners always know what is best for them.

Pedagogical Implication of the Study

Firstly, the instructors will understand better regarding the learners' perceptions and beliefs about the important of English and the various ways that they think they can improve their English. Hence it is appropriate for the instructors to encourage the learners to learn effectively and at the same time providing them effective instructions of the effective strategies. Secondly, learners should be encouraged to think strategically about their own learning and encourage them to work independently. Finally, the instructors should encourage the learners to develop positive beliefs which will lead to effective learning and to give them more opportunities to evaluate more of their own work in order to encourage them to become independent learners.

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An Analysis of Teachers' Beliefs toward Authentic Materials in Teaching Listening

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Abstract

This research concerns on the study of analyzing teachers' beliefs toward authentic materials in teaching listening. This issue becomes important to analyze because teachers' beliefs containing conceptions, world views, and mental models about the materials will shape learning and teaching practices. The subject of this research was two English teachers who specifically teach listening skill by using authentic materials in Surakarta. The data were collected through observation, questionnaire and interview and were analyzed by using interactive model proposed by Miles and Huberman. The result of this research is teachers believe that :a) authentic materials are materials produced by a native speaker of the target language not for a teaching purpose, b) authentic materials must introduce English in the real context used by the native speaker, improve students' knowledge, Improve students' English competence in both spoken and written, improve students' vocabulary, introduce the culture of native speaker, improve students' listening ability, motivate students to learn, motivate students to learn autonomously, c) authentic materials are important to use since it is motivating students and providing some aspect of English that students can learn, d) authentic materials are considered to be carefully selected before being taught to the students, e) song attracts students' interest. The result implies that teachers' concept toward authentic materials has shape their belief.

Key Words: *authentic materials, belief, teaching listening*

Introduction

Teachers have something to do with the successful of students' learning English. Virtually all English teachers have certain preconceived ideas or beliefs about how the best approach in English teaching. They often come into an English classroom conditioned by their previous educational experiences, cultural backgrounds, and social interaction, which may further shape their beliefs about English teaching (Johnson, 1992a; Richards & Lockhart, 1996; Smith, 1996). Khader (2012: 74) defines teachers' beliefs as a set of ideas rooted in these psychological and mental content of the teacher and play a central role in guiding his/her teaching behavior. In this context, beliefs are defined as conceptions, world views, and mental models that shape learning and teaching practices.

In relation to English teaching, teachers need to provide some teaching materials. Materials provide the content of the lesson, the balance of skills taught, and the language practice of the student. However, in many cases, listening skill is considered as difficult skill to learn by senior high school students. Some reasons beyond this statement are the students are not accustomed to listen sounds in English produced by native speaker. They are provided with the material in the form of created materials that purposely produced to teach listening. By this condition, the students are not interested in the materials given by teachers. due to being uninterested, the students are not motivated in learning English. The other reason is that it is difficult for teachers to find listening materials. Created material is quite expensive to buy. Besides, it is also difficult to find the material unless the teachers create it by themselves. It takes time to create the materials since the making of materials need preparation. It is In line with the statement from Hedge (2000:237) who lists some problems which are internal to the listener such as lack of motivation towards the topic, negative reaction to the speaker or to the event; anxiety to rehearse one's own contribution to a debate or the next part of a conversation, to the extent of missing what the current speaker is saying; or distraction by the content of a talk into thinking about related topic thereby losing the thread of the argument.

Referring to the problem faced by students above, teachers solve the students' problem by introducing them with authentic materials which is basically designed not for teaching purposes. Thus, this research is conducted to identify teachers' beliefs toward authentic materials in teaching listening.

Theory and Method

Qualitative case study is chosen as the design of this study. According to Merriam (1998: 19), a case study design is employed to gain in-depth understanding of the situation and meaning for those involved. The interest is in process rather than confirmation. It focuses on analyzing teachers' beliefs toward authentic materials in teaching listening. In this research, the researcher used theoretical sample of non-probability sampling in determining the sample of the research. Theoretical sample or purposive sample has purpose that person or case that is chosen can represent the answer of research questions (Setiyadi, 2006: 44). The participants in this research were two English teachers namely teacher Fr and teacher Sy. Teacher Fr is 36 years old. He has been teaching for 10 years. He just accomplished his master degree in 2014. Teacher Sy is 32 years old. He has been teaching for 6 years. He is still working for his thesis. Thus, by considering the purpose of this research, the subject of this research are the teachers that handle each class especially in the tenth grade to gain a more variative data. In conducting the research, the researcher follow some procedures as a guidance, they are: a) constructing instruments including questionnaire, note, and recorder, b) collecting data, c) analyzing data, d) reducing data, e) displaying data and f) verifying and concluding data. Besides giving questionnaire, the researcher recorded the teaching and learning process occurred in the classroom which focus on how teachers handle the class. Data were collected through observation, questionnaire and interview and were analyzed by using Interactive Model proposed by Miles and Huberman (Miles and Huberman, 1984: 21-22).

Findings and Discussion

Research questions	Issues Arising
What are teachers' beliefs toward authentic materials in teaching listening?	<ol style="list-style-type: none"> 1. Belief about definition of authentic materials 2. Reasons to use authentic materials 3. The importance of authentic materials 4. Criteria for selecting authentic materials 5. Preference for particular authentic materials

Table 1. The Summarized of Research Findings

1. Teachers' Understanding about Authentic Materials

Teacher Fr emphasizes authenticity toward the materials and focus that authentic materials are produced by native speaker of the target language. Teacher Sy relates authentic materials as the materials used by native speaker. Teacher Fr defines authentic materials which are summarized in the result of interview.

“Yang jelas authentic material itu materi-materi yang diambil dari berbagai sumber yang awalnya tidak untuk mengajar. Ngambilnya bisa dari internet. Pokoknya sifatnya otentik. Asli dari native speaker dan authentic material itu kan butuh extra menantang untuk mencarinya dan sifatnya lebih fresh tidak mudah ditebak ama murid.” [“Any materials taken from many sources not for teaching purposes. It can be taken from internet in which it is authentic from the native speaker of target language. Authentic material is very challenging to obtain and it is fresh for students so that it is hard to predict”. (Interview/Teacher Fr)]

In line with the statement given by teacher Fr, teacher Sy also states his definition about authentic materials.

“Materi yang dikembangkan oleh native speaker kalau disini kan bahasa inggris berarti kan asli origin dari yang ngomong. Setiap harinya ngomong pake bahasa inggris”. [“the materials which are developed by native speaker. English is the target language used in authentic material in which it is spoken as daily conversation by the native speaker”. (Interview/Teacher Sy)]

There are various definitions proposed by experts about authentic materials. No fixed definition is proposed. But the point is that authentic materials can be defined as any visual, audio or audio visual produced by native speaker not for teaching purposes. Generally, they believe that authentic materials are produced by native speaker of the target language not for teaching purposes. As it is supported by Gardner and Miller (1999: 101) who

explained that authentic materials mean any text (printed or digital) or tape which was produced for a purpose other than teaching the target language. Knowing the teachers' understanding about the definition of authentic materials is in accordance to their beliefs toward the materials.

2. Reasons to Use Authentic Materials

Teacher Fr and teacher Sy have the same reasons in using authentic materials.

Reasons to Use Authentic materials	Teacher Fr	Teacher Sy
Introduce students with language used by native speaker in real context	√	√
Improve students' knowledge	√	√
Improve students' English competence in both spoken and written	√	√
Improve students' vocabulary	√	√
Introduce the culture of the native speaker	√	√
Improve students' listening ability	√	√
Motivate students to learn	√	√
Motivate students to learn autonomously	√	√
Compulsory subject from the school	√	√
.....		

Table 2. Reasons to Use Authentic Materials

Bacon and Finnemann (1990: 459-473) find that when students are properly prepared, authentic materials have positive effect on both comprehension and motivation. Lund (1990: 105-115) even recommends a trend toward bringing classroom-listening instruction and practice as close to real world listening as is possible. At this point, authentic materials are valuable resource in language teaching and in enhancing students' language comprehension.

3. The Importance of Authentic Materials

Teachers believe that authentic materials are important in teaching target language. The participants show positive attitude toward authentic materials. Teacher Fr believes that authentic materials are motivated in which teacher should bring something new in the classroom in order to motivate students. He explains:

“Yang jelas penting untuk menambah wawasan murid. Kalau saya cenderung tantangan itu tadi. Authentic material is fully motivated. Sangat memotivasi. Yang jelaskan kalau belajar bahasa kan belajar culture, belajar budaya. Ya kalau misalnya kita bisa memberikan sumber yang asli kenapa tidak. Masa percakapan contohnya di buku, percakapan bahasa inggris kok namanya joko sama bandi. Joko sama bandi ya wagu mbak. Minimalnya kan kalo percakapan bahasa inggris kan george dan richard. Mosok percakapan bahasa inggris, joko, where are you? jadinya kan gak sesuai”. [“Authentic material is clearly important to improve students' knowledge. I thought that authentic material is fully motivated. If we learn a language then we learn it's culture. It is possible for us to teach students by using authentic materials in which it is truly genuine. Doing conversation, for example, must use any names that indicate the real conversation between or among native speakers. How can the persons in doing conversation use the word Joko or Bandi? That sounds awkward. It must use George or Richard that indicate the names of native speaker. It sounds inappropriate to use local names”. (Interview/teacher Fr)]

Otherwise, teacher Sy believes that authentic materials contain some aspects that students can learn from, including pronunciation and stressing. The result of the interview describes that authentic materials are very important. He said that:

“Ya penting banget. Anak-anak langsung belajar dari native itu. Pronunciation bagaimana, stressingnya ngomongnya bagaimana, banyak banget”. [“It is very important. The students can directly learn from native speaker including how to pronounce the words, the way to stress the words and many others”. (Interview/teacher Sy)]

The main function of the second-language classroom should be to provide learners with authentic language (Ciccone, 1995: 203-215). Authentic language, in this case is English, should be given to the students by viewing the real language used by native speaker. Authentic materials are considered as materials that provide students with authentic language. Some reasons underlying the use of authentic materials are to exposure students with real language and cultural context embedded in the language.

Generally, the teachers believe that authentic materials are important to be used as a source to teach listening. It contains the genuine language used by native speaker of target language. Another important aspect of authentic materials are their significant impact on learners' motivation; with motivation defined here as the willingness to persevere in a learning task (Papalia. A, 1986: 23-24). Indeed, as both traditional and more current methods fail to involve the learner in the learning process, authentic materials are believed to enliven the classroom, being a powerful motivating factor, by providing motivation through enjoyment (Karpova, 1999: 18). By exposing to the real language, the teachers believe that students can be motivated in learning English and they would be exposure to the culture of who used the language. Giving as a material to teach listening, the teachers conclude that the students can easily catch the point of the audio-authentic material, in this case, song. They believe that the real language input can lead the students to learn English easily. As Shrum and Gilsan (2000: 133) say in which authentic materials provide an effective means for presenting real language, integrating culture and heightening comprehension.

4. Criteria for Selecting Authentic Materials

The data showed on the questionnaire and interview describe that the teachers have almost the same criteria in selecting authentic materials to teach listening. Criteria mean standards or any considerations that the teachers used in choosing authentic materials before being taught to the students. From the questionnaire, the teachers indicate some considerations that need to be involved in authentic materials.

Criteria for Selecting Authentic Materials	Teacher Fr	Teacher Sy
The level of the students	√	√
Students' needs	√	√
The objectives of teaching	√	√
Students' interest	√	√
Students' age		
Social value	√	√
Moral value	√	√
Learning environment		√
Classroom condition	√	√
Students' character	√	√
School culture	√	√
The easiness to implement the materials	√	√
Accessibility to the material	√	√
The availability of the equipments	√	√

Table 3. Criteria for Selecting Authentic Materials

Generally, teacher Fr and teacher Sy believe that any authentic materials should be able to provide something that students can learn from it. There are no best criteria in selecting authentic materials. However, the teachers have almost the same criteria for selecting authentic materials. As Laamri (2009: 16) pointed out that authentic materials should be:

1. Authenticity: The selected material should serve communicative goals.
2. Accessibility: The material should be easy for the learner to understand and suitable for the teacher.
3. Appropriateness: It should suit the learner's age, level needs and interest.
4. Applicability: It should suit the teaching context and makes the objectives attainable.
5. Adaptability: It should be adapted to the learners' level, needs and interests.

5. Preference for Particular Authentic Materials

Teacher Fr prefers to use TV commercials, quiz shows, cartoon, news clips, movies, short story and novels, radio ads, songs, documentaries, slides, photographs, wordless street signs, pictures from magazines, wordless picture books, newspaper articles, movie advertisements, sport reports, lyric to songs, restaurant menus, street signs, tourist information brochures, maps and greeting cards. Teacher Sy uses cartoon, news clips, movies, short story and novels, songs, photographs, paintings, movie advertisements, sport reports, lyric to songs, maps and greeting cards. Interview is administered to ask teachers which materials that they preferred to use especially in teaching listening.

Teacher Fr believes that teaching by using authentic materials should cover the four English language skill; listening, speaking, reading and writing. He uses those selected materials in teaching English. The materials depend on what topic that students need to learn. He believes that any authentic materials should fit to the topic that students need to achieve. No particular authentic material is preferred. He emphasized it during being interviewed.

“Semuanya. Ada empat skill yang mencakup pembelajaran bahasa itu. Saya pakai semuanya. Enggak hanya video tok, lagu tok. Tergantung nemunya apa. Ya tentunya kan menyesuaikan dengan ini mbak, topiknya kita kan mau membahas tentang description atau descriptive text otomatis nyari teks yang sifatnya descriptive. Kalo pas misalnya kelas XII ketemu dengan materi discussion, nyarinya lagu yang discussion, kayak father and son”. [“I use all, depending on what I find. When I am going to teach descriptive text, then I look for the text in the form of descriptive. Teaching in the twelve grades, for example, I use song entitled Father and Son to teach discussion text”. (Interview/teacher Fr)]

On the other hand, teacher Sy prefers song to teach listening to the students. He believes that students pay more attention to songs compared to others. Beside that, he believes that songs did not take time in the teaching process compared to movie.

“Song. Karena apa ya lebih enak dan lebih anak-anak itu lebih suka cenderung intes banget ke lagu daripada percakapan atau kalau movie ya bagus tapi kan kepanjangan. Waktunya nanti gak keburu. Iya. Kalo kan cuma untuk tarolah satu lag kan nanti bisa dikembangkan jadi dua jam. Langsung hasilnya kan jadi. Kalau film kan butuh beberapa pertemuan”. [“I prefer songs because the students prefer to study through songs to other materials. Movie is one of the preferable but it takes time because it can not be taught in one meeting”. (Interview/teacher Sy)]

At this point, the findings show that teacher Fr points out that no particular authentic materials are preferred. It is just because teaching English at school should be integrated to four skills of English. The selection of materials depends on what objectives that the students need to achieve. However, students are likely to enjoy the class when they are taught by using songs. Meanwhile, teacher Sy believe that song is preferable because students are more interested in learning English through songs. He also believes that teaching by using songs does not take time. Eken (1996) stated that songs can be utilized in foreign language teaching for many purposes. According to him, songs can be used:

1. To present a topic, a language point, lexis, etc.
2. To practice a language point, lexis, etc.
3. To focus on common learner errors in more direct way.
4. To encourage extensive and intensive listening.
5. To stimulate discussion of attitudes and feelings.
6. To encourage creativity and use of imagination.
7. To provide a relaxed classroom atmosphere.
8. To bring variety and fun to learning.

Conclusion

Belief has something to do with teaching practice. Since belief comes from the mind concept of teachers, teaching practice is the real act of beliefs. Thus, knowing teachers' beliefs become very important to help teachers improve their teaching process and teaching performance to bridge the students to achieve their goals. Specifically, this research can be concluded that teachers believe that:

1. Authentic materials are materials produced by a native speaker of the target language not for a teaching purpose.
2. Authentic materials can introduce English to the students in the real context used by native speaker, improve students' knowledge, Improve students' English competence in both spoken and written, improve students' vocabulary, introduce the culture of native speaker, improve students' listening ability, motivate students to learn, motivate students to learn autonomously and it is compulsory subject from the school.
3. Authentic materials are important to use since it is motivating students and providing some aspects of English that students can learn from, including pronunciation and stressing of words.
4. There must be some considerations in selecting authentic materials. Tacher Fr considered the objectives of the lesson when selecting it and the material should meet the core competence representing spiritual attitude, social attitude, cognitive aspect and skill respectively required by curriculum. On the other hand, teacher Sy considered students' level, the purpose of teaching, students' interest, social value, moral value, easy access to the materials and the availability of the equipments as criteria for selecting authentic materials. Thus, They believe that authentic materials are considered to be carefully selected before being taught to the students.
5. Song attracts students' interest.

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Existential Process in *Harry Potter and the Chamber of Secret*: A Systemic Functional Linguistic Study

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Abstract

Dealing with sense of experience people undergo, transitivity construes the process of the experiences. One of the processes in transitivity is discussed here, that is existential process. Qualitatively conducted, this research employs Hallidayan theoretical framework especially transitivity which covers six processes, they are material, mental, verbal, behavioural, relational and the last one is existential process. This process construes existence of matters such as people, things, events, actions and moments which are called as existent. Discussing process, this research focuses on clause because transitivity analysis lies on clauses. Basically, clauses found are not all in form of clause but some of them are taken from clause complex which are then broken down into clauses. Further, there are twenty clauses found engaging existential processes and dummy subject (there). Those processes are auxiliary verb or to be (was and were). Thus far, the existential processes construe two types of existent, they are entity and event. Thirteen of twenty clauses carry out the existent of entity which covers people and things while the rest construe the existent of event which covers action and moment. Another point found is circumstance; there are ten circumstances which are categorized into three types, they are circumstance of place, circumstance of time, and circumstance of manner (comparison).

Key Words: *circumstance, existent, existential process, transitivity*

Introduction

An English sentence or a clause must at least consist of a subject and a verb. Commonly, word categories taking role as a subject are noun and pronoun. It is not only in form of noun, but it is also in form of noun phrase, for instance “a beautiful lady”, “colorful kite”, and “fundamental theories”. The following sentences will show a noun or a noun phrase as the subject;

- [1] Apple has beneficial nutrition for human body.
- [2] Coke bottles are branded with a new name.
- [3] He posted an article on his blog.

It is noted that [Apple] is a noun functioning as a subject, then [Coke bottles] is a noun phrase and it functions as a subject too. The third sentence has two pronouns [He] and [his]. Thus, one of both taking role as a subject is [He]. Therefore, it is proven that noun and pronoun function as subject in a sentence. Delahunty et al (2010) probe that commonly subject of a sentence is in form of noun and pronoun. On the other hand, because of the need of a subject in an English sentence or clause, there are forms functioning as subjects but they do not give any influential meaning to the sentence or the clause. For instance;

- [4] It is a surprise that the book is cheap enough.
- [5] There are coke bottles in the refrigerator.

Both sentences employ two subjects (It) and (There). The word (it) is a pronoun, however, according to Gerot and Wignel (1995:72) and Bloor and Bloor (2004), it has no representational function in that sentence; it is required because of the need for a subject in English. Further, Deterding and Poedjosoedarmo (2001:135) posit that the pronoun (it) remains in the original place of the clause [4] called as a ‘slot-filler’ or ‘dummy subject’. In this case, the word (there) is also a dummy subject because it only takes a role as the subject and has no representational function. It always appears in a clause showing existences of entities just like what is found in the clause [5].

In the realm of Systemic Functional Linguistics, such clause is called as existential clause. In the clause [5], there are three components; existential, existent, and circumstance. The detail explanation of them will be

provided in the next point. Thus, what this research focuses is on existential clause. On the other hand, there is another case relating to the word (there) as exemplified and compared below:

- [6] There is your book right where you left it.
- [7] There is even a book about great Australian dunnies.

Even though both sentences employ the same word (there), each of them refers to a different function. The word (there) in clause [6] shows the place where the book is, therefore it is a circumstance. Nonetheless, the second (there) does not, it is a dummy subject. This phenomenon probes that the word (there) will not only refer to non-representational function but it also refers to a particular place. Therefore, it becomes one of the objectives of this research to identify and explain the existential clause employing dummy subjects.

Applying Systemic Functional Linguistics (SFL) as the approach, the researcher used the term 'clause' to substitute 'sentence' since SFL places it on rank of sentence. In the realm of SFL, the ranks of language are morpheme, word, group of words, clause and clause complex. Further, the analyses of this research lied on clauses. Halliday (2014) supported by Eggins (2004), Lock (2005), and Sujatna (2013) posits that a clause has three components; participant, process, and circumstance. These components are also what this research tried to explore. Explicitly, two research questions this research has; 1) what are existents which occur in the existential process in the novel? 2) what are circumstances occur in the existential process?

There are also other previous research conducted by the researcher, the first one is "Mental and Relational Process of Transitivity in Donne's and Blake's Poem: A Systemic Functional Linguistic Approach". It reported that there are thirty four line indicating mental processes and twenty three relational processes. Further, this research showed that there are some verbs usually used to indicate mental process, those are love, honor, know, think, hear, see, repent, mind, want, fear, and dream. Then, there are four indications that are able to differentiate attributive relational process from identifying relational process, those are verb (have and mean), articles (a/an and the), adjective (dead, tired, spent, young, bare, cold, joy, happy and warm), and circumstance of place. The second one is "Transitivity Analysis on Shakespeare's Sonnets". This research posits that there are four process types; they are material, mental, relational, and existential process. Further, it was also found that the material process more often appear than other processes.

There are moreover other researchers conducting such a transitivity analysis, two of them are Nguyen (2004), who applied transitivity analysis to characterize a character in a novel, and Sujatna (2013), who employed regional and national airline slogan to find the mood and the types of processes.

Method of Research

Qualitatively this research is conducted, because this research emphasized aspects of meaning and experience which are built on context. Litoselliti (2003: 15), Crocker (2009) and Stake (2010) state that qualitative methods focus on aspect of meaning, process, and context (*why* and *how*) rather than *how many* or numerical matters. Another supporting reason is that this research is presented descriptively based on phenomena of existential processes found. This is in line with what Miles and Huberman (2003:41) talk about qualitative research, they probe that "qualitative research allows for inferential interpretation of narratively constructed, plural and interior realities". Focusing on clauses, this research took some data which are in form of clause and clause complex. Those clause complexes were broken down to find existential clause only. Further, the complete data can be found in the appendices. After identifying data, the researcher marked them with roman number referring to the order of the data and cardinal number referring to the page where the data were taken. For instance [I/1]; it means that it is the first datum taken from page 1 of the novel.

Discussion

It is reported that there are twenty data found and five of them are parts of dialogue. It is noted as well that of those twenty data, there are ten clause complexes. Later, data presented in the discussion are in the form of clauses meaning that those clause complexes are broken down into clauses. It is because the analysis of transitivity lies on clause. Then, the unanalyzed parts of those clause complexes are omitted and marked with three dots construing that there are still other parts hidden. Regarding Halliday (2014), existential process carries out with two existents; they are objects (in this research it is called as entity) and events. Therefore, the discussion of the findings is divided into two parts; they are the existent of entity and event. Here is the discussion.

Existent of Entity

The following clauses are presented with unusual space among parts of those clauses and boxes. Each box represents one part of each clause with its name. It is noted that the clauses found are begun with dummy subject i.e. ‘there’. Among those data, there is a datum [I/7] which has a special case. It has its existent in form of determiner (more) which functionally is not an existent. However, regarding the context of this clause, this determiner refers to entities which mean that there are other things mentioned as additional matters of the previous one even though they are not written or mentioned.

Simply, those existents found and presented in this section are showing entities. For instance; datum [VI/41] has *a scrubbed wooden tables and chairs*, this existent construes things (table and chair). Another datum [VII/43] has *a big photograph*, it means a thing (photograph) referring to entity. Thus far, other existents *plenty of weed and the grass* [VIII/43-44], *some pretty nasty stuff* [X/46], *a loophole* [XI/46-47], *a list of new books* [XII/51], *a very small pile of silver sickles and just one golden Galleon* [XIII/66], *a thus of metal* [XIV/71], *a thin mist* [XIX/116], *a plot* [III/22], and *slight stiffness* [XVIII/96] construe things referring to entities. Here are the analyses showing the detail parts of existential process. All existential processes are in form of auxiliary verb (to be; was and were).

[I/7]	There	's	more	in the frying pan.			
		Existential	Existent	Circ. of place			
[VI/41]	There	was	a scrubbed wooden table and chairs	in the middle			
		Existential	Existent	Circ. of place			
[VII/43]	There	was	a big photograph	on the front of a very good- looking wizard ...			
		Existential	Existent	Circ.			
[VIII/43-44]	There	were	plenty of weeds and the grass ...				
		Existential	Existent				
[X/46]	There	was	some pretty nasty stuff ...				
		Existential	Existent				
[XI/46-47]	There	's	a loophole	in the law			
		Existential	Existent	Circ.			
[XII/51]	There	was	also	a list of new books ...			
		Existential	Circ.	Existent			
[XIII/66]	There	was	a very small pile of silver Sickles	inside, and just one gold Galleon			
		Existential	Existent	Circ.	Existent		
[XIV/71]	There	was	a thus of metal	as Ginny's cauldron went flying			
		Existential	Existent	Circ.			
[XIX/116]	There	was	a thin mist ...				
		Existential	Existent				
[XX/127]	There	are	some wizards	like Malfoy's Family ...			
		Existential	Existent	Circ.			
[III/22]	There	is	a plot, ...				
		Existential	Existent				
[XVIII/96]	There	was	a slight stiffness	in the way			
		Existential	Existent	Circ.			

Not all of those existents show things. Found in datum [XX/127], the existent *some wizards* does not construe thing but it shows person (wizard). Person thus is included in entity; therefore, it is placed in this section (existent of entity). Furthermore, besides parts functioning as existential process and existent, it is found that some parts of clauses functioning as circumstances. For instance; datum [I/7] occupies a circumstance *in the frying pan*. This circumstance informs the position/place where the existent is. In this case, it is called as circumstance of place. There are other circumstances of place found; they are *in the middle* [VI/41], *on the front of a very good-looking wizard* [VII/43], *in the law* [XI/46-47], *inside* [XIII/66], and *in the way* [XVIII/96]. On the other hand, circumstances are also found from data [XIV/71] and [XX/127], but both do not posit a position or place but they refer to different point. Circumstance *as Ginny's cauldron went flying* taken from datum [XIV/71] modifies when *the thus of metal* existed. It means that it refers to temporal information. It is thus called as circumstance of time. Furthermore, another circumstance *like Malfoy's family* found from datum [XX/127] shows a different condition. It refers to the comparison construing the similarity of what someone behaves. Halliday (2014) calls it as circumstance of manner (comparison).

From those circumstances, it can be characterized that each circumstance is preceded by prepositions (in, on, and inside) then they direct to position or place. Another characteristic found as well is that the words *as* and *like* can contextually figure out circumstance.

Existent of Event

Presented with the unusual space and boxes as well, the following clauses carry out existents construing event, moment, and action. For instance; data [II/22] and [XVII/90], the existents show a moment with which no noise or sound at all. Another existent carries out action as found in datum [IV/26], it is *scream*. Even though it has an action, it does not mean that it shows another type of process. It is in the form of noun which presents thing. There is another thing proving so, it can be seen from the existential process *were* in the clause. This process construes existence and in this case the word *screams* is an existent.

Further, it is noted as well that other existents found are the effect of action, in another word it is sound. For instance; datum [V/33] has *a small click* as its existent which refers to a sound produced by process of clicking. Other existents such as *a violent scuffling noise*, *a popping noise*, *a knock and snap* refer to sound produced by process of scuffling, popping, knocking, and snapping. It means that the existents appear because of action (in this case called process). There is an existent found from datum [XV/79] which is involved in existent of entity i.e. *the car*. It is placed here because it is a part of the clause under the discussion of this section.

[II/22]	There	was	a silence ...					
				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Existential</td><td>Existent</td></tr></table>	Existential	Existent		
Existential	Existent							
[IV/26]	There	were	screams	from the dining room ...				
				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Existential</td><td>Existent</td><td>Circ.</td></tr></table>	Existential	Existent	Circ.	
Existential	Existent	Circ.						
[V/33]	There	was	a small click					
				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Existential</td><td>Existent</td></tr></table>	Existential	Existent		
Existential	Existent							
[IX/44]	There	was	a violent scuffling noise					
				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Existential</td><td>Existent</td></tr></table>	Existential	Existent		
Existential	Existent							
[XV/79]	Then there	was	a popping noise and the car					
				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Existential</td><td>Existent</td></tr></table>	Existential	Existent		
Existential	Existent							
[XVI/90]	There	was	a knock	on the office door and snap				
				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Existential</td><td>Existent</td><td>Circ.</td><td>Existent</td></tr></table>	Existential	Existent	Circ.	Existent
Existential	Existent	Circ.	Existent					
[XVII/90]	There	was	a long silence					
				<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Existential</td><td>Existent</td></tr></table>	Existential	Existent		
Existential	Existent							

Another point which is discussed as well in this section is circumstance. It is found in datum [IV/26] and it is preceded by a preposition i.e. from (from the dining room). As found in the previous section, this circumstance construes a place where something is taken from. Therefore, it is labeled as circumstance of place. Another circumstance is found as well in datum [XVI/90], it is *on the office door*. In this circumstance, a preposition precedes *the office door* and construes where a sound of knocking is heard; thus it is also called as circumstance of place.

Conclusion

It is reported that there are twenty clauses found which have existential process. From those twenty clauses, there are thirteen existential clauses which have existents of entity and there are other seven clauses which have existents of event. It can be reported as well that even though the form of a particular existent is not a noun (thing), contextually it can function as existent as found in the analysis of datum [1/7]. The word found is *more*. Those existential clauses employ auxiliary verb (to be; was and were) as the existential process and dummy subject (there). In this case, this dummy subject just functions as the subject but has no influential meaning to the clause. It is merely to fulfill the requirement of constructing clause in English. Finding existential process and existent, this research found circumstance from ten clauses. It is noted that eight of them are characterized based on preposition (in, on and inside) which construe position or where something exists or is heard. In another words it is called as circumstance of place. Another circumstance is preceded with a word (as), it shows when something happened; therefore it is included in circumstance of time. Moreover, there is also another circumstance showing the comparison of behavior. There are two words (as and like) found show

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Appendices

- [1] "There's more in the frying pan, sweetums," said Aunt Petunia, turning misty eyes on her massive son. (1998: 7)
- [2] There was a silence broken only by the chink of knives and forks from downstairs and the distance rumble of Uncle Vernon's voice. (1998: 22)
- [3] "There is a plot, Harry Potter." (1998: 22)
- [4] There were screams from the dining room and Uncle Vernon burst into the kitchen to find Harry, rigid with shock, covered from head to foot in Aunt Petunia's pudding. (1998: 26)
- [5] There was a small click and the door swung open. (1998: 33)
- [6] There was a scrubbed wooden table and chairs in the middle and Harry sat down on the edge of his seat, looking around. (1998: 41)
- [7] There was a big photograph on the front of a very good-looking wizard with wavy blond hair and bright blue eyes. (1998: 43)
- [8] There were plenty of weeds, and the grass needed cutting. (1998: 43-44)
- [9] There was a violent scuffling noise, the peony bush shuddered and Ron straightened up. (1998: 44)
- [10] "There was some pretty nasty stuff that wasn't my department, though." (1998: 46)
- [11] "There's a loophole in the law, you'll find as long as he wasn't intending to fly the car, the fact that the car could fly wouldn't -." (1998: 46-47)
- [12] There was also a list of new books he'd need for the coming year. (1998: 51)
- [13] There was a very small pile of silver Sickles inside, and just one gold Galleon. (1998: 66)
- [14] There was a thus of metal as Ginny's cauldron went flying. (1998: 71)
- [15] Then there was a popping noise and the car, Harry and Ron reappeared. (1998: 79)
- [16] There was a knock on the office door and Snape, now looking happier than ever, opened it. (1998: 90)
- [17] There was a long silence. (1998: 90)
- [18] There was a slight stiffness in the way she said "Morning" which told Harry that she was still disapproving of the way they had arrived. (1998: 96)
- [19] There was a thin mist hanging across the pink and gold sky. (1998: 116)
- [20] "There are some wizards – like Malfoy's Family – who think they're better than everyone else because they're what people call pure-blood." (1998: 127)

A Study on Flouting Maxims in *Divergent* Novel

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Abstract

This research focuses on flouting maxim in Divergent novel which aim is to find the types and the function of flouting maxim. The researchers used descriptive qualitative research because the researchers strived to analyze and discusses the sentences of utterances which performs flouting maxim in Divergent novel. This research uses pragmatic approach which uses Grice's theory of maxim. The result of this study shows that 21 data which are appropriated with the characteristic of flouting maxim. They consist of 12 flouting maxim of quantity, 2 flouting maxim of quality and 7 flouting maxim of relevance. Based on the data analysis the researchers concluded: the functions for flouting maxim of quantity are to explain more about topic, to stress something and unwillingness to cooperate; the functions for flouting maxim of quality are to show panic, to convince the addressee and to hide something; the functions for flouting maxim of relevance are to change the topic of conversation and to avoid talking about something.

Key Words: cooperative principle, flouting, pragmatics

Introduction

Human is social being who cannot live alone but human needs to interact to live. One of human activities in process of interaction is a communication. Good communication is needed in order to make the interaction runs smoothly and effectively. Listeners and speakers must speak cooperatively and mutually accept one another to be understood in a particular way. Paul Grice in Grundy (2000: 73) argues that "speaker intend to be cooperative is for speaker to give as much as information as is expected". They should conduct a rule in order to understand the implicit meaning of the utterances delivered. For this reason it is applied to make an effective communication in which there are at least two people engaged (speaker and hearer) and it is called as the cooperative principle.

The cooperative principle describes how people interact with one another. People who obey the cooperative principle in their language use will make sure that what they say in a conversation furthers the purpose of that conversation. Paul Grice (1975: 45) proposes four conversational maxims that arise from the pragmatics of natural language. The Grice's Maxims are a way to explain the link between utterances and what is understood from them. The principle describes how effective communication in conversation is achieved in common social situations and is further broken down into the four maxims of quality, quantity, relevance and manner. Maxim of quality means that our contribution has to be truthful and based on sufficient fact, maxim of quantity means that we have to make our conversational contribution such as required, maxim of relevance means that our utterance has to be relevant to the context of speech and maxim of manner means that we have to present the meaning clearly and avoid ambiguity.

Grice states that those four principles can be obeyed by the participant in conversation so that they can give contribution to the conversation and the conversation itself can go on smoothly. In fact, sometimes in communication, people do some strategy to make their conversation goes safe that is flouting maxims. Flouting the maxims means that speakers violate the conversational maxims, flouting is often done through figurative language. This strategy found in almost of our daily conversation, but occasionally we do not realize it because people tend to speak what is in their mind, they never think about the rules, especially rules of cooperative principle. When someone flouts maxims, they do some rhetorical strategies. Usually, we can find some flouting in the form of tautology, metaphor, overstatement, understatement, rhetorical question, and irony.

According to Cook (1989:31-32) there are times when meaning derives from deliberate violations. It can be happen in many ways. Quality flout, when communication degenerates into lying, or simply breaks down altogether. Quantity flout, when we say more than we need to mark a sense of occasion or respect; and when we say less than we need, perhaps to be rude or blunt. Relation flout, when communication turns into signal embarrassment or a desire to change the subject. Manner flout, when the information shared makes ambiguity, or it is violated either for humor.

In this research, the researchers enthusiastically focus on the study on flouting maxims since it is important to make communication go safe and more effective both in spoken and written communication and to make sentences more acceptable to the hearer. There are some reasons for maxim flouting to occur in a conversation. They are the amount of the information the speaker has, the truth of the information, and the relation of the utterance with the preceding utterance, and the obscurity and ambiguity of the utterance.

The research is conducted to investigate flouting maxims on the major characters of *Divergent* novel. The researchers are interested in using *Divergent* novel as the object of analysis because the uniqueness of the utterances of this novel that contains figurative language, because flouting maxims is often done through by figurative language. Flouting maxims of cooperative principles in this novel show the strong bond between the characters in their conversation. Moreover, the phenomena of flouting maxims in their conversation are signaling how their relationship as friends and also as a family. People usually pay more attention to the sentence structure in speech or spoken language because it will give the direct response from the hearers. In written language, however, the readers will respond the message if they understand the main idea of the written text. So that, the research will focus on what are the kinds of maxims flouted by the characters in *Divergent* novel.

Research Method

This research used library research as the primary data collecting. So, the researchers used some phases in this research. The first is reading phase, the second is indentifying phase and the last is classifying phase. In the process of analyzing the data, qualitative research is emphasized on the process analysis. The first is isting the utterances, which contain flouting maxims based on Grice's theory. The second is nalyzing the utterances which contain flouting maxims in order to make the research finding reports are clear and specific. The third is deciding which maxim are flouted in the conversation whether it is maxim of quantity, maxim of quality, maxim of relevance, or maxim of manner. The last is evaluating the data in order to put data accurately and coherently with the analysis by seeing the theory and the problems that relevant with the research.

Findings and Discussion

3.1 Flouting Maxim of Quantity

Datum 1

- Tris : Why the hawk?
Tori : *Never met a curious Abnegation before. In some parts of the ancient world, the hawk symbolized the sun. Back when I got this, I figured if I always had the sun on me, I wouldn't be afraid of the dark. (Divergent,2: 12)*

The utterance is stated when the test begin after lunch. Tris sit at the long tables in the cafeteria, and the test administration call ten names at a time, one for each testing room. Tris walks into room 6 where Tori who is a Dauntless woman waits for Tris. Tris get confused looking at Tori because Tori busies herself with the machine on Tris right and asks "why the hawk?" and Tori response is "Never met a curious Abnegation before". The researchers classified Tori's response as flouting maxim of quantity since Tori gives too much information by delivering her opinion that "I figured if I always had the sun on me, I wouldn't be afraid of the dark." Because it remains Tori of the fear Tori have overcome.

Tori gives too much information is because Tori is trying to explain more about something that Tris ask. Usually someone tries to explain about something by giving much information and expecting that the hearer will understand more about the topic. Tori wants to make Tris understands more about the meaning of the hawk. Tori uses overstatement in response's Tris' question by explaining something in a way that makes it seem more important or more serious than it really is.

Datum 2

The other situation when Tori flouts the maxim of quantity is where she used a flout in order to give an insult or she described about the result of Tris's test.

- Tris : Wait, so you have no idea what my aptitude is?
Tori : Yes and no. *My conclusion is that you display equal aptitude for Abnegation, Dauntless, and Erudite. People who get this kind of result are... Divergent. (Divergent,3: 22)*

Tris done the simulation test and Tori walks back in. The result of Tris's simulation test was not sure. Typically, each stage of the simulation eliminates one or more of the function but in Tris's case, only two have been ruled out. That's why Tris curios with the result and asks, Tori flouts the maxim of quantity because Tori gives too much information than it requires, the answer should be "Yes and no. My conclusion," but Tori gives too much information by delivering her opinion "is that you display equal aptitude for Abnegation, Dauntless, and Erudite. People who get this kind of result are..."

Tori gives more informative contribution is to explain more about something. Tori does not only answer related to Tris's question but also Tori wants give more information about what aptitude that Tris's belong, so that Tris will understands more about her aptitude. Tori uses overstatement in response's Tris' question by stating something more than it actually is in order to make the point more serious.

Datum 3

The instances when Tris was flouting the maxim of quantity were in situations where she described her condition.

Caleb : Beatrice! What happened? Are you all right?

Tris : *I'm fine when the test was over, I got sick. Must have been that liquid they gave us. I feel better now, though. (Divergent, 4: 28)*

The conversation is stated when Tris is waiting for Caleb to arrive at home. Caleb arrives at home with Susan and her brother and Caleb asks Tris "What happened? Are you all right?" and Tris's answer "I'm fine." "When the test was over, I got sick. Must have been that liquid they gave us. I feel better now, though." Based on the datum above the researchers classified the datum as flouting maxim of quantity since Tris gives the contribution more informative than it requires. Besides, Tris can answer Caleb's question by say "I'm fine" only, but here Tris gives too much information to Caleb.

Tris flouts the maxim of quantity is because Tris does not want to make Caleb curious with Tris so Tris gives more explanation to Caleb by giving the answer "When the test was over, I got sick. Must have been that liquid they gave us. I feel better now, though." So Caleb will believe that Tris is fine. Tris's flouts the maxim of quantity by using overstatement because she gives the information more informative.

Datum 4

The dialogue happens when Christina and Tris are talking in the train. Christian has to shout over the wind, which blows harder through the open doors by the second. The train is picking up speed. Tris sit down. It will be easier to keep Tris balance if I'm low to the ground.

Christina : Do you know where we're going?

Tris : *A fast train means wind, wind means falling out. Get down. I guess we're going to Dauntless headquarters, but I don't know where that is. (Divergent, 6: 51-52)*

Christina raises an eyebrow at Tris and Christina asks Tris "do you know where we're going?" and Tris's answer is "A fast train means wind," and "Wind means falling out. Get down." Based on the datum about the researchers classified the datum as flouting maxim of quantity because Tris gives too much information by delivering her opinion "I guess we're going to Dauntless headquarters," "but I don't know where that is."

Tris gives too much information is to explain more about something that Christina asks. Tris not only answer the question but also Tris tries to explain the possible place that they are going. Tris flouts the maxim of quantity by using overstatement because she uses exaggeration statement "a fast train means wind, wind means falling out" therefore, the information is more informative.

Datum 5

Erudite girl : Rankings? Why are we ranked?

Eric : *Your ranking serves two purposes, the first is that it determines the order in which you will select a job after initiation. There are only a few desirable positions available. The second purpose is that only the top ten initiates are made members. (Divergent, 7: 71)*

The context of the conversation happens in Dauntless room after dinner between Eric and the mousy-haired Erudite girl in the first stage of initiation. The mousy-haired Erudite girl asks Eric "why are we ranked", she curios why they should be ranked. The answer of Eric is "Your ranking serves two purposes," he says. "The first

is that it determines the order in which you will select a job after initiation. There are only a few desirable positions available.” “The second purpose,” he says, “is that only the top ten initiates are made members.” Then, the researchers classified that Eric’s statement as flouting maxim quantity since his contribution is not informative as is requires for the current purpose of the exchange and more informative than is required.

Eric flouts the maxim of quantity because he wants to give clear explanation to the hearer so the hearers will understands what the purposes they should be ranked. He delivers his statement by using overstatement in order to the information more informative.

Datum 6

Tris : Do they have to be so public?
Al : *She just kissed him, it’s not like they’re stripping naked.* (Divergent, 8: 82)

This conversation occurs when the Dauntless faction have a time for lunch. Edward and Myra, the other Erudite transfers, sit two tables away, so close they bump elbows as they cut their food. Myra pauses to kiss Edward. Tris is watching them carefully. Tris has only seen a few kisses in her life. Edward turns his head and presses his lips to Myra’s. Air hisses between her teeth, and Tris looks away. Tris asks Al why they have to kissing in public and Al answer is “She just kissed him.” Al frowns at Tris. When Al frowns, his thick eyebrows touch his eyelashes. By see Al’s response “It’s not like they’re stripping naked.” the researchers classified the conversation as flouting maxim of quantity because Al gives Tris more information than is requires by answering “She just kissed him. It’s not like they’re stripping naked.”

By giving too much contribution in the conversation above, it means that Al flouts the maxim of quantity through overstatement. Al flouts the maxim of quantity is because Al wants to give his opinion to Tris that they are only kissing not stripping naked, so don not take it seriously.

Datum 7

The dialogue occur when Four leads Christina and Tris to a new room, still in Dauntless room and Al, who was in front of them, turns around once they reach the Pit and announces that he wants to get a tattoo.

Will : A tattoo of what?
Al : *I don’t know. I just want to feel like I’ve actually left the old faction. Stop crying about it.* (Divergent, 8: 85)

Will asks Al what tattoo that Al wants and Al answer is “I don’t know.” Al laughs. “I just want to feel like I’ve actually left the old faction. Stop crying about it.” Based on the conversation above the researchers classified the datum as flouting maxim of quantity since Tris gives too much contribution when answering Will’s question. Actually, Tris can say “I don’t know.” But here Tris adds her opinion by saying “I just want to feel like I’ve actually left the old faction. Stop crying about it.”

Based on the analysis above Tris flouts the maxim of quantity by using overstatement because Tris wants to give more informative contribution than is requires. Tris wants to make clear information that Tris wants to feel like she has actually left the old faction.

Datum 8

The instance where Tori flouted the maxim of quantity happened when she described her job.

Tori : Well, hello there. Never thought I would see you again. Beatrice, is It?
Tris : Tris, actually. Do you work here?
Tori : *I do. I just took a break to administer the tests. Most of the time I’m here. I recognize that name. You were the first jumper, weren’t you?*
Tris : Yes, I was. (Divergent, 8:89)

The dialogue happens in the tattoo place when a picture of a hawk reminds Tris of Tori’s tattoo. Tris turns to see Tori standing there, Tris feels like she back in the aptitude test room. Tris did not expect to see her again. Tris asks Tori “do you work here” and Tori’s answer is “I do. I just took a break to administer the tests. Most of the time I’m here.” Tori taps her chin. “I recognize that name. You were the first jumper, weren’t you?” then, the researches classifies Tori’s statements as flouting maxim of quantity since she gives too much information. Actually, she can answer “yes or no” but she gives the contribution more than is required.

Based on the analysis above, Tori uses overstatement to flout the maxim of quantity because she wants to give clear information about her work and she also wants to change the topic by asking Tris question “I recognize that name. You were the first jumper, weren’t you?” Tori wants to make the conversation go smoothly.

Datum 9

The utterance is stated when Tris and Tori in tattoo room and Tori asks Tris whether Tris wants to make a tattoo or not.

Tori : Want a tattoo?
Tris : *Yes, three of these flying birds. (Divergent, 8: 90)*

Tris’s response is “Yes,” Tris says “Three of these flying birds.” The researchers classified that Tris’s response as flouting maxim of quantity by using overstatement since Tris gives more contribution than it requires by saying “Three of these flying birds.” Tris flouts the maxim of quantity because she wants to give clear information about what kind of tattoo that she wants. She said “Three of these flying birds.” because she is marking the path of flight toward her heart. One for each member of the family she left behind.

Datum 10

This conversation below belongs to flouting maxim of quantity.

Tris : What’s wrong with them?
Christina : *Peter is pure evil. When we were kids, he would pick fights with people from other factions and then, when an adult came to break it up, he’d cry and make up some story about how the other kid started it. And of course, they believed him, because we were Candor and we couldn’t lie. Ha ha. Drew is just his sidekick. I doubt he has an independent thought in his brain. And Molly...she’s the kind of person who fries ants with a magnifying glass just to watch them flail around. (Divergent, 9: 93)*

The dialogue happens in the Dauntless training room when Christina points at Peter, Drew, and Molly. They have been inseparable since they crawled out of the womb, practically. Christina hates them. Tris glance at Peter and his friends. Drew is shorter than both Peter and Molly, but he’s built like a boulder, and his shoulders are always hunched. His hair is orange-red, the color of an old carrot. Tris asks Christina what’s wrong with them and Christina answer Tris’s question by saying “Peter is pure evil. When we were kids, he would pick fights with people from other factions and then, when an adult came to break it up, he’d cry and make up some story about how the other kid started it. And of course, they believed him, because we were Candor and we couldn’t lie. Ha ha.” Christina wrinkles her nose and adds, “Drew is just his sidekick. I doubt he has an independent thought in his brain. And Molly...she’s the kind of person who fries ants with a magnifying glass just to watch them flail around.” Christina gives too much information about them and the researchers classifies the datum as flouting maxim of quantity since Christina gives too much contribution to answer Tris’s question.

Based on the analysis above Christina uses overstatement in answer Tris’s question and she flouts the maxim of quantity is because Christina wants to give clear explanation also information about Peter, Drew, and Molly. So Tris can undersatan what’s wrong with three of them.

Datum 11

The conversation below happens in the night at training room when Tris talks to Al. Tris asks Al whether Will is ok or not because previously Will and Al have been fighting.

Tris : Did you talk to Will? After...you know.
Al : *Yeah. He’s fine. He isn’t angry. Now I’ll always be remembered as the first guy who knocked someone out cold. (Divergent, 10: 106)*

Based on the dialogue above the researchers classified Al’s answer as flouting maxim of quantity since Al gives too much information and Al use exaggeration statement (now I’ll always be remembered as the first guy who knocked someone out cold) therefore, his information is more informative. Actually, Al’s response should be “yes or no” but he gives too much contribution to answer Tris’s question. Al flouts the maxim of quantity because Al wants to give clear information to Tris. Al’s answer is “Yeah. He’s fine. He isn’t angry.” It means that Will does not angry to Al and everything is alright.

Datum 12

This conversation happens between Al and Tris in the hospital.

Al : You feeling okay, Tris?

Tris : *Yeah, just wish I could stay here forever so I never have to see Peter again. (Divergent, 10: 112-113)*

The context happens when Tris have been fighting with Peter. Tris wake up and she feels inside of her head is fuzzy like it's packed with cotton balls. Al asks Tris whether she is ok or not because Tris looks like she keeping the pain and Tris's answer "Yeah," Tris says "Just wish I could stay here forever so I never have to see Peter again." Based on the analysis above the researchers classified the datum as flouting maxim quantity because Tris give more contribution than it requires by saying "Just wish I could stay here forever so I never have to see Peter again." Besides, she should answer Al's question by saying "yes or no."

Tris flouts the maxim of quantity is because Tris wants give more information by saying "Just wish I could stay here forever so I never have to see Peter again." It means that she exaggerations her statement by using overstatement and she does not want to see Peter again because she hates Peter.

3.2 Flouting Maxim of Quality

Datum 13

Tris : What?

Christina : I'm developing a theory.

Tris : And it is?

Christina : *That you have a death wish. (Divergent, 7: 69)*

This conversation takes place in Dauntless room between Christina and Tris after Tris talk to Four and Four remains Tris that Tris should be careful. When Christina states "that you have a death wish" she overtly flouts the maxim of quality by using overstatement. She says what he believes to be false. She flouts the maxim of quality because her contribution is not true and she says something for which lacks adequate evidence.

Datum 14

The dialogue happens when Four leads Christina and Tris to a new room, still in Dauntless room. Christina states "I'm surprised he didn't break you in half" "He scares the hell out of me. It's that quiet voice he uses." Her contribution is not true and she says something for which lacks adequate evidence because she uses overstatement when she talks to Tris. So the researchers classified the datum as flouting maxim of quality.

Christina : *I'm surprised he didn't break you in half, he scares the hell out of me. It's that quiet voice he uses.*

Tris : Yeah. He's...definitely intimidating (*Divergent, 8: 85*)

Based on the analysis above, Christina flouts the maxim of quality because she uses overstatement in delivering her opinion, she thinks that Four is a bad person and it scares Christina and Tris. It's not true that Four is a bad person because at the end Four kept both of them. Christina flouts the maxim of quality is because she says what he believes to be false.

3.3 Flouting Maxim of Relevance

Datum 15

The utterance is stated when Tris and her mother are talking in front of mirror.

Tris's mother : So today is the day,

Tris : Yes,

Tris's mother : Are you nervous?

Tris : *Today is the day of the aptitude test that will show me which of the five factions I belong in. And tomorrow, at the Choosing Ceremony, I will decide on a faction; I will decide the rest of my life; I will decide to stay with my family or abandon them. (Divergent, 1: 2)*

Her mother asks Tris whether she is nervous or not because today is the day of the aptitude test. But, Tris's answer is "Today is the day of the aptitude test that will show me which of the five factions I belong in. And tomorrow, at the Choosing Ceremony, I will decide on a faction; I will decide the rest of my life; I will decide to stay with my family or abandon them." Tris's response is not relevant at all to her mother's question. Then, the researchers classified Tris's statement as flouting maxim of relevance.

People are said to flout the maxim of relevant when he or she gives irrelevant answer to the topic being talked. One of the reasons for flouting maxim of relevant is to give unnecessary additional information. We see that Tris's statement is not necessary because it does not answer her mother's question. Tris flouts the maxim of relevance by using understatement because she gives less informative statement.

Datum 16

The context of the utterances is in the test room between Tris and Tori when Tori stands behind Tris. Tori passes Tris a vial of clear liquid and ask Tris to drink it but Tris feels curious about the clear liquid and Tris asks Tori "what is it?" and Tori answers "Can't tell you that. Just trust me." The researchers classified Tori's response as flouting maxim of relevance since Tori's response is not relevant to Tris's question.

Tori : Drink this,
Tris : What is it? What's going to happen?
Tori : *Can't tell you that. Just trust me. (Divergent,2: 13)*

Tori is flouting the maxim of relevance through understatement because Tori makes a situation seem important than it is. Tori flouts the maxim of relevance because she wants to avoid talking something. Tori does not want to response Tris's question because this is the beginning of the tests, so Tori cannot tell anything to Tris because nobody knows what happens with the test.

Datum 17

The conversation below takes places in the school cafeteria when Tris do the tests. On the table there are two baskets in front of Tris, in one is a hunk of cheese, and in the other, a knife the length of my forearm.

The woman : *Choose.*
Tris : *Why?*
The woman : *Choose, choose! (Divergent,2: 13-14)*

The woman asks Tris to choose one of them but Tris get confused why she wants Tris to choose one of them. The woman repeats her statement "choose" for three times. The researchers classified the woman's statement as flouting maxim of relevance since her statement does not relevant to Tris's question.

The woman does not to answer Tris's question because this is one of the tests that Tris have to pass but Tris does not aware that she still in the simulation test, so the woman flouts the maxim of relevance is to avoid talking something. The way the woman responses Tris's question is because the woman is generating implicature by saying less than is required.

Datum 18

Tris : Did you two take the bus today?
Susan : *Our father had to work late and he told us we should spend some time thinking before the ceremony tomorrow. (Divergent, 4: 29)*

The conversation occurs when Tris is waiting for Caleb to arrive at home. Caleb arrives at home with Susan and her brother. Tris asks Susan and her brother did them take the bus today and Susan answer is "Our father had to work late," Susan says, "and he told us we should spend some time thinking before the ceremony tomorrow." Based on the conversation above the researchers classified the datum as flouting maxim of relevance since Susan's response is irrelevant to Tris's question.

Susan flouts the maxim of relevance by using understatement because she gives less informative statement to Tris's question. Susan flouts the maxim of relevance is because Susan wants to change the topic by saying "Our father had to work late and he told us we should spend some time thinking before the ceremony tomorrow." She does not answering Tris's question did both of them take the bus today or not.

Datum 19

The dialogue below happens between Tris and Caleb in their home. While Caleb curious about the result of Tris's test so he asks Tris "Are you going to tell me the truth now?" and Tris's response is "I'm not supposed to discuss it. And you're not supposed to ask." Then, the researchers classified Tris's answer as flouting maxim of relevance since Tris's answer is not relevant to Caleb's question.

Caleb : Are you going to tell me the truth now?
Tris : The truth is, *I'm not supposed to discuss it. And you're not supposed to ask.* (*Divergent*, 4: 29-30)

Tris does not want to discuss the result of her simulation test to Caleb because Tris told to Tris that Tris should not share the result with anyone, no matter happens. So Tris flouts the maxim of relevance to avoid talking about the result because Tris wants to keep the result. Tris is flouting the maxim of relevance through understatement because Tris gives the statement that is less than complete.

Datum 20

Tris : Are you two... friends?
Four : *We were in the same initiate class, he transferred from Erudite.* (*Divergent*, 7: 68)

The conversation above happens in Dauntless room between Tris and Four, Tris asking something after Eric talk with Four. Tris feels curious whether both of them are friends or not. So, Tris asks Four are they friends or not and Four's answer is "We were in the same initiate class," "He transferred from Erudite." The answer should be yes or no but Four intends to communicate more than what is said. The researchers classified Four's response as flouting maxim of relevance since his response is irrelevant to Tris's question.

Four and Eric have bad relationship as a friends because Eric does not like Four, but Four does not want Tris know about it. That's why Four flouts the maxim of relevance to avoid something. Four flouts the maxim of relevance by using understatement because He gives less informative statement and his statement is not relevant to Tris's question.

Datum 21

The conversation is stated when Will and Christina break for lunch and Will come to Christina and asks her whether He can sit near Christina or not. Christina's response is "What, you don't want to hang out with your Erudite buddies?"

Will : Can I sit here?
Christina : *What, you don't want to hang out with your Erudite buddies?* (*Divergent*, 8 : 81)

Based on the analysis above the researchers classified Christina's statement as flouting maxim of relevance since she uses understatement in delivering her statement because her statement is less informative and her answer is not relevant to Will's question. Christina flouts the maxim of relevance because she wants to change the topic. Both of them are in different faction so Christina thinks that they are not friends anymore and suggest Will to hang out with his Erudite buddies but Will has different opinion. Will does not want get along with Erudite people.

Conclusion

This study is conducted to find the types and the function maxims are flouted used in *Divergent* novel. The researchers used Grice's theory in analyzing the data. After analyzing the data, the researchers found twenty one data which are appropriate with the characteristics of flouting. They consist of twelve flouting maxim of quantity, two flouting maxim of quality and seven flouting maxim of relevance. The researchers did not find the data that shows flouting maxim of manner. The strategies that the researchers found in flouting maxims of this novel are done through overstatements and understatements.

Based on the data analysis above the researchers conclude that the characters flouts the maxim of quantity by giving much information because they want to explain more about the topic and to stress something so that the hearer has clear understanding. Vice versa, the characters flout the maxim of quantity by giving less informative contribution because they do not want to incorporate. The characters flout the maxim of quality by using theoretical question to show panic and to convince the addressees, in the other hand the characters flout the maxim of quality

by saying something they believe to be false because they want to hide something. The characters chose to flout the maxim of relevance by giving irrelevant contribution because they want to change the topic of the conversation and they want to avoid talking about something.

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Internet-Based Materials in Enhancing College Students' Writing Skill Viewed from Their Creativity

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Abstract

This article mainly describes the effectiveness of internet-based materials and interaction effect between teaching materials and creativity in teaching writing for college students. An experimental method was applied in this research. The population was the second semester of English Literature students consisting of 80 students: 40 students as the experimental group and 40 students as the control group. The research instruments used was writing test about an argumentative essay. A pre-test was given in the first meeting to know the validity and the reliability of the instrument. After giving treatments for three meeting, the writer conducted post-test to know the result. The finding of this research leads to the conclusion that the application of internet-based materials is more effective for teaching writing for the second semester of English Literature students. Besides, there is an interaction between teaching materials and level of creativity. It is recommended that teachers might apply internet-based materials to teach writing for college students and teachers might give information about it to the students in order to enrich insight and get better learning to improve their writing skill. Therefore, it is important to provide high internet access or wi-fi in the class to increase the optimum writing achievement. By providing it, the students may find sample argumentative essays as many as possible to be read and to know the current issues being discussed.

Key Words: *argumentative essay, creativity, internet-based materials, writing*

Introduction

Writing covers the process of developing ideas, logical thinking, and language forms and transfer them into graphic symbols on a paper by using appropriate conventions including content, organization, vocabulary, language use, and mechanics. Learning to write seems as a developmental process that helps college students to write and choose their own topics. Most of college students may find some difficulties in accomplishing their writing test. It is the most difficult skill for L2 students to master (Richards & Renandya, 2002). It becomes worst when they have to write an essay such as an argumentative essay. They are still unable to write an effective flow of thoughts to produce their ideas and logical thinking. They still cannot generate and organize the ideas into readable essay. Harmer (2007) states that some of students are not confident enough to write. These difficulties may be influenced by several crucial factors. The insufficient vocabularies and less writing skill to develop and organize the ideas seem to play crucial factors in this case. Their weaknesses in comprehending and mastering grammar also make their writings uneasy to be understood by the reader. The students also often show inconsistency a clear level of formality. As a result, they find it difficult to write a correct sentence in English. As the students are not able to write correct sentences, they get difficulty to express their ideas in paragraphs where they have to make the paragraphs cohesive and coherent. This problem becomes worse because students' creativity influences the learning-teaching process.

In writing, students' creativity as the supporting element plays an important role to produce a good and understandable writing. Creativity is a mental and social process involving the generation of new ideas or concepts, or new associations of the creative mind between existing ideas or concepts. It is an ability to think creatively and to measure one's fluency, flexibility, and originality of a verbal form. In addition, creativity is an ability to form new ideas and combine them to the existing information. High creative students have high motivation and may force themselves to finish any work such as writing. They do their best in writing and commit their time and energy to their essay project by redefining and elaborating ideas, concepts, and problems. On the contrary side, low creative students limit their motivation in a certain condition and dismiss good things before finishing it. They seem to be afraid to take risks to complete their project. Hence, students who have high creativity usually perform better writing than low creative students.

The writing materials can be taken from many sources. One of them is from internet. Teaching writing by internet materials helps students to get input in language learning process. Internet provides us with authentic and

real communicating English. That is much better than those that are especially designed for course books since it is continuously updated with current issues. Nuttall (1996) mentions main criteria in choosing internet materials for teaching writing such as suitability of content, exploitability, and readability. In the teaching and learning process using internet materials, the teacher provides controlled and determined materials taken from internet. The development with a tight control towards the internet materials becomes the indicator whether the students are able to be more creative in expressing their ideas in the form of argumentative essays. The aim of giving controlled materials is a means to avoid having misconception upon the advantages for both teachers and students. From internet, the needed information and knowledge about argumentative essay including the elements, outlines, important expressions, tips, tricks, and many others can be browsed easily. The more they browse the sites on internet to find related writing materials, the more they read articles to apply, analyze, synthesis, and determine if a certain material is appropriate to what they need. Furthermore, internet provides the students many sites to improve their creativity in writing argumentative essays. Internet seems to be the best means to find any needed stuffs such as pictures, audio, video and articles, which are related to the teaching materials. For example, "LGBT issues" that is popular nowadays. In another point of view, teaching writing by using internet materials needs certain procedures such as deciding the limitation of the sites. Then, internet for teaching writing also represents an important contribution to the field in terms of advancing the integration of internet technologies in language subjects and promoting communicative approaches that are made operational through the use of collaborative technologies.

Daskalos, et al. (2005) also conducted a research dealing with the use of authentic materials. His research, which entitles "Authentic texts or adapted texts – That is the question! The use of authentic and adapted texts in the study of English in two Swedish upper secondary schools and a study of student and teacher attitudes towards these texts" is aimed at finding out which attitudes teachers and students have towards authentic and adapted texts used in the teaching of English in two Swedish grammar schools. Furthermore, the paper aims at demonstrating the importance of proper text selection in relation to student motivation. To achieve this, a survey was conducted with second year students in two different schools; on top of this, several interviews were conducted with students as well as an interview with a teacher. This was done to demonstrate the different attitudes towards the coursebook and authentic texts and to illustrate the importance of choosing topics that students can relate to. The results show that students preferred to read authentic texts. These texts provided them with interesting topics. The teacher also preferred to use authentic texts and agreed that authentic texts usually created an active classroom, but pointed out that to substitute the coursebook entirely with authentic material was unrealistic. Therefore, a combination of the two types of text would be preferable.

Thus, the researcher is interested to conduct an experimental research entitled "Internet-Based Materials in Enhancing College Students' Writing Skill Viewed from Their Creativity". It will be conducted to know which materials, internet or course books, yield a better improvement in writing performance viewed from students' creativity.

Method

This study applied quasi-experimental designs as an experimental study. It attempted to give treatments to the experimental group and maintain the control group over all factors that might affect the result of an experiment. The purpose of experimental study is to investigate the cause and effect of teaching materials and students' creativity towards the college students' writing skill. It involved two variables: writing skill of college students as the dependent variable and teaching materials and students' creativity as the independent variable.

The data were collected in form of quantitative data. It was used to obtain the needed data. The technique used in this experimental research is by comparing the experimental group having internet materials as the teaching and learning materials and the control group having course books as the main source of teaching and learning materials. They were given different treatments. Before the treatments, the students were classified based on their creativity into high and low. By doing so, it made easy to decide what teaching materials used to students who have high creativity and those who have low creativity. The population of this research was the second semester students of English Literature. There are 80 students, covering 40 students (A) as the experimental group and 40 students (B) as the control group. In analyzing the data, this study applied a descriptive analysis and inferential analysis to know the mean, median, mode, and standard deviation of the writing scores. Normality and homogeneity were used before testing the hypotheses. In addition, Analysis of Variance (ANOVA) was also applied as a statistical device in factorial design.

Discussion

In the discussion part, there are some conclusions that can be drawn. This research used data gained from the students' writing scores taken from the control class treated by using textbook material and experimental class treated by using internet-based material. The data frequency distribution of the students' writing score taught by using internet-based material are as follows:

Table 3.1. Frequency Distribution of Data Experimental Group (A)

Class Limits	f_i	Tally	X_i	X_i^2	$f_i X_i$	$f_i X_i^2$
68-70	3	III	69	4761	207	14283
71-73	4	IIII	72	5184	288	20736
74-76	6	IIII I	75	5625	450	33750
77-79	9	IIII III	78	6084	702	54756
80-82	8	IIII III	81	6561	648	52488
83-85	9	IIII III	84	7056	756	63504
86-88	1	I	87	7569	87	7569
Σ	40				3138	247086
Mean	78.45					
Mode	78.75					
Median	78.83					
s	4.83					

From the table 3.1 of frequency distribution of data from experimental group (A), it is showed that: the mean of the students' writing is 78.45; the mode is 78.75; the median is 78.83; and the standard deviation is 4.83. Meanwhile, frequency distribution of data from control group (B) can be seen in the table 3.2, as follows:

Table 3.2. Frequency Distribution of Data Control Group (A)

Class Limits	f_i	Tally	X_i	X_i^2	$f_i X_i$	$f_i X_i^2$
67-69	1	I	68	4624	68	4624
70-72	5	IIII	71	5041	355	25205
73-75	10	IIII IIII	74	5476	740	54760
76-78	9	IIII III	77	5929	693	53361
79-81	11	IIII IIII I	80	6400	880	70400
82-84	4	IIII	83	6889	332	27556
85-87	0	-			0	0
Σ	40				3068	235906
Mean	76.70					
Mode	79.17					
Median	77.59					
s	3.89					

From the table 3.1 of frequency distribution of data from control group (B), it is showed that: the mean of the students' writing is 76.70; the mode is 79.17; the median is 77.59; and the standard deviation is 3.89.

To know whether the population is normal or not, normality test is employed in this research to the writing scores of experimental and control groups in accordance with the creativity level. The result is presented in the table 3.3.

Table 3.3. The Summary of Normality Test

No.	Variables	Number of Data	L_o	L_t	Description	Test Decision
1	A_1	40	0.0735	0.141	Normal	H_o is accepted.
2	A_2	40	0.0721	0.141	Normal	H_o is accepted.
3	B_1	40	0.0791	0.141	Normal	H_o is accepted.
4	B_2	40	0.0856	0.141	Normal	H_o is accepted.

5	A ₁ B ₁	20	0.1087	0.190	Normal	H _o is accepted.
6	A ₂ B ₁	20	0.1340	0.190	Normal	H _o is accepted.
7	A ₁ B ₂	20	0.1204	0.190	Normal	H _o is accepted.
8	A ₂ B ₂	20	0.1157	0.190	Normal	H _o is accepted.

The summary of normality using *Lilliefors* test reveals that the value (L_o) gained are lower than L_t . Thus, it can be stated that all of the samples based on both teaching materials and creativity levels were normal. Meanwhile, the result of the homogeneity test can be seen in the table 3.4, as follows:

Table 3.4. The Summary of Homogeneity Test

Sample	df	1/(df)	s_i^2	$\log s_i^2$	(df) $\log s_i^2$
1	19	0.05	8.305263	0.919353	17.47
2	19	0.05	9.923684	0.996673	18.93679
3	19	0.05	15.73421	1.196845	22.74005
4	19	0.05	19.83947	1.297530	24.65307
Σ					83.79763

$$\begin{aligned} \text{Log } s^2 &= \log (13.45066)^2 = 1.128744 \\ B &= (\log s^2) \sum (n_i - 1) = 1.128744 (76) = 85.80872 \\ \chi_o^2 &= (\ln 10) \{B - \sum (n_i - 1) \log s_i^2\} \\ &= (2.3026) (85.78451 - 83.79763) \\ &= 4.57 \end{aligned}$$

According to the result of homogeneity test, it can be seen that the score of χ_o^2 is 4.57. Based on the table of Chi-Square distribution with the significance level $\alpha = 0.05$, the value of $\chi_{0.95(3)}^2$ is 7.81. Because χ_o^2 (4.57) is lower than $\chi_{0.95(3)}^2$ (7.81) or $\chi_o^2 < \chi_{0.95(3)}^2$ (4.57 < 7.81), it can be concluded that the data are homogenous.

From the computation of ANOVA test, it can be concluded that F_o between columns, the comparative analysis between the effect of teaching using internet material and coursebook, is 4.952. It is higher than F_t (3.97) which means that there is a significant difference between the means of internet-based material and coursebook material to teach writing. The mean score of the students taught using internet-based material (78.55) is higher than the mean score of the students taught using coursebook (76.70). It is summarized that internet-based material is more effective than coursebook to teach writing.

In addition, there is a significant difference of teaching materials upon writing competence. It can be seen from the value of F_{obs} which is higher than F_{table} at the significance level $\alpha = 0.05$. The writing materials taken from internet sites are proven to be able to increase college students' ability in writing because the internet-based materials serve many sources of knowledge and information for the college students to achieve more new vocabularies, dictions, styles, and ways to enhance their writing ability in writing argumentative essays.

In a second language learning classroom, creativity plays important role for students of a foreign language because it can affect student's acquisition, invention, and production of the new language. Relating to creativity, it is known as a general ability to produce something new and to share new ideas implemented in problem solving. It can also be said as an ability to understand new relationships among previous elements (Munandar, 1999a). Every student has a different level of creativity which may affect their ways of thinking critically, their behavior, and their competences in all aspects. Thus, creative thinking is an important human characteristic. It is the best thought as a process that requires a mixture of ingredients, including personality traits and abilities.

Based on this study, it can be stated that creativity plays an important role in helping students express their ideas in the written form especially in the form of argumentative essays. From the data analysis, it is shown that college students with high creativity are usually the people who are able to come up their ideas to solve the problem. They might be able to show better writing competence in expressing their ideas in an argumentative essay. This results appear since students' creativity help them to choose, select, analyze, and apply the most effective, efficient, and persuasive ways in argumentation. The students with high level of creativity are able to involve both mental and social processes in order to create newly developed critical ideas and convey and share them in written form. One's creativity is about an ability to process a new idea in their mind that is supported by his basic function of intelligence. One's creativity can be seen in his or her eagerness to take part in an activity enthusiastically, to come up with new and fresh idea, to behave assertively, and to share with others. It can be seen from the results of their writing competence when the internet materials were applied in their class. On the other way around, The students

with low level of creativity will just write what he sees, reads, and listens without being able to think what is beyond. They are unable to come up with their own fresh ideas and opinions when learning. These are some of the reasons why their writing scores are less than those having high creativity. Their low creativity makes them unable to express their ideas better. This can be seen from the results of their writing competence in which the scores of both control and experimental classes are lower than those of having high level of creativity from both classes given treatment.

Conclusion

It can be concluded that internet-based materials for teaching writing affect a better result of writing performance for college students in the second semester than the materials taken from coursebook or coursebook. It is effective teaching materials of writing subject especially for argumentative essay. Besides, the students having high level of creativity gain higher writing performance especially in argumentative essay than those having low level of creativity in learning writing with materials taken from either internet or coursebooks. Those who have low level of creativity showed similar results of writing performance when learning writing using either internet or coursebook materials. To reach optimum writing achievement, the classroom environment should be provided by an internet access. The teacher also has to provide specific sites dealing with the genre of writing and determining the most current and hottest issues to teach writing. It may help the students to explore the intended materials and find out the sample essays for the selected sites. Thus, it is recommended that the teacher has to apply this internet-based materials for classroom activities in teaching writing and improve the students' writing achievement for the second semester of English Literature students.

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