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Jurnal Bahasa dan Sastra

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Elvi Citraresmana

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A Case Study of Two Adolescent Students

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Semantic Types of Subjects and Objects of the Verb LIE in American Corpus (COCA)

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Abstract

This research discusses semantic types of subjects and objects of the verb *lie* and the phenomena of the usage of verb in American Corpus (COCA) from 1990 to 2012. This research describes the subjects who told lies frequently and the objects who received the lies from the subjects and what topics American usually had when they lied. The verb *lie* has two meanings, they are ‘not telling the truth’ and ‘to recline or lie down’. In this research, the verb *lie* refers to the meaning of ‘not telling the truth’. The corpus does not divide between those two meanings, so the writer collected and divided them manually. After that, the prospective ones were categorized based on frequency (F) in the highest, moderate, and low levels to be analyzed using descriptive-empirical method which is based on the speakers’ experiences. This was done to analyze and formulate the semantic types of the subjects of the verb ‘lie’ and the semantic types of the objects of the phrasal verb ‘lie to’ and ‘lie about’ during the period of 1990 until 2012. The theories are based on the corpus linguistics theory suggested by Firth (1957), Jones and Sinclair (1974), Sinclair et al. (2004), Cowie (1981, 1994) and Cowie et al. (1993), Stubbs (2002), Nesselhauf (2004), McEnery and Hardie (2001, 2012). For the semantic types, this research refers to the theory of Sinclair (1991), Stubbs (2001), Dixon (2005), McEnery and Hardie (2012), and Hanks (1987, 2013). Lindquist (2009) inspired by Palmer (1933) proposes the adjacent collocation. The book published by Bureau of International Information Programs. U.S. Department of State (2005) was used in order to analyze the correlation between the phenomena of telling lies in America. The results of analysis show that the semantic types of the subjects are the subject as human, human group, human institution, and social group. The semantic types of the objects of phrasal verb of ‘lie to’ are institution, social group, and social human, human, human group. The semantic types of the objects of phrasal verb ‘lie about’ are social event, human action, human activity, and various things.

Keywords: Adjacent collocation, corpus linguistics, frequency, semantic type

Introduction

The research of ‘lie’ had been done by Coleman and Kay (1981). Their research is entitled *Prototype Semantics: The English Word Lie*. They used the experimental method. They distributed questionnaire pertaining 8 different texts to 71 respondents consist of high school students and college students, the staff officers, and *civitas academica* of the faculty. The respondents were asked to evaluate those stories into “a lie”, “not a lie” and “I can’t say”; meanwhile, in order to measure the degree of lying, Coleman and Kay used the scale of 1=“very sure not lie” up to 7=“very sure lie”. Their respondents were English native speakers age between 15-72 years. Gender was not included into the consideration. Those 8 different texts were divided into 2 basic stories; one story consisted of someone was telling lies and the other one was telling the truth.

This research is different from that of Coleman and Kay’s (1981). Coleman and Kay’s research is motivating this research to investigate the verb ‘lie’. The phenomena of telling

lies is observable through languages such as through the verb 'lie' syntagmatically (in Citraresmana, 2014). This research analyzes the verb 'lie' using corpus linguistics. The researcher tries to analyze the semantic types of subjects and objects of the phrasal verb 'lie to' and 'lie about'; therefore there will be the result of who lie to whom and about what.

English learners usually look up the dictionary in order to find out the meaning of the words. However, dictionary has its own limitation. It only puts the list of the meaning definition with lack of the implementation in details. Especially, when the English learners try to figure out what words come up with other certain words. We do understand that not all words combination could be placed altogether. We cannot translate word by word for instance when we translate the text from source language into target language. The understanding of how words combined with other words is very important, not only for the language learners but also for the translators. Therefore, Corpus Linguistics offer a new way out to handle such problem through its method. Corpus Linguistics uses mix-methods i.e. descriptive statistic through the frequency of the occurrences of one word (node word) with the other word (collocate) (in line with Palmer, 1933; Lindquist, 2009). Firth (1957) also proposed of collocation for corpus linguistics; however, he used different method with those of Palmer (1933) and Lindquist (2009).

The source of data is from COCA (Corpus of Contemporary American English). The data were compiled from period 1990-2012. The texts of this corpus were derived from five sources such as popular magazine, newspapers, fiction, academic journals, and spoken through live talk show which was broadcasted by electronic media. Those media discuss social problems occurring in American people; also those media focus on the political and government matters, American national policies, American laws, and economy. Therefore, this research does not focus on who tells lies in individual lives.

Lexeme 'lie' has two categories, 'lie' as the verb and 'lie' as the noun. The verb 'lie' is the most frequent shown up in COCA. According to that finding, this research focuses on the verb 'lie' instead of lexeme 'lie' as a noun. Based on *Oxford Advance Learner's Dictionary* 8th edition (OALD, 2010), the verb 'lie' which means not telling the truth is the intransitive verb usually followed by preposition 'to' or 'about'. In the dictionary and in the various researches of verbs through corpus linguistics, the formulation of lexical element only reveals pattern and general semantic types. For instance, the verb 'lie' (OALD8, 2010) only explains that the verb 'lie' is followed by the phrase of 'lie to' and then followed by 'somebody', furthermore, the phrase 'lie about' is followed by 'something'. The semantic types of 'something' and 'somebody' through corpus linguistics approach are able to formulate further description into details about the collocation of the verb 'lie'. Through corpus linguistics also, this research will reveal, to the English learners, how to understand the construction of the verb together with other word (in term of collocation).

In this research, the analysis of collocation was conducted using the principle of adjacent collocation. Lindquist (2009:78) says that "Adjacent collocations are different from the collocations we have just looked at in that the collocate occurs immediately to the right or to the left of the keyword. This kind of collocation is therefore closer to real linguistic structures and not a statistical phenomenon to such a high extent as the 'window collocations'". Collocation as the approach of the analysis is defined using frequency, as this method gets along with the understanding of descriptive statistic method.

The approach of collocation in Corpus Linguistics is used to observe the contextual meaning. On the understanding that the meaning does not come up separately, on the other hand, the meaning shown up based on the associative relation in a text. They are used as the basic principle to understand the collocation meaning.

This research does not try to modify or refuse the previous research. As a matter of fact, this research studies the semantic types used as the subject of verb 'lie'; the semantic types used as the object of phrasal verb 'lie to'; the semantic types used as the object of phrasal verb 'lie about'; and the relation of those semantic types with the situation of American people at that time.

Theory

Corpus Linguistics

Corpus linguistics is one of the approaches to analyze the corpora (Kennedy, 1998:1). Corpus linguistics analyzes language based on its daily usage. This approach also analyzes methodology rather than analyzes language aspect which needs certain explanation or description (McEnery and Wilson, 1996:1). According to Lindquist (2009) corpus linguistics is not one of the linguistics' branches since this approach does not discuss language aspect based on any of linguistic field (syntax, semantics, and pragmatics). He argues that corpus linguistics is the method used to analyze language. Different from Lindquist, McEnery and Hardie (2001) is more comprehensive in their views. They explain that corpus linguistics is not linguistics' branch since this approach does not define syntax, semantics, sociolinguistics in advance, this approach attempts to study the usage of language aspects using corpus as the methods.

To conclude, corpus linguistics is a research method which is used to analyze language in every language levels and in linguistics discipline but it does not focus on a certain linguistics branch. This approach also analyzes language from social perspective and does not analyze psychological language (Teubert, 2005: 2-3).

Semantic Types

According to Hanks (2013: 174) the pattern of language used might experiences alternations through three ways, lexical alternations, semantic-type alternations and syntactic alternation. Hanks also give the example of lexical alternation as the following:

- (1) Clutching at straws
- (2) Grasping at straws

The words 'clutching' and 'grasping' both are synonymous. As the verb, the meaning of lexeme 'clutch' is (a) to grasp or hold with or as if with the hand or claws use, strongly, tightly, or suddenly'; (b) to seek to grasp and hold <ed at her hand>. The phrasal "clutching at straws" in Merriam Webster Dictionary (2003) means something too insubstantial to provide support or help in desperate situation. There is no phrasal 'grasping at straws'. In here, we can assume that this is a kind of lexical alternations.

Furthermore, Hanks (2013:173) gives the example of semantic alternation below:

- (3) Treating *injured* people
- (4) Treating their *injuries*
- (5) Treating their *injured* limbs

The example of (3) means someone treat the people who got injured in general; the example of number (4) means someone treat the part of body who got injured; while in number (5) someone treat part of the body who got injured especially in the limbs (partonomy).

The form of syntactic alternations as Hanks (2013:173) proposed is as followed:

- (6) He *broke* the window

(7) The window *broke*

Both of the examples above show the occurrence of ‘states of affair’. In number (6) the subject ‘he’ is the actor who broke the window. Meanwhile, in number (7) shows the result of the action. It does not describe the process of the action and also the actor is so biased, we have no idea who did the action.

Based on the example proposed by Hanks (2013) above, it shows that the usage of active or passive depends on the speaker’s intention. It depends on what is the aim of the speaker using certain type of structure. However, according to Hanks (2013) there is any possibility of alternations in which one word is combined with other ‘rare/odd’ word. In this case, this combination of words is a kind of ‘exploited form’.

Lexical Alternation

Lexical alternation is seemingly the form of emphasizing. These forms of emphasizing, which are varied, will influence the meaning. Hanks and Jezek (2010) in (Hanks, 2013:176) analyzed the verb ‘attend’. The verb ‘attend’ has a set of slot to direct object and the verb ‘attend’ causes the occurrence of semantic type [[Event]]. This finding is understandable through the usage of the verb ‘attend’ in social community.

- (8) People **attend** a <meeting, conference, funeral, wedding, ceremony, lecture, seminar, class, course, hearing, church service, reception, briefing, inquest>

In other example, Hanks and Jezek (2010) also shows us their findings that there are sets of slot which cannot be fulfilled by [[Event]] but it can be fulfilled by [[Location]]. However, if we observe in closer this semantic type [[Location]] refers to [[Event]]. Take a look at the example as followed:

- (9) One **attends** a school [[Location]] in order to attend the [[Event]]s that take place there.

Semantic Type Alternations

This semantic type alternations shows in different contexts in a lexical series with different semantic type. This alternation occurs in an action in such cognitive way, for example in the verbs ‘think’, ‘say’, ‘propose’, ‘negotiate’, ‘decide’, ‘implement’ etc. (Hanks, 2013:177). This alternation also shows in subject with the slot between [[Human]] and [[Human Institution]], as below:

- (10) **Roosevelt** ([[Human]]) implemented a New Deal.
(11) **The administration** ([[Human Institution]]) implemented a New Deal.

According to Hanks (2013:177) the alternation form [[Human Institution]] shows regularly with [[Social Location]], see the examples below

- (12) **Washington** [[Social Location]] implemented a New Deal.
(13) **The USA** [[Social Location]] implemented a New Deal.

Hanks (2013:178) use the symbol ([[...]]) to describe the relation between semantic type and context. Semantic type alternation for instance [[Institution]] or [[Human Group]] is a form of alternation [[Human]]. This type mostly appears in subject with the verb of cognitive (cognitive action). According to Hanks (2013:178) almost all action which is done by human is a cognitive action. He further argues that we can see the cognitive action through the verbs ‘hope’, ‘discuss’, ‘negotiate’, ‘buy’, ‘sell’, ‘ask’, ‘say’, ‘declare’, etc.

The alternation of semantic type also occurs in physical action. In this case, the semantic group [[Human]] could be replaced by [[Animal]]. However, this alternation is still

in limited scope. This happens due to lexical element as semantic type especially a noun is not a good predictor. A good predictor in semantic type is the verbs. The understanding of semantic type is used in this research to figure out the participants who frequently told lies.

According to Dixon (2005:82) semantic type is formed from the associative relation between the verb and the noun, the relation between the noun and the adjective, and also the relation between adjective and adverb. Therefore, Dixon (2005:82) divides semantic types related to the noun into 4 categories as below:

- (1) CONCRETE reference, e.g. 'girl', 'horse', 'wrist', 'piece', 'grass', 'star', 'fire', 'hill', 'city', and 'table'. This type still can be divided into HUMAN; ANIMATE; PARTS, INANIMATE. INANIMATE is divided into FLORA; CELESTIAL and WEATHER (eg. Sun, wind, shade); ENVIRONMENT (eg. Air, water, stone, oil, gold, forest); ARTEFACTS (eg. Building, market, door). HUMAN is descendent into SOCIAL GROUP (eg. Nation, army, crowd, company) and KIN (eg. Father, daughter, uncle, wife).
- (2) STATES (and PROPERTIES). This state and properties includes mental attitude and physical attitude. In mental attitude, it can be shown from the word 'pleasure', 'joy', meanwhile in physical attitude, it can be shown from the corporeal or physical form for example 'ache', 'strength'. This group is derived from basic noun such as 'anger' and 'hunger', however this group is majority derived from adjective, for example 'jealousy' and also derived from verb, for example 'delight'.
- (3) ACTIVITIES. This group is formed from basic noun for example 'war', 'game' but majority they are derived from the verbs, such as 'decision', 'speculation', 'whipping', 'sale'.
- (4) SPEECH ACTS. It shows such in the form of question, order, report, description, talk, promise. In this group noun has something to do with the verb and usually cognitive verb such as 'answer', 'congratulation', with the exceptional of 'question/ask'.

The understanding of the semantic type proposed by Dixon (2005) above is considered to be the tools of analysis in this research.

The American Condition in 1990 until 2012

For the majority of American people, in the year of 1990, it was the year of peace, prosperity, and wealthy. In this era there were lots of changes especially in technology. Furthermore, at that time, it was considered as the symbol of the end of cold war and the sign for the beginning of the revolution namely 'Reagan Revolution' and it was also the signal for the Democrat to grab his own seat in the Presidential (in book of Outline of U.S. History, 2005:322).

In the year of 1990s, the majority of American people were long for the traditional value. They were eager so much to have family which was based on the trusted and faith. According to David Brook, the author of New York Times, United States at that time was trying to build a moral construction. The morality of American people at that time was decreasing sharply in the end of 1960s and 1970s and the lack of morality was still being continued and getting worst in the year of 1980s. The cold war era was ended and the number of criminalist was decreasing, however the decreasing of criminalist did not affect the American political situation at that time. As soon as the cold war was ended, then there came the other problem; that was terrorism.

In the era of 1980s the white collar crime and blue collar crime were still existed. It still happened until the year of 1992, even though the economic condition was getting better. In the year of 1992, George Bush went into the Presidential election for the second times. At that time Bush's rival was a young man in 46 year of age, Bill Clinton. Bill Clinton at that

time had a position as the Arkansas Governor for 12 years. Clinton's background was a civilian; meanwhile Bush's background was a military. Clinton focused on the economic nation's progress, education, and health program rather than the international political affairs. However, as the President, Clinton had banded with the government rules and regulations. United States is not the independent country. United States is the interdependent and interconnected country. As the President, Clinton had a pressure from the Congress, Senate and their allied nations, in addition the important position of United States in United Nations concerning foreign political affairs.

Clinton had to deal with the foreign political affairs, especially the matters of terrorism issue. Clinton had to be prepared with the preventive action from the countries which had a potential in bringing about the terrorists into America. The American political issues or American foreign policies are not going to discuss in this research. The core issue here is the 'not telling the truth' issue happened in the era of the President Bill Clinton at that time. Clinton, in his propaganda, put forward the family values and emphasized the family matters such as trusted and faith. Unfortunately, he had an affair with other woman. This was against his propaganda, considering Clinton as a married man and he was the President of the United States. Nevertheless, Clinton denied that he had an affair with other woman. Clinton's denial was believed by the American people as a lie. This American society condition is basic information for the analysis, especially to figure out the relation between those semantic types with the situation in American society at that time.

Method

This research uses the collocation as the method of analysis. This method of analysis is used in order to observe the relation between the node words with its collocation. There are two types of collocation; the collocations in windows proposed by Firth (1957) and the adjacent collocation proposed by Palmer (1933). This research uses the adjacent collocation proposed by Palmer (1933) instead of the collocations in windows proposed by Firth (1957). The reason why theory proposed by Palmer (1933) is chosen due to Palmer (1933) used descriptive statistic, in line with the concept of this research, meanwhile Firth (1957) used statistic approach as a quantitative method.

Different from the collocation in windows, the adjacent collocation observes collocates which appear directly on left or on right side of the node words (Lindquist, 2009:78). This adjacent collocation is very much closer with structural linguistic since the occurrence of collocates based on the frequency. The adjacent collocation analyze what subject appear on the left side of the verb 'lie' and what object appear on the right side of the phrasal verb 'lie to' and 'lie about'.

The scope of the study in this research is based on the theory of Corpus Linguistics proposed by Lindquist (2009). Lindquist's understanding of this discipline refers to Palmer (1933) and also this research uses the definition of Corpus Linguistics proposed by McEnery and Wilson (1996) and McEnery and Hardie (2001). This research also uses the understanding of semantic types from Sinclair (1991), Stubb (2002), McEnery and Hardie (2012), and also Hanks (2013).

In order to have a comprehension view of American society, we refer to the book of *Outline of U.S. History* (2005). This book consists of 15 chapters. The writing of the book is started by telling about the history of the beginning of America until America in 21st century. Since the corpus is collected from 1990 until 2012, hence the discussion is focused on the condition of America during period of 1990-2012.

Findings and Discussion

Coleman and Kay's Findings

Since the research of 'lie' had been done by Coleman and Kay (1981), it is necessary to discuss Coleman and Kay's perspective from their research. Coleman and Kay tried to define what is 'lie'. When we say that 'lie' is not telling the truth, according to Coleman and Kay, that was not always true. Coleman and Kay tried to more careful in saying that 'telling lies' is the same as 'not telling the truth'. They tried to prove it by using prototype semantics. They did not use 'necessity' and 'sufficient' in order to find out the element of 'lie'.

Furthermore, Coleman and Kay (1981:28) in Linguistic Society of America figured out the elements of telling lies, where the speaker (S) asserts some proposition (P) to an addressee (A):

- a. P is false.
- b. S believes P to be false.
- c. In uttering P, S intends to deceive A.

Therefore, 'lie' is considered of not telling the truth, if it consists of the elements (a) falsehood; (b) deliberate; and (c) intended to deceive.

As mentioned before, that Coleman and Kay's research was based on the experiment. In the pre-test, they found out that the subjects tended to circle 'very sure' even when they were not sure at all (Coleman and Kay, 1981:30). They configured the answer based on the respond and reaction of the respondents. They took long answers, hesitated, mumbling, or frowning.

The result pertaining in Coleman and Kay's research gives us the idea that it is not easy to define that someone is telling lies, unless the speakers have those three elements, there is falsehood, deliberate, and there is also the intention to deceive. From the three elements, the last element 'intend to deceive' is perhaps the most influencing. This research is different from what Coleman and Kay did. This research does not measure the degree of telling lies. This research also does not discuss about the elements fulfilled the definition of telling lies. However, their result and the comprehending of the prototype semantics of the English word 'Lie' will be adapted to our discussion further.

Semantic Type of Subject

Semantic type of subject is divided into the subject of Pronoun and Noun. There are about 225 tokens (tokens is a single linguistic unit, most often a word, although depending on encoding system being used, a single word can be split into more than one token for example 'he's' → 'he' + 's, as cited in Baker and Hardie, 2006:159); that personal pronoun 'he' occurs in the corpus related to the verb 'lie'. This personal pronoun 'he' shows 15,5% from the total of the occurrences. The rest is personal pronoun 'he' occurs with the verb 'lie' with the meaning of recline or lie down. In this personal pronoun subject 'he' shows semantic type as [[Human]] and [[Human Institution]].

There are about 174 tokens of personal pronoun 'I' occur in the corpus. This personal pronoun subject 'I' mostly appear as [[Human]]. The personal pronoun subject 'you' occur about 969 tokens. This personal pronoun subject 'you' appears as [[Human]], [[Human Institution]]. Pronoun subject 'they' also occurs as much as 334 token. This pronoun subject 'they' appears as [[Human Group]], [[Human Institution]], [[Social Group]].

For the semantic type of noun subject, it shows in the corpus that subject 'man', 'people', 'president', and 'woman' occur frequently. Each of noun subjects occur as much as 174 tokens, 74 tokens, 120 tokens, 115 tokens respectively. The semantic types of each of noun subject are as follows; (1) noun subject 'man' as [[Human]] and [[Human

Institution]]; (2) noun subject ‘people’ as [[Human]] and [[Social Group]]; (3) noun subject ‘President’ as [[Human Institution]]; (4) noun subject ‘woman’ as [[Human]].

Below are the description of semantic types with the subject pronoun ‘he’.

- (1) ‘voters say if **he** [[Human]] **lied about** an extramarital affair [[Social Event]]’
- (2) ‘State attorneys and FBI agents to get **the president** because **he** [[Human Institution]] **lied about** having sex [[Social Event]]’
- (3) ‘credibility has so suffered by **his Aug.17 confession** that **he** [[Human Institution]] **lied about** the Lewinsky affair [[Social Event]]’

Those semantic types are formulated into semantic types as follows:

Table 1 Semantic Types of Subject Pronoun “He + lie about”

Pattern	Semantic Types
Pattern 1	[[Human]] lied about [[Social Event]]
Pattern 2	[[Human Institution]] lied about [[Social Event]]

Mostly, the target of telling lies conducted by subject pronoun ‘he’ is Human Institution. Those Human Institutions refer to the department concerning of Law, Justice, Police, and Politician, as described below:

- (4) ‘he [[Human]] lied to **US district Judge Henry Hudson** [[Human Institution]]’
- (5) ‘he [[Human]] lied to the FBI and lied to **Department of Justice** investigators [[Human Institution]]’
- (6) ‘he [[Human]] lied to the other **judges** [[Human Institution]] in the case’
- (7) ‘he [[Human]] felt pressured to lie to **the police** [[Human Institution]] in order to help his family’
- (8) ‘he [[Human]] lied to **Congress** [[Human Institution]] about the Iran-contra affair’

Based on the data above, it can be formulated into the following semantic types:

Table 2 Semantic Types of Pronoun Subject “he + lie to”

Pattern	Semantic Types
Pattern 3	[[Human]] lied to [[Human Institution]]

Semantic Type of Object of Phrasal Verb ‘lie to’

Based on analysis, it is shown that the object consists of pronoun and noun. This pronoun and noun object is the goals or the target of subject who told lies to. The objects of phrasal verb ‘lie to’ are (a) [[Institution]], (b) [[Social Group]], (c) [[Social Human]], (d) [[Human]], and (e) [[Human Group]].

The object [[Institution]] as the target consist of (a) ‘the police’ (16 tokens); (b) ‘grand jury’ (10 tokens); (c) ‘judge’ (7 tokens); (d) FBI (6 tokens); (e) ‘investigators’ (5 tokens); (f) ‘Congress’ (4 tokens); (g) ‘President’ (2 tokens); (h) ‘Government Officials’ (1 token); (i) ‘courts’ (1 token); (j) ‘commanders’ (1 token); (k) ‘Senate Committee’ (1 token); (l) ‘Law enforcement authorities’ (1 token); (m) ‘Secretary of Defense’ (1 token). Based on those findings, it can be concluded that subjects tend to tell lies to the [[Institution (Executive) (Legislative) (Judicature)]]

The objects [[Social Group]] as the target consist of (a) ‘American people’ (12 tokens); (b) ‘friend’ (6 tokens); (c) ‘nation’ (5 tokens); (d) ‘people’ (4 tokens); (e) ‘publics’ (4 tokens); (f) ‘profession’ (4 tokens); (g) ‘pollsters’ (2 tokens); (h) ‘neighbor’ (1 token); (i) ‘fans’ (1 token). Based on the findings above, it can be concluded that subjects whether as [[Human]] or [[Human Institution]] tend to tell lies to [[Social Group]].

The objects [[Social Human]] as the target consist of (a) ‘mother (10 token); (b) ‘wife’ (6 tokens); (c) ‘husband’ (5 tokens); (d) ‘father’ (4 tokens); (e) ‘parents’ (4 tokens); (f) ‘family’ (3 tokens); (g) ‘kids, son, baby girl’ (3 tokens). The object [[Human]] as the target consist of (a) ‘me’ (162 tokens); (b) ‘him’ (39 tokens); (c) ‘her’ (19 tokens); (d) ‘proper name’ (12 tokens); (e) ‘myself’ (3 tokens). The objects [[Human Group]] as the target consist of (a) ‘us’ (47 tokens); (b) ‘them’ (11 tokens); (c) ‘everyone’ (2 tokens). Based on the findings above, it can be concluded that subjects [[Human/Human Institution/Human Group]] tend to tell lies to other human as in their social lives [[Social Human]].

Based on the findings and data above, it can be formulated into table 3 below:

Table 3 Semantic Types of Object of Phrasal Verb “lie to”

Pattern	Semantic Types
Pattern 4	Subject lied to [[Institution]]
Pattern 5	Subject lied to [[Social Group]]
Pattern 6	Subject lied to [[Social Human]]

Semantic Type of Object of Phrasal Verb ‘lie about’

The topic of phrasal verb ‘lie about’, based on the analysis, is shown as [[Social Event]], [[Human Action]], [[Human Activity]] and [[Various Things]]. This ‘social event’ consists of ‘sex and affairs’ (12 tokens). The [[Human Action]] consist of (a) ‘age’ (36 tokens); (b) ‘personal matters’ (11 tokens); (c) ‘something’ (6 tokens); (d) ‘their own action’ (5 tokens); (d) ‘money’ (4 tokens). The [[Human Activity]] consist of (a) ‘everything’ (10 tokens); (b) ‘one thing’ (2 tokens). The [[Various Things]] consist of ‘various matters’. This ‘various matters’ is shown from pronoun ‘it’ (21 tokens), pronoun ‘that’ (7 tokens), and pronoun ‘this’ (2 tokens).

Based on the findings above, we can see that the topic mostly American people lied about were [[Social Event]]. The American people, based on the text appeared in the corpus, never tell the truth about their having sex and affairs. It is human also that people never tell the truth about their activities [[Human Activities]]. Furthermore, people tend to tell lies about everything not in a particular [[Various Things]].

The Phenomena of Telling Lies of the American Society in the Era 1990-2012

On the understanding of the data and findings above, we can see that the phenomena of telling lies typically humanize. It happens not only in America but also in any other globe. However, this research discusses the phenomena of telling lies in America.

People, as subjects [[Human/Human Group/Human Institution/Social Group]], told lies. They told lies about their having sex or affairs, their activities, and also they told lies about everything not in particular. So, it is obvious that people in America do not tell the truth about their personal lives. People also in America told lies to the Institution, social group, and social human. The target of ‘telling lies to’ were the police and the people who worked in the government, as the executive board of nation and as the executive of justice, the other target of being told lies also the people who got involved in the politics.

Based on the analysis, we can draw a picture that people in America in their social lives rarely tell the truth about their personal lives. The people who got caught in a crime action tended to tell lie to the police and/or FBI and they denied their action to the judge and the grand jury. In the social situation, American people, people, nation, and publics are the target of being told lies; on the other hand in the political situation, the Congress, President, Government Officials, and Senate Committee are the target of being told lies. As social human, people in America tended to tell lies to the person with a close relationship such as mother, wife, husband, parents, family, kids and so forth.

Conclusion

Based in the findings and discussion, it can be concluded that semantic types of subject who told lies in corpus are (i) [[Human]]; (ii) [[Human Group]]; (iii) [[Human Institution]]; (iv) [[Social Group]]. The semantic types of object of the phrasal verb 'lie to' are (i) [[Institution]]; (ii) [[Social Group]]; (iii) [[Social Human]]; (iv) [[Human]]; (v) [[Human Group]]. The semantic types of object of the phrasal verb 'lie about' are (i) [[Social Event]]; (ii) [[Human Action]]; (iii) [[Human Activity]]; (iv) [[Various Things]].

The findings of Coleman and Kay's research revealed three indicators that the people tell lies,

- a. P is false.
- b. S believes P to be false.
- c. In uttering P, S intends to deceive A

This recent research might give a completion to Coleman and Kay's. The people in America accused someone else of being told lies since they believed that the proposition contain three indicators P is false; S believes P to be false; and In uttering P, S intends to deceive A.

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Error Analysis on Learners' Interlanguage and Intralanguage: A Case Study of Two Adolescent Students

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Abstract

This research focuses on exploring learners' language, especially the errors that are performed by the English learners. The subjects of this study are two adolescent students who have been learning English since early age. The data analyzed is collected by doing the interview session. Identification and classification are done toward the errors performed by the subjects. After that, the pattern is drawn to find out the subjects' nature of language. The result shows that both interlanguage and intralanguage affect the students' English. However, interlanguage affects the errors more than does intralanguage. It proves that the nature of L1 affects the L2 acquisition. The errors occurred in terms of subject-verb agreement, tenses, and relative clause. At the end, the appropriate feedback given to speaking performance is implicit correction such as recast and prompts.

Keywords: Error analysis, feedback, intralanguage, interlanguage

Introduction

In language learning, errors performed by the learners have become an issue and concern to be analyzed. Corder (1982) mentioned that there are two justifications underlying the significance of learners' error study, namely pedagogical justification which is "understanding of the nature of error is necessary before a systematic means of eradicating them could be found", and theoretical justifications which claims that "a study of learners' errors is part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition (SLA)". From these two justifications, it can be said that analyzing learners' errors can improve the teaching materials and techniques, and we can also find out the nature of the interlanguage which affects the learners' errors. In a sense of second language context, it is clearly shown that the presence of first language can influence the errors occurrence in second language learnt (Selinker as cited in Lightbown and Spada, 2013). Richards (2015) also pointed out the significance of learners' error as the means for teachers to see the L1 interference toward target language learnt. The inventory of learners' error would come to teachers' attention so they can devote special care and emphasize the teaching process to overcome or avoid the predicted difficulties faced by learners.

For its significance mentioned earlier, many studies in error analysis in SLA context have been conducted as a way to explore learners' language. Bedmar (2005), Shan-ling (2012), Wu and Garza (2014) conducted an error analysis study toward college students and found out the interlingual and intralingual errors performed in students' writing. Bennui (2016) also studied the basic writing of third-year English-minor students. He found that literal translation of Thai words into English represented features of L1 lexical interference in the students' written English. In addition, Taher (2011) investigated the errors appeared in Swedish junior high school students' writing by comparing free writing and controlled writing. The results showed that both writings produced grammatical errors, but in different aspect; free writings produce more prepositional errors and controlled writings produced

more subject verb agreement errors. Hmouma (2014) also studied the error analysis of third year High School students and found a great deal of students' errors could be explained by overgeneralization and interference from students' mother tongue. From these studies mentioned, it was shown that the researchers conducted the study toward the writing performance. However, in this paper, the errors performed by learners are analyzed in different aspect; speaking performance. Later we can see how the writing and speaking corpus may differ in term of errors performed and feedback given. Also, this paper discussed the learners' interlanguage factor and intralanguage factors in types of errors appeared in terms of their tenses, subject – verb agreement, and relative clause.

Theory and Method

The study is conducted in SLA context, especially in Indonesia context. It is a case study of two adolescent learners; one is college student and another one is junior high school student. The first learner named Sera is 19 years old second year college student. He has been learning English since he was 10 years old. His first language is Indonesian, and he is also speaking Sundanese as his other language. The second learner is a junior high school student named Elvina. She started learning English earlier when she was 9 years old. She is in the third grade and attends an international school. The other language she acquires is Indonesian as her first language. Similarly, both subjects had experience in joining an English course.

Different to the two previous studies, the corpus analyzed in this study is learners' speaking performance. The interviews were conducted to record learners' speaking performance. The interviews were addressed to answer the following research questions:

1. How does interlanguage affect the errors performed by learners?
2. What are the types of errors in terms of subject-verb agreement, tenses, and relative clauses appeared in the speaking performance?
3. What kind of feedback do the learners need?

The data is collected by recording the interview with the topic of “the motivation of learning English”. The interviews took 9.42' and 6.01' respectively. The results then were transcribed to analyze. Analysis is done by identifying, classifying the errors, and explaining the errors and patterns. Some theoretical frameworks are used to analyze the data, such as types of error, tense aspect, English relative clause general stages, and feedback.

Types of Error

For subject and verb agreement, Amara (2015) drew and categorized the types of errors from Corder (1974) and Scovel (2001) into two: interlingual interference and intralingual interference. Interlingual interference is the errors caused by learners' mother tongue interference. Meanwhile, intralingual interference occurs because of the difficulty of language itself. Intralingual errors are categorized as over-generalization, simplification, communication base, induced errors, analogical errors, ignorance of rule restrictions, incomplete application of rules, and false hypothesis.

Tense Aspect

Meisel (1987) categorized the reference to past events into 4 stages. Stage 1 is the reference to events in the order in which they occurred; mention of time or place to show that the event occurred in the past. Stage 2 is when grammatical morpheme attached to the verb; frequent form-meaning mismatch. Stage 3 is when irregular past tense forms used

before the regular past is used reliably. The last, stage 4 is when the regular *-ed* ending overgeneralized.

English Relative Clause General Stages

In the sequence of acquisition of second language, Keenan and Comri (1997) made the hierarchal stages for English relative clauses into six stages. The stages are as follows.

Stage	Description	Example
1	Subject	The girl who was sick went home
2	Direct object	The story that I read was long
3	Indirect object	The man whom I gave the present to was absent
4	Object of preposition	I found the book that John was talking about
5	Possessive (Genitive)	I know the woman whose father is visiting
6	Object of comparison	The person that Susan is taller than is Mary.

Feedback

Tarone and Swierzbina (2009) identified basic kinds of corrective feedback into explicit and implicit corrections. *Explicit correction* directly informs learners the incorrect form and gives the correct form. Meanwhile, *implicit correction* consists of *recast* and *prompts*. In recast, the teacher reformulates all or part of the learner's utterance, providing a correct alternative, without explicitly signaling that it is a correction. A little bit different to recast, prompts do not provide alternative repair; prompts offer a variety of signals to push the learner to self-repair. Prompts themselves are divided into four; clarification request, elicitation, metalinguistic feedback, and repetition.

Findings and Discussion

Having the similar characters, both subjects started learning English in early age. For years, they have been studying English at school although not intensively. The findings showed the similarity and difference between both subjects. The errors performed by subjects were analyzed and categorized into some points; 1)subject and verb agreement, 2)tenses, and 3)relative clauses. They are presented as follow.

Subject and Verb Agreement

A number of subject-verb agreement errors occur in the learners' speaking performances. However, since the first subject, Sera, took longer time to speak, it can be seen that he performed more errors caused by more various types of errors. Differently, Elvina performed fewer numbers caused by only a single type of error. The details can be seen in the following table.

Table 1. Number of errors in Subject-Verb Agreement

Sera		Elvina	
Types of error	Frequency	Types of error	Frequency
Interlanguage	6	Simplification	8
Overgeneralisation	1	Total errors	8
Simplification	6		
Analogical error	1		
Incomplete application of rule	3		
False hypothesis	2		
Total errors	19		

Of the 19 errors, Sera's errors are mostly caused by interlingual (6 errors) which happened in type of missing copula. Different to the target language, in his L1, the copula,

which is represented in bracket, should not be present to function as the verb. Here are some examples of the all errors. Therefore, it can be said that what is considered right in L1 structure is considered error in TL.

TL	SL
Oh, when I (was) in the elementary	<i>Ketika saya (adalah) di sekolah dasar</i>
... my teacher (was) in front of the class	<i>... guru saya (adalah) di depan ruang kelas</i>
When I (was) elementary school	<i>Ketika saya (adalah) Sekolah Dasar</i>
When I (was) ten years old,	<i>Ketika saya (adalah) 10 tahun,</i>
... because English (was) not just ABCD...	<i>Karena Bahasa Inggris (adalah) bukan hanya ABCD</i>
... my teacher (was) in front of the class	<i>... guru saya (adalah) di depan kelas...</i>

Another frequent error is caused by simplification. Sera performed 6 errors, while all of Elvina's errors are caused by it also. The simplifications occurred in 3rd singular person verb form and plural noun.

Sera	Elvina
... and <u>it more increase</u> our ...	, <u>every one need</u> English to communicate ..
... <u>some English course</u>	, <u>many country</u> use English so much
... give the students <u>some material</u>	, . Like <u>every one, you know</u> , <u>need</u> to learn English
... <u>some conjunction</u>	..and <u>college use</u> that

Similar to the previous error, this error could happen because of the L1 influence. In their L1, there are no different verb forms for any subject. Therefore, there is tendency the morpheme *-s/es* for 3rd singular person verb form are simplified. Also, in their L1, the plurality is not signified by morpheme addition. Instead, it is signified by the adverb of quantity only.

Next, incomplete application of rule in which subject is missing also occurred in Sera's performance. False hypothesis, overgeneralisation, and analogical errors occurred less frequent. Comparing the two subjects, it can be said that both have similarity in performing subject-verb agreement errors in type of simplification. However, unlike Sera, Elvina just performed one type of error. Her ability in grammatical accuracy could be better compared to Sera because she has more exposure and bigger chance to practice her English considering she attends an international school.

Tenses

Using Meisel's tenses category, it is found that the past reference errors performed by the subjects occurred in different stages. Sera's past reference errors are all present in stage 1. In most cases, he mentioned the time when the events occurred, yet he failed to produce the correct grammatical structure. Following are two examples of Sera's past reference errors.

Uhm the first time is.. when I study in elementary school, and then I
when I elementary I study in some..
Uhm, because my parents... tell me, the English is a universal language
(talking about past motivation in learning English)

Similar to Sera, Elvina produced past reference error in stage 1 also.

..when I am in 14 years or 15 years old..
It help me. (talking about past event)

In addition to stage 1 error, different stages also occurred in Elvina's performance. Being aware of the use of past tense, she later became inconsistent in the use of tense.

However, according to Meisel, the error below is considered in stage 2 for attaching grammatical morpheme.

Actually when I was nine years old. You know, I don't like English.
But I don't know grammar and anything. (talking about past event)

More interestingly, Elvina produced stage 4 error in which she used the wrong past tense form for the present reference. It is believed for her awareness of past reference, but she overgeneralised it when referring to present event also. Below she was talking about her chance to speak English with her brother and sister, but she cannot do it with the sister because the sister is going to go to Malaysia. However, instead of using future tense, she used past tense to refer it.

But my sister yea..went,,went to Malaysia.

Based on the errors performed by the learners, it can be seen that referring to the past is mostly troublesome. In fact, although the subject was aware of this past reference, she has problem in consistency. It is believed that these occurrences are influenced by subjects' interlanguage. In their L1, there is no change of verb form in referring to past events. Instead, they signify the past events with adverb of time only.

Relative clauses

In both subject's performances, there are very few number of relative clauses produced. Sera produced only 1 relative clause, and based on Keenan and Comri's sequences it is in stage 2. Meanwhile, Elvina also produced only 1 relative clause which is categorized as stage 4. The difference between these two relative clauses is that Sera performed error in it, but Elvina did not.

Sera

... about some technology that they talk and they writing something Stage 2 – direct object

Elvina

because it is the first language that we need to learn. Stage 4 – object of preposition

The few number of relative clause occurrences could happen for the learners' proficiency are not sufficient enough to produce more complex and longer utterance. Instead, they explained something further in the new sentences.

Interlanguage Interference

In term of the interference, it is stated by Corder (1974) that interlingual interference is the errors caused by learners' mother tongue interference. In the study it was found that most of the errors were interfered by subjects' L1. This is relevant to what Richard and Sampson (2015) called as language transfer. As one of factors influencing language learners' system, language transfer from L1 to target language frequently appeared in most cases. In this study, language transfer occurred in grammatical influence which resulted in all errors by subjects. Grammatical influence from L1 on the learners' production target language was characterized in subject and verb agreement, noun plural form, and tenses. In subject and verb agreement, the use of copula is mostly omitted because it does not function as the verb in L1. For the noun plural form, in subjects' L1, the plurality is not signified by morpheme addition. Lastly, the learners transferred the grammatical structure in L1 tenses to all time aspect. In L1, there are not the verb changes to refer to past, present, or future. Instead, the time signals occurred in the adverb of time. All in all, the production of target language in this study contained the errors which were interfered by L1 grammatical influence. This is in line with the findings of Widianingsih and Gulö (2016), and Fauziati (2017) which

mentioned the typical errors performed by Indonesian learners in learning English. Knowing the pattern of the errors, the teachers can predict and anticipate the errors and make the teaching strategy to overcome the issue.

Conclusion

From the findings and analysis discussed, we can draw three conclusions. First, interlanguage has a role in affecting the occurrences of errors performed by the learners in term of grammatical structural accuracy: subject-verb agreement and tense. It is because in this case what is considered correct in L1 structure is considered incorrect in TL. This is in accordance with what Lightbown and Spada stated about error analysis “it has some characteristics influenced by previously learned languages”. Secondly, the errors performed by the subjects in terms of subject-verb agreement caused are interlanguage and intralanguage interference (over-generalization, simplification, analogical error, incomplete application of rule, and false hypothesis). In term of tense, past reference errors occurred in stage 1, stage 2, and stage 4. For relative clause, it occurred just 2 times, and according to Keenan and Comry (1977), they are in stage 2 and stage 4 in sequence of acquisition. Lastly, we need to provide the appropriate feedbacks according to learners’ need. As it is different with written language which can be given either explicit correction (Shan-Lin, 2012) or implicit correction (Taher, 2011), I believe in speaking context it is more appropriate to provide implicit correction. First, recast is good to provide learners the correct. However, if the learners keep repeating the errors without realizing the alternatives given, prompt correction will be better given. It is done to push the learners to perform self-repair. Providing the feedbacks, learners are supposed to get the uptakes and improve their proficiency. This is attached to interlanguage characteristic itself which is dynamic; interlanguage is constantly changing (Lightbown & Spada, 2013).

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Strategies in Power Relations in a Fictional Work: A Foucauldian Analysis

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Abstract

In a family, power relations can be seen in a father-child relationship, where the father has the authority to control the life of the child and the child must approve the father's decision. Not only the father, however, the son might also have different objective that he wants to achieve. Here both parties will usually try to keep pursuing their own objectives. In other words, both parties will look for strategies of how to win their objective in the power relation by acting certain ways. Hence, strategy can be used as *the means to obtain victory* (Foucault, 2002). The purpose of this paper is to analyze power relations that occurred in a family in a fictional work, namely *Family Matters* novel by Rohinton Mistry, particularly between Nariman Vakeel and his father, Marzi Vakeel. Nariman's objective is to acquire his father's approval for his desire to marry his girlfriend, Lucy Braganza, who is a Catholic. This is the opposite of Marzi's belief, that his family should marry a Parsi. Power relations and strategies used between Nariman and his father were examined using the theory of power relations from Michel Foucault. The findings show that each character implements different strategies in imposing power and confronting each other. As for Nariman, his strategies include persuading his father, and when this does not work, he started to show a clear insubordination every time. On the other hand, Marzi's strategies include writing a letter to newspaper to let other people know his opposition to interfaith marriage, objecting Lucy's presents in his house by rejecting Nariman's suggestion to invite Lucy over for dinner, and being patience in confronting Nariman's insubordination for eleven years. During these years, Marzi never utilized violence. In the end, Marzi succeeded in achieving his objective to make Nariman marry a Parsi woman when Nariman was finally tired of confronting his father, and let his father choose a Parsi woman. Nariman ended up having an arranged marriage.

Keywords: Family, Foucault, power relation, strategies

Introduction

Power relations can occur anywhere. According to Nelson & Quick in Rahmasari (2016), power is one's ability to affect others. Power can only be affective if it is implied in a relation. According to Foucault (2002), power relations are a set of actions upon other actions.

The implementation of power in the simplest institution can be found in a family (Rahmasari, 2016). In a family, there are "mix tradition conditions, legal structures, matters of habit or fashion" (Foucault, 2002: 324), where the father is accepted as an absolute power holder for the son. If what the father wants something that is acceptable by his son, for example, then his son will happily obey the father's order. However, sometimes what the father wants does not always comply with what his son wants. In fact, to make the son to comply with what the father wants, there is a process of bargaining between the father and his son. Here both parties usually will try to keep pursuing their own objective. In other

words, both parties will look for strategies of how to win their objective in the power relation by acting certain ways.

The purpose of this article is to analyze strategies in power relations that occurred in a family in a novel, namely *Family Matters* by Rohinton Mistry (Mistry, 2002). Power relations will be examined using the theory of Power Relations from Michel Foucault (2002).

Theory and Method

Foucault's Power Relation

The notion of power became the main topic of Michel Foucault's works. Michel Foucault was known as a philosopher as well as historian. Particularly in *Subject and Power* (1982), Foucault explained everything about power thoroughly, including the definition of power, what constitutes power relations, and how to analyze power relations.

Power is a mode of action that does not act directly or immediately on others; it is a set of action upon other action (Foucault, 2002: 340). It is different from the use of violence that has immediate effect on someone or something. It is not power relation when someone is in chain subject to violence, such as being beaten; power is when the chained man can be induced to speak, for example, although only a little (Foucault, 2002: 324). Power is a set of actions on possible actions; it incites, it induces, it seduces, it makes easier or more difficult, it constrains or forbids absolutely (Foucault, 2002: 341). Furthermore, when there is power, there is also resistance (Foucault, 1990). The field of power-relations makes for uneven territory where a constant set of tensions and fractured alliances, of flexible and adaptive maneuvers, its endless dynamic of forces and resistances cannot be reduced to the concise formulations of single or binary logics of force (Hook, 2007: 78). All power-relations, furthermore, may be treated as constraining on both sides (Hook, 2007: 79).

Moreover, Foucault stated that there is connection between power and government, as stated below:

Basically, power is less a confrontation between two adversaries or their mutual engagement than a question of "government". "Government" did not refer only to political structures or to the management of states, rather, it designated the way in which the conduct of individuals or of groups might be directed –the government of children, of souls, of community, of families, of the sick. To govern, in this sense, is to structure the possible field of action of others. (Foucault, 2002: 341)

One of the characteristics of power is that it is repressive (2002: 120). Meaning, power can make someone follow the instruction of other party who exerts power over him/her, either voluntarily or by force. However, in power relation, it is not power if one immediately follows one's orders, like slavery.

Strategies in Power Relations

Power relation occurs between two parties. In a power relation, each party has their own objective. Hence, they might do whatever it takes to dominate the other party in order to pursue their objective. In other word, they might implement certain strategies in the power relation. In a power relation, strategy can be used in three methods, one of them is as *the means to obtain victory* (Foucault, 2002). Moreover, Foucault stated that "strategy ... (is used) to designate the procedures used in a situation of confrontation to deprive the opponent of his means of combat and to reduce him to giving up struggle" (Foucault, 2002: 346). Every strategy of confrontation dreams of becoming a relationship of power and every

relation of power tends, both through its intrinsic course of development and when frontally encountering resistances, to become a winning strategy (Foucault, 2002: 347).

One of the important elements in power relation is freedom. Power is exercised only over free subjects, and only insofar as they are “free” (Foucault, 2002: 342). It means, the subjects have many possibilities to act and react towards other action in power relation, unlike slavery that cannot be called as power relation because slaves have no choice of how to act or behave except to obey any rules that are imposed to them.

Content Analysis

This research is a qualitative research with content analysis as a research method. Content analysis goal is purely descriptive, allowing the identification of patterns and frequencies of occurrences (Carlson, 2008). In this paper, content analysis is conducted in three steps: discussing the concept of power relations by Foucault, discussing strategies in power relations, and making connection between the concept of power relations as well as the strategies of power relations with the power relations experienced by the characters in the novel.

Findings and Discussion

In *Family Matters*, the discussion of the presentation of power relations will focus on the power relations that occur between Nariman and his father. In relations between family members, Nariman's father, Marzi, seemed to dominate more.

The main problem faced and the main cause of the implementation of power to Nariman was the difference in principles that Nariman and his father had in terms of choosing Nariman's spouse, namely the principle held by the family that Nariman should only marry a woman who was from the Parsi group like Nariman family. Parsis are people who follow Iranian prophet Zoroaster (or Zaratustra) and worship fire. This principle was not acceptable to Nariman because he liked Lucy Braganza who was a Catholic.

Strategies of Marzi Vakeel (Father)

The main problem faced and the main cause of the implementation of power by Marzy to Nariman was the difference in principles that Marzy and his son had in terms of choosing Nariman's spouse, namely the principle held by the family that Nariman should only marry a woman who was from the Parsi group like Nariman family. Parsis are people who follow Iranian prophet Zoroaster (or Zaratustra) and worship fire. This principle was not acceptable to Nariman because he liked Lucy Braganza who was a Catholic.

The issue of Marzi's rejection of Lucy, who is a Catholic, was further emphasized when he reacted to the news about the existence of interfaith marriage by writing a letter through a newspaper that showed his resistance to interfaith marriage. Marzi often related this problem to Lucy's problem, as quoted from the following narrator's statement.

“Invariably, his father would find a way to connect the controversy with Lucy. He would cite examples in it to illustrate why intermarriage was forbidden. Extracts from the correspondence would be presented as unshakeable arguments for prohibiting relationships between Parsi and non-Parsi.” (Mistry, 2002: 113)

From the quotation above, it can be seen that Marzi made it clear about his objective that he is opposed to Nariman's wish to marry a non-Parsi woman, and that his act of writing letter to newspaper as his resistance to interfaith marriage is his way to repress Nariman. It can be pointed out as well that Marzi made attempt to bring interfaith marriage issue is a way to “strategy ... (used) to designate the procedures used in a situation of confrontation to

deprive the opponent of his means of combat and to reduce him to giving up struggle..." (Foucault, 2002: 346).

Furthermore, Marzi said that Lucy "*might be a wonderful person, as gracious and charming as the Queen of England, but she was still unsuitable for her son because she was not a Zoroastrian, case closed*" (Mistry, 2002: 113). This is in accordance with the background of Marzi who was a Parsi who came from a conservative group. Marzi's rejection, when viewed from the Foucault concept, is a manifestation of "an action upon [Nariman's] action" (Foucault, 2002: 340). It is also a form of a strategy to repress Nariman.

No matter how hard and persistence Nariman tried struggled to confront his father in their power relation, Nariman finally gave up and stopped his efforts to continue with Lucy Braganza because it turned out his family, especially because Marzi was more persistent than himself.

"How naive, to have kept hoping his father would change his mind, or that a passive stance would avoid unpleasantness, improve the chances for Lucy and himself. He had underestimated his father's stamina, his willingness to trade familial happiness for narrow beliefs". (Mistry, 2002: 114)

Nariman relinquished his freedom by obeying his father's orders to marry a family choice woman after so long resisting. Nariman was tired of being constantly pressured by his family to immediately sever his relationship with Lucy Braganza, as seen in the narrator's statement: "*They have been ground down by their families. Exhausted by the strain of it. He reminded himself how hopeless it is now ... What is purpose in continuing, letting it all crumble in useless bickering?*" (Mistry, 2002: 14, emphasis from author)

In the quotation, it is implied that Marzi did not use violence as a means of applying power, but by using another, more subtle method: pressure, as indicated by the use of the word *strain* in the above quote. Over time, Nariman's belief that he would be able to marry Lucy finally faltered. Pressure made by his family made Nariman decided to surrender and end his struggle to defend Lucy, as written in the following narrator's statement:

"[H]e thought about the eleven years he and Lucy had struggled to create a world for themselves. A cocoon, she used to call it ..., and after their families had forgotten their existence, they would emerge like two glistening butterflies and fly away together ..." (Mistry, 2002: 13)

The pressure imposed by Marzi can be seen as a strategy as well as *the means to obtain victory* (Foucault, 2002), where he keeps on pressing Nariman with his stance that Nariman was not allowed to marry a non-Parsi woman, although Nariman had tried to resist his father's wish and kept on seeing Lucy for 11 years. And for 11 years, Marzi continuously rejected Nariman's struggle to change his father's mind. Marzi strictly forbade him from marrying a Catholic woman. This is the application of the characteristics of power, that power "makes ... more difficult, ... constrains or forbids absolutely (Foucault, 2002: 341)

In power relation between Marzi and Nariman, it is obvious that Marzi is the winner of the battle. After eleven years of patience, Nariman's father succeeded to make Nariman give up Lucy. This can be seen from the following excerpt:

Much rejoicing had erupted with his parents announced their only son, after tears of refusing to end his ill-considered liaison with that Goan woman, refusing to meet decent Parsi girls, refusing to marry someone respectable—that their beloved Nari had finally listened to reason and agreed to settle down. (Mistry, 2002: 13)

Here, we can see that Marzi Vakeel implemented strategies and tactics to reach his goals, which is to make Nariman, his son, marry to a Parsi woman. The implementation of his strategies is in line with Foucault who said that:

“[t]here is no power that is extended without a series of aims and objectives ... the rationality of power is characterized by tactics that are often quite explicit at the restricted level where they are inscribed ... tactics which, becoming connected to one another, attracting and propagating one another... (Foucault, 1980: 95)

Strategies of Nariman Vakeel (Son)

Although his father, Marzi, had shown a clear stand to oppose interfaith marriage, Nariman still tried to get his family to receive Lucy Braganza, as stated in the following narrator's statement:

“Nariman tried to use the openings offered by breakfast discourses. He pleaded with his father to invite Lucy to lunch or tea, talk to her before making his mind up. But his father refused—it would be unfair, he said to raise the poor girl's hopes.” (Mistry, 2002: 114)

From the above quote, it can be seen that Nariman tried to get his father to receive Lucy Braganza by suggesting that she invite Lucy to a family meal. Nariman's actions can be seen as Nariman's strategy to get his father's blessing regarding his choice. The desire to request this blessing can be seen as an act which indicates that Nariman was dominated by his father.

Nariman's suggestion to invite Lucy over to breakfast can be seen as a strategy in confronting his father's objection towards Lucy. This is in line with Foucault's statement that “Every strategy of confrontation dreams of becoming a relationship of power and every relation of power tends, both through its intrinsic course of development and when frontally encountering resistances, to become a winning strategy (Foucault, 2002: 347).

Marzi's rejection of Lucy did not make Nariman surrender. He remained in a relationship with Lucy in the hope that someday his family would melt and want to accept Lucy as a potential companion. Nariman's actions could be seen as a form of resistance to the application of power by Marzi: insubordination was carried out to maintain freedom so that Nariman could still choose Lucy as his life companion. Nariman's insubordination towards Marzi's action to forbid Nariman from having relationship with a Catholic woman can be seen as one of his strategies as well as “a winning strategy” (Foucault, 2002: 347).

On the other hand, Nariman did not want to give up his freedom to surrender to his father's order. For 11 years he insisted to be with Lucy Braganza and worked on various strategies to pursue his objective to marry her. Lucy also kept persuading him to fight to create the world of their own by comparing them as “a cocoon... A cocoon is what they needed ... into which they could retreat and after their families had forgotten their existence, they would emerge like two glistening butterflies and fly away together” (Mistry, 2002: 13).

In contrary to his expectation, his big family resisted Lucy altogether. Even his aunt said, “No happiness is more lasting than the happiness that you get from fulfilling your parents' wishes. Remember that, Nari” (Mistry, 2002: 13).

As the result of being “lost” in the power relation between Nariman and his father, Nariman accepted to marry a Parsi woman as arranged by his family, where usually women experience arranged marriage and are not given the authority to choose their own candidate. However, unlike what is usually experienced by women in India, in this case Nariman himself let his family take care of his marriage with the Yasmin Contractor, as written in the

following quote: " *Like an invalid steered by doctors and nurses, he drifted through the process, suppressing his doubt and misgivings, ready to believe that the traditional ways were the best.*" (Mistry, 2002: 17)

Conclusion

In power relation between Marzi Vakeel and his son, Nariman Vakeel, both of the characters operated their own strategies in confronting each other. Marzi has his own strategies in controlling Nariman. To begin with, Marzi's strategy was making a clear statement about how he opposed interfaith marriage, by writing for a newspaper where everyone could read and knew where he stood about Nariman's stance. Next, Marzi did not use violence as his strategy to make Nariman obey him to marry a Parsi woman, nor did he talk down about Lucy. Instead, he would talk about Lucy in descent way, but in the end he would remind Nariman that Lucy was unsuitable for their family, no matter how gracious or wonderful Lucy was as a person. Marzi was continuously being patience in addressing Nariman's insubordination in 11 years of Nariman's struggle to win their power relation, which later repressed Nariman and made him give up.

On the other hand, Nariman implemented several strategies. At first, he persuaded his father by suggesting to invite Lucy over for dinner to give Marzi a chance to get to know Lucy better. When this strategy was rejected, Nariman started to utilize another strategy, a clear insubordination, as a way to win over his father in their power relation. He would continuously do opposite thing as what his father told him.

After eleven years of power relations between Nariman and his father, it is obvious that it was his father, Marzi, who won the battle. After all actions and reactions imposed over each other's strategies, Nariman surrendered and ended up having an arranged marriage where he married a Parsi woman chosen by his father.

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Observing Grammatical Collocation in Students' Writings

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Abstract

This research aimed to describe the types of grammatical collocation errors produced by English learners in their writings. The writers used a qualitative method for collecting and analyzing the data. The data were taken from first-year students' essays. Collocations from fifteen essays were collected and analyzed. As the standard for the collocations being analyzed, *The Oxford Collocation Dictionary* and *The BBI Combinatory Dictionary of English* were used by the writers. The results showed that the students made grammatical collocation errors in their writings, with a total of 35 grammatical collocations. It was also found that verb-noun collocation is the most dominant error made, which indicated that the students faced difficulties in using proper verbs in collocations.

Keywords: Collocation error, grammatical collocation, students' writings

Introduction

Learning English means that learners must learn how native speakers use the language. For this objective, studies on English as a foreign language have been conducted covering areas such as phonetics (Dosia and Rido, 2017), writing (Kuswoyo and Susardi, 2017), and structure (Afrianto, 2017). However, learners of English in Indonesia still have weaknesses in understanding and using English grammatical rules. The way they apply the rules is influenced by their first language. According to Mahmoud, EFL learners depend on interlingual strategies to facilitate learning (Mahmoud, 2005). For instance, they tend to produce the phrase *different with* instead of *different from* since in Bahasa Indonesia the phrase means *berbeda dengan*. This shows that the way the learners use English is influenced by their mother tongue or primary language. Because in Bahasa Indonesia the word *with* means *dengan*, the learners tend to produce the phrase *different with* in their speaking or writing.

According to Benson *et al.* (1997), collocation refers to words that combine with certain other words or grammatical constructions. This means that there are words that have their pair to be put together to create natural semantic units. It can be stated that a meaningful language can also be obtained through correctly made collocation. Besides, collocation is an important part of English since it makes the language produced naturally and meaningfully.

Darvishi (2011: 52) claims that collocation has become one of the primary concerns in EFL teaching and learning for decades. Several studies (Darvishi, 2011; Salehuddin *et al.*, 2011, Gulö and Rahmawelly, 2018) indicate that EFL/ESL learners make collocation errors in their writings due to lacking relevant knowledge and interference from their primary languages. Besides, Bahardoust and Moeini (2012) state that the lack of knowledge of collocating words properly can affect second language acquisition and make problems in the learning process.

Theory and Method

Since collocation is a part of word combination which plays an important role in students' English proficiency, this study elaborates students' essays at the university level.

The writers chose fifteen essays written by first-year students majoring in English Literature at a private university in Lampung province, Indonesia. The language used as the medium of instruction in teaching and learning process here is English. In the second half of their first year of study, the students write one-page essays on randomly chosen topics and are expected to apply English grammatical rules they have already learned.

The essays were asked from the teacher and then copied. The copies were then examined by reading them comprehensively. While reading, structurally incorrect sentences or phrases were underlined. Those underlined parts were further processed by making sure that they contain grammatical errors. The findings were then classified according to the theory proposed by Benson *et al.* (1997).

According to the above theory, grammatical collocations are divided into eight major types namely:

1. Noun + Preposition
2. Noun + To Infinitive
3. Noun + That Clause
4. Adjective + Preposition
5. Adjective + To Infinitive
6. Adjective + That Clause
7. Verb + Preposition
8. Preposition + Noun

Having been classified, the findings were reexamined and elaborated by the writers to finalize and report the results. The results are presented in forms of tables showing incorrect collocations on the left and correct ones on the right columns. Correct and incorrect collocations were made distinct by using *The Oxford Collocation Dictionary* and *The BBI Combinatory Dictionary of English*.

Findings and Discussion

From eight types of grammatical collocations stated by Benson *et al.* (1997), there are only five errors found in the data collected and analyzed. Those five collocations are Noun + Preposition, Noun + To Infinitive, Preposition + Noun, Adjective + Preposition, and Verb Preposition. They are presented here below one by one.

1. Noun + Preposition Collocation

About this type, there are four collocation errors found in the students' writings. From the sentences below in datum (1), it can be seen that the student made an error in collocating the noun *relationship* and the preposition *of*. In this case, the preposition should be changed into *between* in order to be natural in English. There is no collocation between the noun *relationship* and preposition *of* listed in *The Oxford Collocation Dictionary* and *The BBI Dictionary of English*.

Table 1 Noun + Preposition

No.	Incorrect Collocation	Correct Collocation
1	Thus making the <i>relationship of</i> parents and children stronger.	Thus making the <i>relationship between</i> parents and children stronger.
2	Marriage at a young age has a fairly positive <i>impact for</i> the development of child itself.	Marriage at a young age has a fairly positive <i>impact on</i> the development of child itself.

3	My mother always feel <i>pity on</i> people who need help	My mother always feel <i>pity for</i> people who need help
4	They always have <i>comments of</i> your clothes	They always have <i>comments about</i> your clothes

In datum (2) the student made an error in collocating the noun *impact* with the preposition *for*. However, this combination does not occur in English. The preposition should be changed into *on* so it will become *impact on*. It can be seen from the error that the student tends to employ their first language element of Bahasa Indonesia and transfer it into English. The meaning of *for* in Bahasa Indonesia is *untuk*, and thus the collocation meaning becomes *pengaruh untuk* which is the same as the meaning of *impact on*.

Further, datum (3) shows that the student made an error in collocating the noun *pity* with the preposition *on*. In this case, it would be unnatural combination since there is no collocation of noun *pity* with the preposition *on* listed in the dictionaries that the writers used as standard. Moreover, it is found that the student is influenced by his first language Bahasa Indonesia and transferred the language grammatical rules into English. In Indonesian, the phrase needed here is *kasihan pada* in which *pada* is also equivalent to *on* in English. Here, the noun *pity* should be followed by the preposition *for* to collocate.

Datum (4) shows that the student made an error in collocating the noun *comment* with the preposition *of*. However, it is not correct since the noun *comment* does not collocate with the preposition *of*. According to *The Oxford Collocation Dictionary*, the preposition should be changed into *about* to make the collocation acceptable. Therefore, the right collocation is *comments about*.

Those data show that the students used incorrect prepositions to combine with the nouns. These incorrect uses of prepositions are due to the generalization of Indonesian grammatical rules to those of English.

2. Noun + To Infinitive Collocation

There are only two collocation errors made by the students related to Noun + To Infinitive Collocation. Table 2 shows the two errors found. In datum (5) the student should put preposition *to* before the word *digesting*, which should be replaced by *digest*, to make the phrase correct. This is because the *-ing* form of the verb cannot be used after the noun. Therefore, the correct phrase must be *trouble to digest*. If preposition *to* that connects the phrase is absent, it would be grammatically incorrect in English. In contrast to datum (5), datum (6) uses preposition *to* but the word following the preposition is gerund. This is not grammatically correct because after preposition *to* there must be an infinitive form. Therefore, the verb should be changed into to infinitive and thus the correct collocation is *confidence to stand* in front of her friends.

Table 2 Noun + To Infinitive

No.	Incorrect Collocation	Correct Collocation
5	That is why heavy smokers have <i>trouble digesting</i> food	That is why heavy smokers have <i>trouble to digest</i> food
6	Create more <i>confidence to standing</i> in front of her friends	Create more <i>confidence to stand</i> in front of her friends

It can be concluded from the two data that the students have difficulties in understanding how to put infinitive verbs after prepositions and how to use gerund verbs in English. These are seen from data (5) and (6) in Table 2 above.

3. Preposition + Noun Collocation

There are four collocation errors in this type of collocation. Three of them are presented here below in Table 3. In datum (7), the student made an error in collocating preposition *at* with the noun *month*. According to *The Oxford Collocation dictionary*, the right collocation of this phrase should be *in the month*. Thus, the phrase *at the month* should be revised to be grammatical.

Table 3 Preposition + Noun

No.	Incorrect Collocation	Correct Collocation
7	It is usually <i>at the month</i> before the beginning of new semester	It is usually <i>in the month</i> before the beginning of new semester
8	It will make us learn <i>about honestly</i>	It will make us learn <i>about honesty</i>
9	I have clear understanding that there are no perfect people <i>in the earth</i>	I have clear understanding that there are no perfect people <i>on earth</i>

In datum (8), the student made an error in collocating the preposition *about* with the adverb *honestly*. This latter should not be in the form of adverb but noun. Therefore, the adverb *honestly* should be changed into noun *honesty* to make the phrase correct. The problem faced here is in differentiating the words that look similar in forms.

Another datum presented here is that in (9). The case is in using the preposition *in* with the noun *earth*. According to the dictionaries, there is a collocation existing between the preposition *in* and the noun *earth* but in a different context of meaning. These two words collocate if the sentence talks about *the earth* in the sense of soil. Meanwhile, in this case, the meaning of *earth* is the world as a place to live. So, this use is not grammatically acceptable in this context of the sentence. Therefore, the correct collocation is *on earth*.

These findings about Preposition + Noun collocation show that the students have difficulties related to this type of collocation. They made errors in choosing collocating prepositions to combine with the nouns or adverbs.

4. Adjective + Preposition Collocation

Based on the data found about Adjective + Preposition collocation, there are fifteen errors made by the students in their essays. In datum (10), for instance, the student made a mistake in the collocation between the adjective *similar* and the preposition *with*. It can be predicted that the student was influenced by his first language Bahasa Indonesia in understanding and combining these two words. The meaning of this phrase in Bahasa Indonesia is *mirip dengan*. Thus, Indonesian speakers often just use English preposition *with*, which is the lexical equivalent of Indonesian preposition *dengan*. However, according to the dictionaries used as the standard in this study, the adjective *similar* collocates with preposition *to* and not with the preposition *with*.

Table 4 Adjective + Preposition

No.	Incorrect Collocation	Correct Collocation
10	If we directly judge people from what we see it is <i>similar with</i> slander	If we directly judge people from what we see it is <i>similar to</i> slander
11	<i>Related with</i> the age at which children should be allowed to have their own Smartphone	<i>Related to</i> the age at which children should be allowed to have their own Smartphone
12	Parents are not <i>aware with</i> what the children do with their Smartphone	Parents are not <i>aware of</i> what the children do with their Smartphone

Datum (11) shows how the student incorrectly collocated the adjective *related* with the preposition *with*. Just like with the previous datum, this student also employed their first language grammatical collocation to that of English. In Bahasa Indonesia, the given phrase is *sehubungan dengan* which can literally be translated into English as *related with*, not as *related to*. However, when consulted with the dictionaries, *related* and *with* does not collocate.

Another incorrect collocation of preposition *with* occurs in datum (12). Here another proof that students transfer what they know in their primary language to the foreign language they are learning prevails. According to the dictionaries, the correct preposition that collocates with the adjective *aware* is *of* and not *with*.

Those three data above represent the other twelve data found related to the use of prepositions that collocate with particular adjectives. This number of data portrays how difficult it is for the students to see how these two languages employ collocations.

5. Verb + Preposition Collocation

There are ten Verb + Preposition collocation errors found in the writings. The three data presented below represent the other seven that have also been analyzed. From the data given, it can be seen that the students also have difficulties in using correct prepositions that collocate with the verbs.

Table 5 Verb + Preposition

No	Incorrect Collocation	Correct Collocation
13	We often <i>hear pregnancy</i> out of wedlock in our immediate neighborhood	We often <i>hear about pregnancy</i> out of wedlock in our immediate neighborhood
14	As a student, we must <i>focus in</i> what our teachers said	As a student, we must <i>focus on</i> what our teachers said
15	His father always <i>trusts with</i> God	His father always <i>trusts in</i> God

In (13), the preposition needed after the verb *hear* and that connects it with the following noun is missing. According to the dictionaries used in this study, the correct phrase that should be used here is *hear about pregnancy* and not just *hear pregnancy*. In the four other data that were analyzed, the case prevails that students often make incorrect Verb + Preposition collocations by omitting grammatically necessary prepositions from the phrases.

In datum (14) the student made an error in collocating the verb *focus* with the preposition *in*. This is considered incorrect as in English the verb *focus* has had its pair of preposition to be combined with. According to the dictionaries, the preposition *in* should be replaced by preposition *on* so that the collocation becomes grammatically correct.

In datum (15) the student made an error in collocating the verb *trust* with the preposition *with*. Although it can be understood, it is not a correct collocation in English. This is similar to the previous error related to prepositional collocation. The use of prepositions is difficult as the rules and their collocations are different from one language to another. According to the dictionaries, the preposition *with* must be changed into *in* for the collocation to be grammatical.

This type of collocation is the second dominant collocation error made by the students in their writing, after the Adjective + Preposition collocation. The errors vary from absent prepositions to the use of incorrect ones. Besides, the findings show that the students also made errors mostly because of the interference of their primary language. They carelessly generalized the rules of the one to the other language.

Conclusion

To sum up, the researchers found out that the students made grammatical collocation errors in their writings. Based on the findings, the total errors found were 35 collocation errors and the most dominant type of errors found is Adjective + Preposition collocation with a total of 15 errors. The second dominant is Verb + Preposition with a total of 10 errors. The third is Noun + Preposition with a total of 4 errors and the fourth is Preposition + Noun collocation with a total of 4 errors. The type of collocation about which the students made the least errors is Noun + To Infinitive with a total of 2 errors. These all show that the students have more difficulties in using prepositions than the other grammatical constructions such to infinitive and that clause since there is no error found about Noun + That Clause, Adjective + To Infinitive, and Adjective + That Clause.

As has been stated, collocation is important since it can improve students' English proficiency. The findings of this study suggest that the rules of collocation need to be learned and paid much attention to in English teaching and learning process in order that the students are more aware of the rules.

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Javanese Lexical Variation of Cirebon Dialect in Pabuaran and Ciperna Region

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Abstract

This study highlights the lexical differences phenomena in Pabuaran and Ciperna region which is located in Cirebon Regency of West Java. This study aims: 1) to describe the Javanese lexical variations of Cirebon dialect in Pabuaran and Ciperna region, 2) and to find out whether those variations are dialect, subdialect, or only speech level differences of Cirebon dialect itself by utilizing dialectometric method. The result shows that there are 108 lexical differences in the form of pronouns (10), nouns (26), verbs (44), adjectives (14), and adverb (14) in Pabuaran and Ciperna region. This result is obtained by using 207 words Swadesh List and 144 additional words submitted as questions to the local people. Furthermore, after being calculated by dialectometric method, it can be concluded that those lexical variation in Pabuaran and Ciperna are chategorized as subdialect rather than dialect or speech level differences.

Keywords: Cirebon dialect, Javanese language, lexical variations

Introduction

Indonesia has 560 local languages along with their own dialects, one of them is Javanese language. It is one of Indonesian local language used by most of Indonesian people. Javanese language is the 11th language which has the most active speakers in the world that reach 84,3 million (Purwaningsih, 2017). Javanese language develops in many Indonesian regions, its development causes the language variation which is also called dialect, such as Javanese language dialect in Cirebon.

Cirebon Regency is located in the eastern part of West Java. Geographically, Cirebon regency is bordered by another regency. Most people of those regions are the native speaker of Javanese and Sundanese language. The impact of this geographical position causes language variation or dialect in Cirebon. In this study, the authors choose two region from the two different sub-district in Cirebon regency as the research center, those are Pabuaran and Ciperna.

Table 1.1 Cirebon Regency border area and its majority language

North	Indramayu Regency	Javanese Language
South	Kuningan Regency	Sundanese Language
East	Cirebon City, and Brebes Regency (Central Java)	Javanese and Sundanese language
West	Majalengka Regency	Sundanese Language

Ciperna is located in Talun sub-district in the southern part of Cirebon, close to Penggung region where most people speak Javanese language. It is also close to Beber region nearby Kuningan Region where most people speak Sundanese language. Pabuaran is located

in the eastern part of Cirebon Regency. As in Ciperna, there is a language contact between Javanese and Sundanese language here. This condition motivates the authors to study how geographical position affects Javanese lexical variation in Pabuaran and Ciperna.

Based on the phenomena described above, the aims of this study are: 1) describing the Javanese lexical variations of Cirebon dialect in Pabuaran and Ciperna region, 2) finding out whether those variations are dialect, subdialect, or only speech level differences of Cirebon dialect itself by utilizing dialectometric method.

This study is conducted under the motivation by several previous studies that had been done by other researchers about lexical variation. The two of them are (1) *Variasi Leksikal Bahasa Minangkabau di Kabupaten Pesisir Selatan* conducted by Meksi Rahma Nesti (2016) that found 271 lexical variation from 531 questions submitted to the informant in Pesisir Selatan region of Minangkabau and (2) *Variasi Leksikal Bahasa Bali Dialek Kuta Selatan* conducted by Putu Devu Maharani and Komang Dian Puspita Candra (2018) who discovered several lexical variations in pronoun, noun, verb, adjective, and adverb in Balinese language. The study shows that noun is the most dominant word class found in Balinese language variation.

Theory and Method

Chaer (2010:62-63) stated that dialect is a language variation of certain speakers that different from one area to another. Dialect can be distinguished based on its lexical, semantic, and phonological aspects. Wardaugh (2002:43-49) classifies dialect into two types; regional dialect and social dialect. Regional dialect is a dialect based on geographical location while social dialect is a dialect related to some factors such as social class, religion, or ethnicity. However, this study limited only to lexical variation of Javanese dialect in Cirebon especially in Pabuaran and Ciperna region.

This study uses descriptive qualitative approach that solve the research problem by describing the selected object based on the facts or data which exist at the exact moment (Nawawi cited in Rina & Mariati, 2018). The data are collected from the selected informants, in this case as the native speaker of Javanese dialect in Pabuaran and Ciperna, Cirebon. The instrument used to collect the data are 207 basic words in Swadesh List and 144 additional words. The collected data are categorized based on their word class to find out the lexical variation in both regions and calculated by dialectometric formula to obtain the percentage to determine whether it is a dialect, subdialect, or speech level differences. The percentage of dialectometric formula according to Mahsun (cited in Biantoro, 2009), are as follow:

- a. $65\% \geq$: assumed as language differences
- b. 45-64% : assumed as dialect differences
- c. 25-44% : assumed as sub dialect differences
- d. 10-24% : assumed as speak differences
- e. $9\% \leq$: assumed as no differences.

Findings and Discussion

The study of Javanese dialect in Pabuaran and Ciperna by using 207 basic vocabulary list by Morish Swadesh and 144 additional words found 243 same words and 108 different words used in Pabuaran and Ciperna region as explain in the following sub.

Lexical Variation

The study of Javanese dialect in Pabuaran and Ciperna by using 207 basic vocabulary list by Morish Swadesh and 144 additional words found 243 same words and 108 different words used in Pabuaran and Ciperna region as explain in the following sub.

1. Pronoun

The study found 10 same words and 10 different words in the form of pronouns (including address terms) used in Pabuaran and Ciperna. Those words are displayed in the table below:

Table 3.1 Pronoun

No.	MEANING	PABUARAN DIALECT	CIPERNA DIALECT
1.	aku	nyong	isun
2.	kamu	koen	ira
3.	itu	kue	ikuh
4.	nenek	mide	ema
5.	ipar	ipar	ipe
6.	ibu	mimih	mimi
7.	dia	kaé	dewéké
8.	kami, kita	kita	kita-kitaan
9.	kalian	kabéhané	ira kabéh
10.	ini	kie	kih
11.	mereka	-	deweke kabeh
12.	disini	ningkene	ningkene
13.	disana, disitu	ningkana, ningkono	ningkana
14.	tante	bibi	bibi
15.	kakek	abah	abah
16.	pakde	uwa	uwa
17.	kakak	kakang	kakang
18.	adik	adi	adi
19.	paman	mamang	mamang
20.	ayah	mama	mama

2. Noun

The study found 98 same words and 26 different words in the form of nouns used in Pabuaran and Ciperna. Those words are displayed in the table below:

Table 3.2 Noun

No.	MEANING	PABUARAN DIALECT	CIPERNA DIALECT
1.	lantai	téhel	jogan
2.	pohon	wit	witwitan
3.	pakaian	klambi	pakean
4.	hutan	hutan	alas
5.	kain lap	lap	serbet
6.	daerah	daerah	jagat
7.	topi	topi	topong
8.	gayung	batok	cibuk
9.	untuk	kanggo	nggo
10.	kambing	embe	wedus
11.	teriak	gowokan	gerowokan
12.	lipstick	abang lambe	benges
13.	akhir	ahir	akhir

14.	keset	seset	kesed
15.	anjing	asu	anjing
16.	akar	oyot	oyod
17.	lemak	gaji	lemak
18.	tanduk	sungu	tanduk
19.	bulu	wulu	bulu
20.	sayap	séwiwi	elar
21.	punggung	boyok	gigir
22.	sungai	wangan	kali
23.	danau	waduk	tlaga
24.	debu	awu	kébul
25.	asap	kébul	asép
26.	jalan	dalan	jalan
27.	awal	awal	awal
28.	jendela	gendela	gendela
29.	sepeda	pit	pit
30.	pagar	rajég	rajég
31.	kipas angin	ilir	ilir
32.	sendawa	atob	atob
33.	jari	jeriji	jeriji
34.	tanaman	tanduran	tanduran
35.	duri	eri	eri
36.	selimut	kemul	kemul
37.	pisau	lading	lading
38.	cabe	sabrang	sabrang
39.	kerudung	kudung	kudung
40.	ulat	uler	uler
41.	bibir	lambe	lambe
42.	pisang	gedang	gedang
43.	genting	gendeng	gendeng
44.	bedak	pupur	pupur
45.	pintu	lawang	lawang
46.	jalan raya	dalan	dalan
47.	lingkaran	bunderan	bunderan
48.	katak	kodok	kodok
49.	hantu	setan	setan
50.	layang-layang	layangan	layangan
51.	tikus	curut	curut
52.	zuhur	bedug	bedug
53.	lebaran	rayaan	rayaan
54.	depan	arep	arep
55.	belakang	buri	buri
56.	keriput	kisut	kisut
57.	teman	batur	batur
58.	perempuan, wanita	wadon	wadon
59.	laki-laki, pria	lanang	lanang
60.	manusia	menusa	menusa
61.	anak	bocah	bocah
62.	istri	rabi	rabi
63.	suami	laki	laki
64.	binatang	satoan	satoan
65.	ikan	iwak	iwak
66.	burung	manuk	manuk
67.	kutu	tuma	tuma
68.	ular	ula	ula
69.	cacing	cacing	cacing
70.	ranting	-	batang

71.	buah	buah	buah
72.	biji	wijil	wijil
73.	daun	godong	godong
74.	pepagan	-	batang wiwitan
75.	bunga	kembang	kembang
76.	rumpun	suket	suket
77.	tali	tali	tali
78.	kulit	kulit	kulit
79.	daging	daging	daging
80.	darah	gétih	gétih
81.	tulang	balung	balung
82.	telur	endog	endog
83.	ekor	buntut	buntut
84.	rambut	rambut	rambut
85.	telinga	telinga	telinga
86.	kepala	endas	endas
87.	mata	mata	mata
88.	hidung	cungur	cungur
89.	mulut	cangkém	cangkém
90.	gigi	untu	untu
91.	lidah	ilat	ilat
92.	kuku	kuku	kuku
93.	kaki	sikil	sikil
94.	tungkai	-	tungkai
95.	lutut	déngkul	déngkul
96.	tangan	tangan	tangan
97.	perut	wéténg	wéténg
98.	usus	usus	usus
99.	leher	gulu	gulu
100.	payudara	susu	susu
101.	jantung	jantung	jantung
102.	hati	ati	ati
103.	hari	dina	dina
104.	tahun	taun	taun
105.	nama	aran	aran
106.	matahari	matahari	matahari
107.	bulan	wulan	wulan
108.	bintang	lintang	lintang
109.	air	banyu	banyu
110.	hujan	udan	udan
111.	laut	laut	laut
112.	garam	uyah	uyah
113.	batu	watu	watu
114.	pasir	lemah	lemah
115.	bumi	bumi	bumi
116.	awan	awan	awan
117.	kabut	kabut	kabut
118.	langit	langit	langit
119.	angin	angin	angin
120.	salju	salju	salju
121.	es	es	es
122.	api	géni	géni
123.	abu	abu	abu
124.	gunung	gunung	gunung

3. Adverb

The study found 24 same words and 14 different words in the form of adverbs used in Pabuaran and Ciperna. Those words are displayed in the table below:

Table 3.3 Adverb

No.	MEANING	PABUARAN DIALECT	CIPERNA DIALECT
1.	 mungkin	 ndean	 kayae
2.	 masa	 ilok	 masa
3.	 tidak ada	 langka	 laka
4.	 baru saja	 tembéké	 tembé
5.	 ya sudah	 ya wis	 ya uis
6.	 besok	 ngko esuk	 sakiki
7.	 ayo	 gian	 gagian
8.	 dimana	 ning endi	 ning ndi
9.	 mengapa	 kenang apa	 napa
10.	 sebelum	 sedurung	 sedurunge
11.	 sesudah	 sa uwis	 seuwise
12.	 beberapa	 semene	 pira
13.	 dengan	 bari	 karo
14.	 dan	 karo	 lan
15.	kemarin	wingi	wingi
16.	kurang	kurang	kurang
17.	sekarang	kien	kien
18.	lusa	emben	emben
19.	malam	bengi	bengi
20.	siang	awan	awan
21.	kesana	mana	mana
22.	kesini	mene	mene
23.	berapa	pira	pira
24.	sebentar	sedelat	sedelat
25.	pernah	pernah	pernah
26.	kenyang	wareg	wareg
27.	jarang	jarang	jarang
28.	siapa	sapa	sapa
29.	apa	apa	apa
30.	kapan	kapan	kapan
31.	bagaimana	priben	priben
32.	bukan, tidak	dudu, belih	dudu
33.	semua	kabeh	kabeh
34.	banyak	akeh	akeh
35.	di	ning	ning
36.	dalam	jéro	jéro
37.	kalau	lamun	lamun
38.	karena	soalé	soalé

4. Verb

The study found 42 same words and 44 different words in the form of verbs used in Pabuaran and Ciperna. Those words are displayed in the table below:

Table 3.4 Verb

No.	MEANING	PABUARAN DIALECT	CIPERNA DIALECT
1.	 duduk	 jagong	 ndodok
2.	 kerja	 mekaya	 menggawe

3.	cari	luruh	luru
4.	ketawa	gemuyu	ngekek
5.	kencing	nyuyuh	nyuyu
6.	mohon	gona rong gona	nyuwun
7.	pinjam	nyilih	nyili
8.	terpeleset	kesledat	kepeleset
9.	tenggelam	kelelep	kelem
10.	loncat	anjlog	mencelat
11.	menyimpan	dalah	naro
12.	mengikuti	ngintil	ngintili
13.	hisap (menghisap)	nyedot	jilat
14.	ludah (meludah)	idu (nyidu)	ngedoni
15.	muntah	mutah	muta
16.	tiup (meniup)	damu	képus
17.	dengar (mendengar)	rungu	ngerongknang
18.	bunuh (membunuh)	pateni	dipateni
19.	kelahi (berkelahi)	gulét	tukaran
20.	buru (memburu)	newak	buru
21.	pukul (memukul)	gépuk	gébuk
22.	belah (memotong)	sigar	belah
23.	tusuk (menusuk)	nujlep	tusuk
24.	garuk (menggaruk)	kukur	garuk
25.	gali (menggali)	ngeduk	kéduk, dikéduk
26.	renang (berenang)	ngoyok	adus-adusan
27.	baring (berbaring)	gléléngan	turuan
28.	belok (berbelok)	belok	mengkol
29.	beri (memberi)	nei	pai
30.	pegang (memegang)	nyekél	ngemék
31.	peras (memeras)	merés	perés
32.	gosok (menggosok)	gusrék	gosok
33.	cuci (mencuci)	ngumbah	basuh
34.	hapus (menghapus)	pupus	apus
35.	lempar (melempar)	elung	balang
36.	ikat (mengikat)	naléni	taléni
37.	jahit (menjahit)	njait	jait
38.	hitung (menghitung)	ngitung	itung
39.	kata (berkata)	jarehe	ngucap
40.	apung (mengapung)	ngambang	ngapung
41.	air (mengalir)	ngegrojog	banyu (ngalir)
42.	beku (membeku)	beku	atos
43.	bengkak (membengkak)	abuh	abu
44.	bakar	bakar	obong
45.	pergi	lunga	lunga
46.	bangun	tangi	tangi
47.	ambil	jukut	jukut
48.	mandi	adus	adus
49.	harus	kudu	kudu
50.	dandan	dangdan	dangdan
51.	punya	duwe	duwe
52.	beli	tuku	tuku
53.	dipukul	digebug	digebug
54.	menghina	ngece	ngece
55.	menguap	angob	angob
56.	mencuri	nyolong	nyolong
57.	pakai	nggo	nggo
58.	mau/akan	pengen	pengen
59.	jangan	aja	aja

60.	tanya	nakon	nakon
61.	pacaran	demenan	demenan
62.	butuh	butuh	butuh
63.	lupa	klalen	klalen
64.	ingat	inget	inget
65.	minum (meminum)	nginum	nginum
66.	makan (memakan)	mangan	mangan
67.	gigit (menggigit)	cokot	cokot
68.	nafas (bernafas)	ambekan	ambekan
69.	lihat (melihat)	deleng	deleng
70.	tahu (mengetahui)	weru	weru
71.	pikir (berpikir)	mikir	mikir
72.	bau (membau)	mambu	mambu
73.	takut	wédi	wédi
74.	tidur	turu	turu
75.	hidup	urip	urip
76.	mati	mati	mati
77.	potong (memotong)	tugél (nyembeleh)	tugél
78.	terbang	mabur	mabur
79.	jalan (berjalan)	mlaku	mlaku
80.	datang	teka	teka
81.	diri (berdiri)	ngadeg	ngadeg
82.	jatuh	tiba	tiba
83.	tarik (menarik)	tarik	tarik
84.	dorong (mendorong)	dorong	dorong
85.	nyanyi (bernyanyi)	némbang	némbang
86.	main (bermain)	dolan	dolan

5. Adjective

The study found 69 same words and 14 different words in the form of nouns used in Pabuaran and Ciperna. Those words are displayed in the table below:

Table 3.5 Adjective

No.	ARTI	DIALEK PABUARAN	DIALEK CIPERNA
1.	pelit	ala	medit
2.	kesel	enek	mengkel
3.	jelek	bapu	blesak
4.	sedikit	secuil	setitik
5.	rusak	bodol	rusak
6.	terserah	pajareh	karep
7.	benci	blih seneng	nyengit
8.	kiri	kede	kiwe
9.	tebal	kandél	tebél
10.	pendek	cindék	pendek
11.	sempit	sempit	sésék
12.	tipis	ipis	tipis
13.	buruk	bapu	blésak
14.	lurus	lémpéng	lurus
15.	cantik	ayu	ayu
16.	ramah	ramah	ramah
17.	sombong	sombong	sombong
18.	rajin	rajin	rajin
19.	kasar	akas	akas
20.	lincah	lincah	lincah
21.	lucu	lucu	lucu

22.	lambat	sue	sue
23.	gemulai	kemayu	kemayu
24.	malas	males	males
25.	nakal	nakal	nakal
26.	parah	parah	parah
27.	sepi	sepi	sepi
28.	sopan	apik	apik
29.	tenang	meneng	meneng
30.	suka	seneng	seneng
31.	marah	nyewot	nyewot
32.	terang	padang	padang
33.	gelap	peteng	peteng
34.	cepat	gelis	gelis
35.	cekatan	rikat	rikat
36.	manis	manis	manis
37.	diam	anteng	anteng
38.	asam	asem	asem
39.	benar	bener	bener
40.	asin	asin	asin
41.	bawah	sor	sor
42.	atas	duwur	duwur
43.	luar	jaba	jaba
44.	selesai	pragat	pragat
45.	susah	angel	angel
46.	bersih	bersih	bersih
47.	putus	tugel	tugel
48.	bingung	keder	keder
49.	bengkok	bengkok	bengkok
50.	lain	séjen	séjen
51.	satu	siji	siji
52.	dua	dua	dua
53.	tiga	telu	telu
54.	empat	papat	papat
55.	lima	lima	lima
56.	besar	gede	gede
57.	panjang	dawa	dawa
58.	lebar	amba	amba
59.	berat	abot	abot
60.	kecil	cilik	cilik
61.	merah	abang	abang
62.	hijau	ijo	ijo
63.	kuning	kuning	kuning
64.	putih	putih	putih
65.	hitam	iréng	iréng
66.	hangat	angét	angét
67.	dingin	atis	atis
68.	penuh	kebék	kebék
69.	baru	anyar	anyar
70.	lama, tua	sue	sue
71.	baik	baik	baik
72.	busuk	bosok	bosok
73.	kotor	bélok	bélok
74.	bulat	bunder	bunder
75.	tajam	landép	landép
76.	tumpul	kétul	kétul
77.	halus	alus	alus
78.	basah	télés	télés

79.	kering	garing	garing
80.	betul	bener	bener
81.	dekat	parék	parék
82.	jauh	adoh	adoh
83.	kanan	tengen	tengen

Subdialect

The description above shows that the study found 108 lexical differences and 243 lexical similarities. By using this numbers, then it is run the dialectometric formula as follow:

$$\frac{S \times 100}{n} = d\% \qquad \frac{108 \times 100}{351} = 30,76\%$$

Note:

S = the amount of different words

n = the amount of words in the instrument

d = percentage

With the 30,76%, it is then assumed that Pabuaran and Ciperna's lexical variations are categorized as subdialect of Javanese dialect in Cirebon. This is taken based on the percentage of dialectometric formula as follow:

- a. 65% ≥ : assumed as language differences
- b. 45-64% : assumed as dialect differences
- c. 25-44% : assumed as subdialect differences
- d. 10-24% : assumed as speak differences
- e. 9% ≤ : assumed as no differences.

Conclusion

Based on the results of the study and the description above, it can be concluded that: 1) the study found lexical variations of Javanese dialect in Pabuaran and Ciperna region, Cirebon. From 351 words that consist of 207 basic vocabulary by Swadesh and 144 additional words submitted to informants, there are 108 different words used in both region in the form of pronouns (10), nouns (26), verbs (44), adjectives (14), and adverb (14) word classes, 2) based on dialectometric calculation which showed 30,76%, it can be concluded that those differences are categorized as subdialect of Javanese dialect in Cirebon.

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Representation of Social Actors in Sexual Violence Issue in *The New York Times* and *The Jakarta Post* Newspapers: A Critical Discourse Analysis

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Abstract

Sexual violence was a social issue that arises comprehensive responses and can happen to all layers of society regardless of position, age, or other social factors. The objective of this study is to reveal how social actors are represented in news reporting of sexual violence. The data were collected from the official website of *The Jakarta Post* and *The New York Times*. The findings show that to detach the actor (exclusion), both of newspaper mostly presented the actor especially the victim as a passive agent and the perpetrator as an active agent. The salient differences were found in the use of inclusion strategy. This confirms that *The Jakarta Post* presented the actor as specific individual such as by their gender, age, and occupation while *The New York Times* presented them by their surname and title such as “Professor”.

Keywords: *exclusion, inclusion, sexual violence, social actor*

Introduction

As discourse has functioned both as media to transfer the knowledge and shape certain mental image, critical discourse analysis becomes one of the approaches in discourse that contributes to uncovering power and ideology behind issues (Fairclough, 1995; Amalia, 2019). In social issues such as sexual violence, linguists also acquainted with the term Social Actor Representation which refers to how the actor(s) of social practice are depicted through a text. Furthermore, Fairclough (2004) stated that social actors refer to participants in clauses or they might not be. The actors also can be presented either intentionally or circumstantially using two strategies named exclusion and inclusion (Van Leeuwen, 2008) or personal and impersonal (Fairclough, 2004).

Accordingly, it is considered imperative to reveal how social actors in news reporting of sexual violence are represented in the newspaper as Pekkarinen (2016) stated that sexual violence is an issue that affects all parts of society and arises comprehensive responses since it brings massive impact for those who experience it. In the same vein, World Health Organization (2012) explained sexual violence encompasses acts that arrange from verbal harassment to forced penetration. Moreover, as nowadays, power and ideology have been closely related to mass media, a newspaper is considered as one of the strongest media to spread out the news which also influences public perception (Pekkarinen, 2016). Besides, the language used by journalists is possibly purposively taken with respect to achieving certain purpose, which is either to support or marginalize certain people, groups, or ideology. Hence, throughout the news that constantly being exposed, newspaper indirectly formed public perception. In addition, many parties speculate that there is injustice in presenting the news reporting on sexual violence since victims who are mostly women are portrayed poorly compare to perpetrators, so that perpetrators gain more sympathy from public, furthermore, as the basis of supposition, *The Jakarta Post* and *The New York Times* are choose as there

might be some disparities in the way these two newspapers portray the news actor owing to distinction in perspective and background.

Moreover, many studies have discussed a critical analysis of social actors such as Risdaneva (2018) who investigated the portrayal of women in the news reporting of sexual violence. The findings indicate that the choices of the naming categories used by both newspapers to portray the perpetrator and victim are different. Pekkarinen (2018) conducted an investigation towards the actor of sexual violence in select US news articles. The result confirms that the victims were generally portrayed in terms that did not make them appear as active agents in control of their own and the alleged perpetrators were mainly either framed through their accomplishment in a field such as military or as monsters preying on their victims or even both. Qanitat (2015) examined the social actor representation on Islamic issues in two online newspapers. The findings show both of the newspaper adopts exclusion strategy, the inclusion strategy consisted of activation, genericization, assimilation, differentiation, categorization, as well as overdetermination.

To this end, this study is aimed at analyzing how social actors are represented in news reporting sexual violence in *The New York Times* and *The Jakarta Post* newspapers. This research is expected to give the reader an overview of the types of the strategy adopted by journalists in representing certain people, group of people, or an ideology through the diction and phrases they used in texts.

Theory and Method

The researchers employed Van Leeuwen's (2008) theory about social actor representation particularly about exclusion that consists of suppression and backgrounding and inclusion which focus on activation, passivation, specification, categorization, and nomination. Van Leeuwen (2008) states that representations include or exclude social actors to suit their interests and purposes in regards to whom they are intended (readers). This model focused on how one is positioned in an inappropriate position and the others in a higher position. The following figure is the complete divisions of the Social Actor Network (SAR) network proposed by Van Leeuwen (2008: 52).

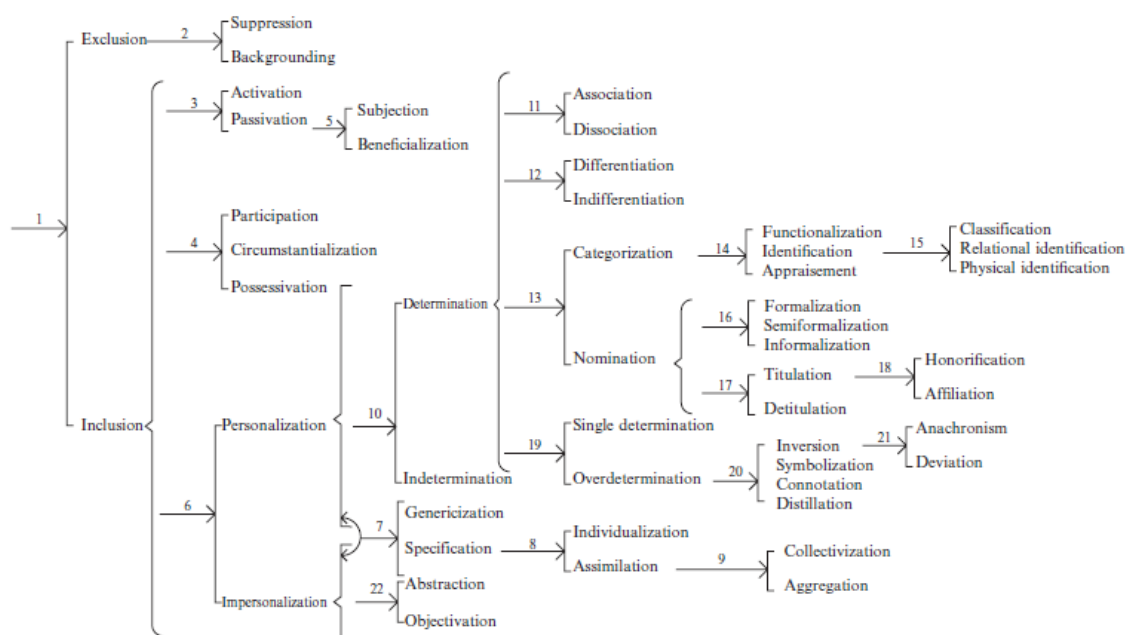


Figure 1. Social Actor Network (Van Leeuwen, 2008: 52)

Exclusion

Exclusion is the process of omitting actors by some linguistic mechanisms. It has two main subdivisions: suppression and backgrounding. The main difference between suppression and backgrounding is the point that they leave a trace or not within representation (van Leeuwen, 2008). The description of both subdivisions will be explained below.

a. Suppression

Suppression is the exclusion that leaves no traces in the representation, excluding both the social actors and their activities. Van Leeuwen (2008) calls this kind of exclusion as radical exclusion. The linguistic realization of suppression can be realized in some ways; (1) Passive agent deletion. The function of this realization is to omit or delete the real actor (s). For example: “*A church service was held at Cambustar church in Saint-Andre on Saturday in memory of the 239 people on board of the flight.*” (Qanitat, 2015). (2) Non-finite clauses (e. g., infinitival clauses). For example. “*To maintain this policy is hard*” (van Leeuwen, 2008:29). (3) Nominalizations and process nouns. For example “*The level of support for stopping immigration altogether was at a postwar high*” (van Leeuwen, 2008:30).

b. Backgrounding

Backgrounding is the exclusion that leaves traces in the representation. Here, the excluded social actors in a specific activity appear later in another part of the clause, sentence or text. According to van Leeuwen (2008: 30-31) the linguistic realization of backgrounding can be existed from simple ellipses in nonfinite clauses with -ing and -ed participles, in infinitival clauses with to, and in paratactic clauses. The example is “*Speaking in the Commons earlier on Monday, the Prime Minister said he would use the telephone call to put pressure on the newly re-elected Netenyahu to commit to talks on two-state solution.*” (Qanitat, 2015)

Inclusion

Inclusion strategy is the process of showing or presenting the actor of a particular action within the discourse. Inclusion is divided into many subcategories based on van Leeuwen’s (2008) framework (refer to Figure 1). Yet, in this strategy, this study will concern on five sub categories, they are; (1) activation, (2) passivation, (3) specification, (4) categorization, (5) nomination.

a. Activation

Activation occurs when social actors are represented as the active, dynamic forces in an activity e.g Obama avoids calling the attack an example of Islamic extremism (Qanitat, 2015).

b. Passivation

Passivation is used when the social actors are represented as 'undergoing' the activity, or as being 'at the receiving end of it' (Qanitat, 2015:19). Passivated social actor can be subjected or beneficialised. Subjected social actors are treated as objects in the representation, for instance as objects of exchange, this process called **Subjection**. While Beneficialized social actors form a third party which, positively or negatively, benefits from the action, this also called **Beneficialization**, for example, “*Australia was bringing in about 70,000 migrants a year*”. Here the “*about 70,000 migrants*” are subjected to the activity of “*bringing in*”

c. Categorization

Categorization occurs when social actors are represented both in terms of their unique identity, by being nominated, or in terms of the identity and function they share with others. It has three subdivisions; Functionalization, Identification, and Appraisalment. **Functionalization** occurs when social actors are referred to in terms of an activity, in terms of something they do. **Identification** occurs when social actors are defined, not in terms of what they do, but in terms of what they are. Van Leeuwen (1996) distinguishes three types: classification, relational identification and physical identification. **Classification** refers to conditions when the social actors are represented in terms of the major categories by means of which different classes of people are differentiated. The categories include: age, gender, provenance, class, ethnicity, etc. **Relational identification** represents social actors in terms of their personal, kinship or work relation to each other, and is realized by a closed set of nouns denoting such relations as “*friend*”, “*aunt*”, “*colleague*”. **Physical identification** refers to terms representing social actors in terms of physical characteristics which uniquely identify them in a given context as in: “*A little girl with a long, fair pigtail came*”. Besides, social actor can be presented interpersonal, rather than experiential terms, or it called **Appraisalment**. Social actors are appraised when they are referred to in terms which evaluate them as good or bad, loved or hated, admired or pitied. This is realized by the set of nouns and idioms that denote such appraisalment, for instance “*the darling*”, “*the bastard*”, “*the wretch*” or “*thugs*” (Van Leeuwen, 2008).

d. Nominations

Nomination means social actors are presented in terms of their unique identity and are usually manifested with proper nouns and divided into formalization (only definite names, with or without honorifics), semi formalization (given a name and a sure name), and informalization (given only names), for example “*Sultan Turki, return my diamond button*” (van Leeuwen, 2008: 41). Nominations may be titulated (Titulation), either in the form of honorification, the addition of standard titles, ranks, etc., as with “Dr.”

e. Specification

Specification may be realized by the singular, and can result by several ways. First, Individualization; Social actors can be referred to as individuals: “*The ministry for sport and Recreation; Mr. Brown, said*”, Second, Assimilation; Social actors can be referred to as groups which are realized by plurality, by a mass noun or a noun denoting a group of people, as “*this nation*” and “*the community*”.

This study used a qualitative method. The articles from *The Jakarta Post* and *The New York Times* were chosen under several considerations; (1) the actor who is involved, both the victim and the perpetrator is either respected person or prominent figure who has authority or fame, (2) the level of violence, the issue that attract the attention or response from local or international. The data were collected through several steps; (1) collecting eight articles on sexual issues in each online versions of the newspapers published from July to November 2018. (2) Narrowing the data to small numbers by choosing specific topics and based on characterization. (3) Organizing news based on the time of publication. After collecting the data, they were analyzed through several steps; (1) Reading the whole data three times to get an overview of the discussion of the article. (2) Breaking down the collected data in the form of articles into sentences. Data were encoded based on the participants involved and actions attached to them. (3) Categorizing the data based on the theory proposed by Van Leeuwen (2008). (4) Presenting the data based on its categories of strategies used. (5) Identifying any differences in strategies between the two newspapers. (6) Presenting the findings based on the themes. (7) Concluding the findings.

Findings and Discussion

This study analyzed the representation of social actors in sexual violence issues published in *The Jakarta Post* and *The New York Times* online newspapers using the social actor-network theory by Van Leeuwen (2008). He mentioned that the actors can be presented by two strategies called inclusion; when actors attach in the news and exclusion; when actors detach from the news.

After analyzing the data, the findings revealed some salient distinctions and even similarities in the way each of the newspapers attaches or detaches the social actors. In the exclusion strategy, *The Jakarta Post* and *The New York Times* detach one of the actors and direct the readers' views into others, so that other actors become unnoticed. Specifically, in the backgrounding, the main distinction lies in the purpose of each newspaper in using exclusion strategy; in *The Jakarta Post*, this strategy is used to emphasize the severity of problems that occur in victims, while *The New York Times* uses this strategy to suppress the condition of the victim. Thus, the perpetrators are free from their responsibilities.

In an inclusion strategy, the researchers find similarities in the application of strategy that relates to the newspapers' preferences in each to activate actor(s) in the news or make them as a passive party. Both of newspapers activate the social actors, specifically, suspects in explaining the sequence of problems or chronology of the problem. A perpetrator is represented as a party who actively controls the victim and uses his position and power to control the victim, while the victim is more represented as a passive party and must accept an action.

Moreover, *The Jakarta Post* presents more social actors using assimilation strategies. In this case, social actors are not clearly stated and detailed in their identities but are represented as a group of people characterized by the use of plurality such as "minors". Meanwhile, *The New York Times* presents more actors individually. The journalist provides information to the reader about the name of actors accompanied by the occupation or achievements of the actors to give more detail and specific information. On the other hand, *The New York Times* mostly classifies social actors; both perpetrators and victims according to their age and gender, while *The Jakarta Post* tends to function them in terms of their occupation. These different choices imply that *The New York Times* tends to be considerably personalized the actor rather than functional them as *The Jakarta Post* does.

Another distinctive feature is related to the using of nomination strategy. The salient distinction is that *The Jakarta Post* only uses formalization and informalization strategy, while *The New York Times* use semiformalization, formalization, and honorification. This difference indicates that in the American context, it is very unusual to call someone by their first name because this happens if the person has a close relationship and knows each other well, while in the context of *The Jakarta Post*, as a representative of the Indonesian people, it is very rare to refer to someone with an academic degree such as "doctor" or "professor", this presumably happened because naming system in the Indonesian context is rather different from the English. Indonesia does not have fixed rules for it. This is also caused by the fact that many Indonesian people only have one name without a family or surname.

Exclusion

In this type, actors of certain social practice possible to be excluded from the text. It can be realized by two strategies according to the theory, they are suppression and backgrounding.

Suppression

In the suppression strategy, the actors are excluded, thus, there is no reference to the social actor (s) in question anywhere in the text (Van Leeuwen, 2008).

- 4.1 The letter alleges several acts of humiliation and sexual intimidation, including "semi-secret" photographic sessions in **which dancers were singled out** with offers of money and urged to take drugs to "feel more free". (*The Jakarta Post*, September 13, 2018 edition, world column)

4.2 **These kids are terrorized**, they are being shamed and blamed (*The New York Times*, November 23, 2018, *Canada Column*, Catherine Porter)

Datum 4.1 taken from the article entitled “Belgian art star Jan Fabre accused of sexual harassment”. The use of the suppression strategy is to direct the reader's attention into one party, therefore, the involvement of another party in the action became less valued. Meanwhile, datum 4.2 obtained from an article entitled “St. Michael’s, a Toronto All-Boys School, Is Rocked by Accusations of Sexual Assaults”. In this case, the victims "these kids" which refer to students in the school is marginalized or presented as the party who received the impact of the action of the sexual assault. Despite the actions taken, the victims who were subjected to, and the impact they caused were explained in the clause, but it was not clearly explained who was terrorizing and who embarrassed "these kids".

Backgrounding

In backgrounding, the excluded social actors may not be mentioned about a given action, but they are mentioned elsewhere in the text, and we can infer with reasonable (though never total) certainty who they are (Van Leeuwen, 2008). Both newspapers use this strategy to delay the presence of social actors so that the position of the actor becomes retarded.

4.3 **Wearing a black headscarf**, Nuril sat and sobbed in front of her rented home in Mataram on Monday afternoon while a camera recorded her message to the President. (*The Jakarta Post*, November 14, 2018, *National column*, Gemma Holliani Cahya)

4.4 **Casting** himself as a “well-respected retail executive,” he claimed that the bookseller had enabled rumors that he was let go because of “serious sexual misconduct.” (*The New York Times*, August 29, 2018, *Business Column*, Tiffany Hsu and Alexandra Alter)

Data 4.3 and 4.4 confirm that the actors of the news or specifically the victim are mentioned after the infinite clause-ing, in which it inherently explains that backgrounding strategy is used. Datum 4.3 taken from the article entitled “Jailed for reporting her alleged sexual offender, Mataram woman cries for help”, and 4.4 taken from the article entitled “Barnes & Noble Says Former C.E.O. Demos Parneros Was Fired for Sexual Harassment”. In 4.3, backgrounding strategy is used to emphasize the situation experienced by the actor while in 4.4, it aims to reduce the number of social actors in a given time.

Inclusion

Inclusion strategy is the process of showing or presenting the actor of a particular action within the discourse. Inclusion is divided into many subcategories based on Van Leeuwen’s (2008) framework, moreover, this study will only focus on five sub-strategies; (1) activation, (2) passivation, (3) specification, (4) categorization, and (5) nomination.

Activation

Activation strategy occurs when social actors are represented as the active, dynamic forces in an activity. The use of an activation strategy in the sentence aimed to clearly show the social actor and emphasize it to the readers. The data are as follows:

4.5 **He seduced** his targets just like the way people seduce their romantic partner (*The Jakarta Post*, June 6, 2018, *National Column*, Fadli)

4.6 **Professor Kelley raped** her during the annual conference of the Cognitive Neuroscience Society in San Francisco (*The New York Times*, November 15, 2018, *U.S Column*, Anemona Hartocollis)

Datum 4.5 is one of the phrases taken from an article entitled "Police arrest of Islamic teacher

for alleged sexual abuse". It is explained in the article that a teacher of Islamic religion or also known as Ustadz was arrested by the police on charges of sexual abuse. The bold word indicates the author describes a teacher as an actor who actively acts on his target. Datum 4.6 was obtained from an article entitled "Dartmouth Professors Are Accused of Sexual Abuse by 7 Women in Lawsuit", in this news, it was explained that there were seven women who sued three prominent professors from the college. The perpetrator is described as an active party in carrying out the action, as in the sentence, Professor Kelley being the only person who committed an act of "rape".

Passivation

Passivation is used when the social actors are represented as 'undergoing' the activity, or as being 'at the receiving end of it' (Qanitat, 2015:19). There are two subcategories in it, (1) Subjection and (2) Beneficialization.

Subjection

Subjection can be realized when a social actor transforms into passive, means is goal in a material process, phenomenon in a mental process, or carrier in an effective attributive process, it can also be realized by circumstantialization through a prepositional phrase with, for instance, against, (Halliday, 1985: 43) cited in Van Leeuwen (2008, 32).

4.7 In September, US Catholic bishops said they would set up a hotline for accusations of sexual abuse **against bishops and other church leaders, or allegations** of cover ups by such people (*The Jakarta Post, October 19, 2018, World Column, Bernie Woodal*)

4.8 six women accused **Mr. Moonves** of sexually inappropriate behavior (*The New York Times, December 15, 2018, Media Column, John Koblin*)

Datum 4.7 obtained from an article entitled "US Justice Department probes Catholic Church sex abuse in Pennsylvania". It explained that sexual abuse cases have been carried out by a priest against a child. The application of subjection is through circumstantialization process, which is done through a prepositional phrase "against". Hence, the position of bishops and church leaders as the actor is treated as an object of discussion. In 4.8, the subjection strategy realized by the material process. It is taken from an article entitled "The Year of Reckoning at CBS: Sexual Harassment Allegations and Attempts to Cover Them Up". The bold word explained clearly that "Mr.Moonves" as an actor or the doer of the action is represented as an object of discussion. Therefore, "Mr.Moonves" is a goal in a material process.

Beneficialisation

Beneficialization may be realized by participation. The participant that presented is recipient or client to a material process, or receiver in relation to a verbal process (Halliday, 1985) as cited in Van Leeuwen (2008). In this strategy, social actors formed a third party which positively or negatively benefits from the action. Therefore, parties that are directly connected with the main actors can be referred to as social actors.

4.9 ... a student told **her mother** about the abuse in May. (*The Jakarta Post, June 6, 2018, National Column, Fadli*)

4.10 The image, which she showed **to investigators**, did not capture the alleged assault but showed Dr. Krauss' arm over her shoulder with his hand in the air. (*The New York Times, December 15, 2018, Media Column, John Koblin*)

Datum 4.9 which taken from the article entitled "Police arrest Islamic teacher for alleged sexual abuse" confirms that beneficialization is realized by verbal process.

Table 4.1 verbal process in news

A Student	told	Her mother	about the abuse in May.
Sayer	Verbal	receiver	vabriage

Table 4.1 explain that “Her mother” is a receiver in the verbal process and beneficial in relation to “told”. Thus, this indicates that “her mother” is an actor of the clause.

Moreover, datum **4.10** taken from article entitled “The Year of Reckoning at CBS: Sexual Harassment Allegations and Attempts to Cover Them Up”. It confirms that beneficialization realized by material processes

Table 4.2 material process in news

The image	which	She	showed	to investigators,	did not capture the alleged assault but showed Dr. Krauss’ arm over her shoulder with his hand in the air.
Goal		Actor	Process	Recipient	

Table 4.2 explained that “investigators” who is the third party of the clause, are treated as the actors of the news since they become the Receptient in relation to material process (showed)

Specification

Specification may be realized by the singular, and can result by several ways, they are, Individualization and Assimilation.

Individualization

Individualization represents social actors as referred to individually. In this case, the actor is represented in specific characterization. Individualization is found in both newspapers;

4.11 **Oscar-winning US actor Kevin Spacey** is facing a felony charge for alleged sexual assault of **a teenager** in a restaurant in 2016, prosecutors said on Monday. (*The Jakarta Post, December 25, 2018, Entertainment Column*)

4.12 The orchestra fired the **violinist William Preucil**, its **concertmaster** of more than two decades, and **Massimo La Rosa**, its principal **trombonist**, after an investigation concluded that they had engaged in sexual misconduct and sexually harassing behavior with multiple women over a period of years (*The New York Times, October 25, 2019, Music Column, Michael Cooper*)

Datum **4.11** quoted from the article entitled “Actor Kevin Spacey To Be Charged with Sexual Assault”. It confirms that Kevin Spacey as the actor of the news is represented as a specific individual. Besides mentioning the name, the journalist mentions the success or achievement of the actor to give specific reference and explain in more detail the circumstances of the actor. Moreover, datum **4.12** is quoted from an article entitled "Cleveland Orchestra Fires Two Sexual Misconduct". In the same purpose, actor represented by the use of full names along with the work and community, that is "Violinist" and "Trombonist". This helps the reader to have a specific idea about whom the actor is meant to be.

Assimilation

In the assimilation strategy, the social actor will not be presented as a specific individual. In other words, this strategy is used to generalize social actors, so that readers do not have a clear reference to whom the actors are referred to. In this research, Assimilation only found in *The Jakarta Post* meanwhile *The New York Times* mostly presents the actor of the news in their specific attribute.

- 4.13 The Church in **Chile, Australia and Ireland** is also reeling from crises involving sexual abuse of **minors** with surveys showing the scandal has eroded confidence in the Church and Pope. *The Jakarta Post, October 19, 2018, World Column, Bernie Woodal*)

Datum **4.13** is taken from an article entitled “US Justice Department probes Catholic Church sex abuse in Pennsylvania”. The journalists generalize by not mentioning the social actors or the name of the specific church which were informed within the text. They only mention the name of countries such as “Chile”, “Australia” and “The United States”. In fact, not all of the church and church leaders in those countries were involved in the sexual abuse case. Also, the author represented the victim on the news by using general terms, which are “minors”. Consequently, the reader did not have any specific clue about the victim.

Categorization

In categorization, social actors can be represented in terms of identities and functions they share with others. In other words, actors are represented based on something inherent in each of them. There are some subdivisions of Categorization, and they are (1) Functionalization, (2) Identification, and (3) Appraisalment.

Functionalization

Functionalization Strategy is used to provide clear information about the function or role of an actor in social life.

- 4.14 **A teacher from Mataram**, West Nusa Tenggara, who has been jailed for spreading a recording revealing alleged sexual harassment by her former superior, has pleaded to President Joko “Jokowi” Widodo to release her. *The Jakarta Post, November 14, 2018, National column, Gemma Holliani Cahya*)

- 4.15 One hazing video emerged online. Then another — this one capturing a young **student** being pinned down by schoolmates in a locker room and sexually assaulted with a broom handle. (*The New York Times, November 23, 2018, Canada Column, Catherine Porter*)

Datum **4.14** was quoted from an article entitled “Jailed for reporting her sexual offender alleged, Mataram woman cries for help”. This confirms that the social actor is represented based on the actor’s profession. This realized by using affix –er, while the activity carried out is “teach”. In **4.15**, the social actor is represented by the role, which is “student”. This shows that this strategy is realized by the suffix -ent, while the activity is “study”. Besides, the datum is taken from an article entitled “St. Michael’s, a Toronto All-Boys School, Is Rocked by Accusations of Sexual Assault”.

Identification

Identification occurs when social actors are defined in terms of what they are. Van Leeuwen (1996) distinguishes three types: classification, relational identification, and physical identification;

Classification refers to conditions when the social actors are represented in terms of the major categories through which different classes of people are differentiated. The categories include age, gender, provenance, class, ethnicity, etc. In this strategy, each newspaper adopted this strategy.

- 4.16 ... the court ruled on Friday that **the 37-year-old** must serve a six-month sentence and pay a Rp 500 million (US\$33,749) fine after being found guilty of violating Article 27 of the Electronic Information and Transactions (ITE) Law. *The Jakarta Post, November 14, 2018, National column, Gemma Holliani Cahya*)

- 4.17 This week, CBS settled a lawsuit when **three women** who accused the network — and PBS, which used to broadcast his talk show — of not doing enough to stop Charlie Rose from sexually harassing them. *The New York Times, December 15, 2018, Media Column, John Koblin*)

Datum **4.16** taken from an article entitled “Jailed for reporting her alleged sexual offender, Mataram woman cries for help”. The bold words explained that social actor is represented using age categories. Referring to the contents of the news, the 37-year-old is referring to a victim. This strategy is used to provide information about the attributes of the actor without specifically mention the name of the actor. Besides, Datum **4.17** confirms that actors in sexual crime cases are represented according to gender. Besides, the datum is quoted from an article entitled “The Year of Reckoning at CBS: Sexual Harassment Allegations and Attempts to Cover Them Up”.

Besides through classification, social actors are also represented through relational identification strategy. In the strategy, social actors represented in terms of their personal, kinship or work relations to each other.

- 4.18 “**Unruh** told reporters the 59-year-old had sexually assaulted **her son** on the holiday island of Nantucket after plying him with alcohol late at night in a bar in July 2016 (*The Jakarta Post, December 25, 2018, Entertainment Column*)

- 4.19 “One hazing video emerged online. Then another — this one capturing a young student being pinned down by **schoolmates** in a locker room and sexually assaulted with a broom handle. (*The New York Times, November 23, 2018, Canada Column, Catherine Porter*)

Datum **4.18** taken from the article entitled “Actor Kevin Spacey to be charged with sexual assault” and **4.19** is taken from an article entitled “St. Michael's, a Toronto All-Boys School, Is Rocked by Accusations of Sexual Assaults”. Both adopted this strategy to explain the relationship between social actors. In **4.18**, this strategy was used to explain the relationship between participants and victims as seen in the bold words. Meanwhile, in **4.19**, the strategy is used to explain the relationship between victim and perpetrator.

Appraisalment

Social actors are appraised when they are referred to in terms which evaluate them as good or bad, loved or hated, admired or pitied. This is realized by the set of nouns and idioms that denote such appraisalment (and only such appraisalment) as, for instance, “the darling,” “the bastard,” “the wretch,” or “thugs” (Van Leeuwen, 2008).

- 4.20 During the same meeting, Fisipol said it agreed to engage psychologists to provide trauma counseling for “**the survivor**”. (*The Jakarta Post, November 7, 2019, National column, Sri Wahyuni and Evi mariani*)

- 4.21 The college encouraged them to continue working with their **harassers** for four more months. (*The New York Times, November 15, 2018, U.S Column, Anemona Hartocollis*)

Datum **4.20** was taken from an article entitled “Victim blaming in the latest UGM sex abuse case angers thousands”. It revealed that the journalists called social actors as “the survivor”. This implies that the journalist evaluates the actor as a good person. This mention leads to the victim's courage to fight for the rights. Meanwhile, datum **4.21** is from an article entitled “Dartmouth Professors Are Accused of Sexual Abuse by 7 Women in Lawsuit”. The journalist mentioned social actors as “harasser” which means the actors are identified as someone cruel for doing the action repeatedly.

Nomination

In this strategy, social actors are presented in terms of their unique identity and are usually

manifested with proper nouns and divided into formalization (only definite names, with or without honorifics), semi formalization (given a name and a sure name), and informalization (given only names), and also it can be in the form of honorification, the addition of standard titles, ranks, etc., as with “Dr.”

4.22 **Mr. Bauman** was known as a tough-talking, old-school kind of political leader, a style that he took with him from the Bronx when he came west. (*The New York Times*, November 30, 2018, U.S Column, Adam Nagourney)

4.23 **Spacey** will be arraigned at Nantucket District Court on January 7 on a charge of indecent assault and battery, according to the district attorney of Cape and Islands, Massachusetts. (*The Jakarta Post*, December 25, 2018, Entertainment Column)

Datum in 4.22 is from articles entitled “California Democratic Leader, Facing Sexual Misconduct Allegations, Steps Down”. This revealed that social actors are presented by using the last name only. It shows that the journalist uses the formalization strategy. Meanwhile, datum 4.23 is from an article entitled “Actor Kevin Spacey to be charged with sexual assault”. This affirms that the social actor in the news also presented by the formalization strategy, this is indicated by the bold word, that is, 'Spacey'.

4.24 **Lawrence M. Krauss**, a prominent theoretical physicist at Arizona State University, announced on Sunday that he would retire from the university at the end of the academic year after several women accused him of sexual misconduct (*The New York Times*, October 23, 2018, Science Column, Matthew Haag)

The sentence in 4.24 is quoted from an article entitled “Lawrence Krauss to Retire From Arizona State After Sexual Misconduct Accusations”. It presents a social actor with a full name; given name and family name, which means the author uses semiformalization strategy. Moreover, the semiformalization strategy was not found in eight articles collected by researchers from *The Jakarta Post*.

4.25 **Nuril** stopped her stammering words to take a breath and wipe her tears (*The Jakarta Post*, November 14, 2018, National column, Gemma Holliani Cahya)

The sentence in 4.25 taken from the article “Jailed for reporting her alleged sexual offender, Mataram woman cries for help”. It presents an actor using the actor’s first name. This strategy is called informalization. Meanwhile, from the eight articles that researchers collected from *The New York Times*, none of the articles used this strategy to refer to a social actor.

4.26 **Professor Kelley** raped her during the annual conference of the Cognitive Neuroscience Society in San Francisco (*The New York Times*, November 15, 2018, U.S Column, Anemona Hartocollis)

The sentence in the 4.26 is from an article entitled “Dartmouth Professors Are Accused of Sexual Abuse by 7 Women in Lawsuit”. It shows that the social actor is represented with the academic title of the actor, which is “professor”. This indicates that the author uses strategy honorification. Besides, honorification is not found in eight sample articles at *The Jakarta Post*.

Conclusion

Based on the findings, the researchers formulated some conclusions. First, to detach the actors, both newspapers used suppression and backgrounding strategy. In this strategy,

similarly, The Jakarta Post and the New York Times mostly represent the victim as a passive agent while the perpetrator portrayed as the active agent who actively takes control over the victim and misused the power to oppress the victim with sexual activity. Moreover, this strategy could direct readers' sympathy into the victim's side then less attention to the perpetrator.

Besides the exclusion strategy, the journalists of The New York Times and The Jakarta Post newspaper also used inclusion strategy which can be observed through the use of activation, passivation, categorization, specification, and nominations using those strategies, the social actors are openly shown and displayed to the readers because the readers are supposed to easily give their thought and response related to the given news. However, in those article provided, the researchers could not find some sub inclusion strategies such as physical identification, generication, and other strategies because there is no indication of the sentence which adopts them. Furthermore, in adopting inclusion, each newspaper had its typical tendency in deciding about which categories the paper wanted to mainly base their references to the main social actors. This suggested that The Jakarta Post tended to invite the reader to be more focus on social actor rather than the case itself. Additionally, The Jakarta Post seemed to expose how participants and the main actor of the news are involved in the sexual case were connected. On the other hand, The New York Time's tendency to represent both perpetrators and victims by using their name as individual indicated that the newspaper attempted to focus the reports more on the crimes themselves rather than the participants involved in the cases.

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Academic Whatsapp Group: Exploring Students' Experiences in Writing Class

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Abstract

The use of social-networking application such as WhatsApp in learning writing enables students to foster individual learning experiences during the class and after the class. WhatsApp itself has a special feature to create the specific group in order to bound the members and intimate the interaction among lecturer and students relating to the course matters. This current study generally explores the students' perceptions in experiencing WhatsApp Group Chat in learning writing. This qualitative research was conducted in one of universities in Lampung province, Indonesia. The subjects were 28 second year undergraduate students who enrolled writing course. The data used were questionnaire, interview, and observations. The findings present the multitude of views that most students significantly showed positive result to use WhatsApp Group in their writing class. By experiencing WhatsApp Group Chat in their learning writing, the students admitted that it is user-friendly and easy to use because it can intensify the interaction with the other group members during the class and after the class, be effective in submitting the writing assignment by uploading the file in the group, get the lecturer's feedback directly after submitting the writing assignment, and freely ask and share the writing materials. However, some students also revealed that there were some technical problems found when they used the WhatsApp Group Chat such as abundant chats, poor signal, and junks notification. Nevertheless, learning writing through these cross-platform instant messaging might broaden the student's self-learning experiences.

Keywords: Students' experience, WhatsApp Group, writing class

Introduction

Language learner in millennial era plays as an active constructors of knowledge. Learners should be provided with an interactive learning environment where they can actively engage in the teaching and learning process and encourage their interaction with facilitator and others peers, not only during the class but also after the class. As such, language learners should be provided with a user-friendly instructional learning media to help them build their knowledge of language. By implementing instructional learning, the role of language teacher adapts from a facilitator to the traditional formal instructor to support conducive teaching and learning process (Sari & Wahyudin, 2019).

The rapid growth of technology has shifted personal computers into smartphone since it is user-friendly and more flexible in time and place (Sharples, Taylor, & Vavoula, 2007; Chen, Hsieh, & Kinshuk, 2008; Demouy & Kukulska-Hulme, 2010; Kukulska-Hulme, 2012; Motteram, 2013). Nowadays, millennial students are inseparable by their smartphone. They frequently use it to do many things such as sending message through instant messenger, uploading and downloading the pictures and audios through social media, browsing anything through google or others, and reading the flash news or online story such as novel or comic. Therefore, there is a tendency for them to access their smartphone frequently in any occasion during teaching-learning process and outside classroom (Ajid et al, 2018).

One of social-networking applications that is appropriate and popular among the students as instructional learning mobile media is WhatsApp. WhatsApp application has emerged as one of new potential social networking application that are designed on all current types of devices and operating systems to run both on mobile devices and computers (Bouhnik & Deshen, 2014; Yebuah & Ewur, 2014). Through this instant messenger application, users are allowed to exchange the information via chat to send multimedia messages such as file, image, video, and audio messages (Chan & Holosko, 2017; Church & de Oliveira, 2013). It also has a special feature to create a specific group to enhance communication intensively among the members of group within its boundaries. On the other side, from the implications on pedagogies, the support of WhatsApp in learning process allows the users directly access to numerous of online resources and more focus on the students' creativity, autonomy, and their responsibility on their own learning (Ifenthaler & Schweinbenz, 2016).

The previous study revealed that WhatsApp is useful and have positive attitudes in fostering learner's autonomous learning experiences, encouraging cooperation, and intensifies motivation to participate actively in academic purposes (Vavoula & Sharples, 2008; Bere, 2013; Chipunza, 2013; Fattah, 2015; Moreira, et al, 2016). It was also found out that utilizing WhatsApp can motivate students to develop the students' writing skills (Hani, 2014; Maria, 2016). However, the popularity of WhatsApp Group has been exploited to be an educational powerful tool by L2 language practitioners in any areas of language. Therefore, this current study was conducted to investigate the students' perceptions in using WhatsApp Group Chat in the writing class. Through WhatsApp Group, the facilitator or lecturer can design a variety of writing activities.

Method

This present study was a case study. The subjects were 28 students in the third semester from English Literature study program, Faculty of Arts and Education, Universitas Teknokrat Indonesia that joined writing course in the academic year of 2018/2019. In this course, the students were treated to do and accomplish several writing office letters such as job application letter, CV or resume, memo, letters of payments, personal business letters, electronic mails, and media letters. The lecturer provided the template of letters and shared it to all students through WhatsApp Group created specially for these writing class.

The research data were obtained from questionnaire, interview, and observation. The questionnaires were distributed to all respondents. The questionnaire statements were classified into three sections, namely technical, educational, and instructional. In technical section, there were 12 statements. Educational section consists of 15 statements. Meanwhile, instructional section consists of 6 statements. The total of statements were 33 items, with the scale strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). To analyze the results of questionnaire, mean score and standard deviation (SD) were used. The interpretations of questionnaire were through the level of strongly disagree (1.00-1.80), disagree (1.81-2.60), neutral/moderate (2.61-3.40), agree (3.41-4.20), dan strongly agree (4.21-5.00).

To strengthen the findings, an open-ended interview was conducted to all participant to explore their respond and prespectives toward the implementation of WhatsApp Group in their writing class. The interview data were transcribed into words to find out the results. Moreover, non-participant observation was simply done to observe some aspects by giving a checklist in the observation sheet.

Findings

This section discusses the findings of study by exploring the students' respons in experiencing WhatsApp Group as their learning writing media. Table 1, 2, and 3 describe the means and standard deviations to each item of the questionnaire. The detail results can be seen, as follows:

Table 1. Students' Responses Using Academic WhatsApp Group (Technical Aspect)

TECHNICAL ASPECT		Results		
		<i>n</i>	<i>mean</i>	<i>SD</i>
Statement 1	WhatsApp Group Chat is simple to use.	28	4.89	0.31
Statement 2	WhatsApp Group Chat is an easy learning way.	28	4.14	0.89
Statement 3	WhatsApp Group Chat is free of charge.	28	4.25	0.75
Statement 4	WhatsApp Group Chat is easily available and down-loadable.	28	4.54	0.58
Statement 5	WhatsApp Group Chat is privacy.	28	3.36	0.91
Statement 6	WhatsApp Group Chat has already been used as teaching-learning tool.	28	4.07	0.72
Statement 7	No smart phone	28	2.18	0.9
Statement 8	WhatsApp Group Chat affects message flooding.	28	3.07	0.66
Statement 9	WhatsApp Group Chat is time-wasting and time-consuming.	28	2.32	0.72
Statement 10	Group maintenance	28	3.54	0.58
Statement 11	WhatsApp Group Chat makes me eye strain.	28	2.61	0.63
Statement 12	WhatsApp Group Chat makes me stress. I am somewhat shy when I reply chatting when I am being part of the activity.	28	2.25	0.93

Based on the results of the questionnaire, there were various responses from the students. Each statement has different percentage. Firstly, in the technical section, the means from 12 statements were in different levels. The highest mean was statement 1 (4.89) and the lowest mean was statement 7 (2.18). Statement 1 was indicated as the highest level which meant that most students strongly agreed that WhatsApp Group Chat was simple to use in their writing class. Meanwhile, statement 7 was indicated as the lowest level as most students disagreed that they did not have smart phone so there was no problem for them to install and use WhatsApp in their smart phone.

Table 2. Students' Responses Using Academic WhatsApp Group (Educational Aspect)

EDUCATIONAL ASPECT		Results		
		<i>n</i>	<i>mean</i>	<i>SD</i>
Statement 1	WhatsApp Group Chat is an interesting teaching platform.	28	4.07	0.81
Statement 2	WhatsApp Group Chat provides a conducive environment.	28	3.64	0.73
Statement 3	Students have sense of belonging to the group.	28	3.64	0.68
Statement 4	There ia a sufficiency of the time to finish tests and assignment.	28	3.82	0.72

Statement 5	WhatsApp Group Chat is an appropriate platform English for Foreign Language (EFL) verbal interaction outside classroom context.	28	3.93	0.61
Statement 6	WhatsApp Group Chat creates interaction between students.	28	4.21	0.77
Statement 7	WhatsApp Group Chat creates interaction with facilitator (lecturer).	28	4.57	0.74
Statement 8	WhatsApp Group Chat shares learning material.	28	4.18	0.5
Statement 9	The knowledge is clearly constructed and shared.	28	3.96	0.61
Statement 10	WhatsApp Group Chat is an appropriate platform for practicing for what you have routinely learnt in the classroom contexts.	28	3.43	0.58
Statement 11	WhatsApp Group Chat is an appropriate platform for further practicing of the target language.	28	3.57	0.57
Statement 12	WhatsApp Group Chat is an appropriate platform for supporting your present language attitudes.	28	4.04	0.63
Statement 13	WhatsApp Group Chat helps to create opportunity for communication. Whenever I make mistakes, I can revise them to be a perfect assignment.	28	3.5	0.58
Statement 14	In WhatsApp Group Chat, doubts immediately cleared.	28	3.54	0.58
Statement 15	The cognitive legibility is provided for us.	28	4.32	0.51

In the educational section, statement 7 showed the highest mean with the result 4.57. On the other side, statement 10 was the lowest mean with the result 3.43. Both of the means were indicated as the positive results. Most students strongly agreed that learning writing through WhatsApp Group Chat might create interaction with the lecturer. In addition, most students also agreed that WhatsApp Group Chat was an appropriate platform for practicing for what you have routinely learnt in the classroom contexts, especially in their writing class.

Table 3. Students' Responses Using Academic WhatsApp Group (Instructional Aspect)

INSTRUCTIONAL ASPECT		Results		
		<i>n</i>	<i>mean</i>	<i>SD</i>
Statement 1	WhatsApp Group Chat is easy accesibility to learning material.	28	4.32	0.77
Statement 2	WhatsApp Group Chat provides facilitator's availability.	28	4.04	0.64
Statement 3	Students can learn anytime and anywhere.	28	4.64	0.49
Statement 4	WhatsApp Group Chat provides secure environment.	28	3.79	0.69
Statement 5	Learning in WhatsApp Group shows no efforts by some students.	28	3.11	0.57
Statement 6	Some students share material to impress facilitator without actually learning about it.	28	3.04	0.58

Furthermore, in the instructional section, the result showed that statement 3 was the highest mean (4.64). Besides, statement 6 was the lowest mean (3.04). These result showed

different level. In the statement 3, most students strongly agreed that they can learn anytime and anywhere through WhatsApp Group Chat. In addition, most students were neutral to give response in which they shared material to impress facilitator without actually learning about it.

To strengthen the result of this research, all students were interviewed for several questions related to their experiences using WhatsApp Group in their writing class. From the interview, it was found out that most students discovered several advantages using WhatsApp Grup Chat.

Firstly, there were some students who said that they could access easily the WhatsApp Group Chat anytime. They also could learn the material and do their assignment anywhere and anytime. The following extracts described their positive responses toward this learning media.

- EO* : We can study and doing assignments anywhere, even though we are no longer at home or in campus.
- RA* : We could access it anywhere and anytime.
- SAR* : It's simple to use and we can learn in everywhere or everytime.
- RP* : It easy to use and accessible for everyone. Also, students can check the materials everytime.
- EL* : We can learn anywhere and anytime.
- SN* : Whatsapp group is easy to use and it has fast access so everywhere we can use WhatsApp as media in learning.
- ASS* : we can learn the material everytime and everywhere and also we can use WhatsApp group as our make-up class if the lecturer can't attend the class
- E* : I can study wherever I want
- MC* : Students can learn anytime and anywhere if we used whatsapp group.
- KS* : we can study everytime and everywhere.
- NH* : also we can receive the assignment on WA anywhere. I think this is a good I idea for learning via WA group.

Besides, it was admitted that through WhatsApp Group the students might get the teaching materials from the lecturer and the other students. They also could share the material easily. The responses might be seen in the following extracts.

- AR* : It's easier to share material
- KN* : We can send and receive messages and material or even assignment easily
- RP* : It easy to use and accessible for everyone. Also, students can check the materials everytime.
- CI* : We can see the material that given by lecturer easily
- RF* : Easy to got material from my friends. Remember the deadline The assignment when i was forgot.
- LS* : Using WhatsApp group make me easily to ask my lecturer about the material even about next or pass material and it's make more fast answer to know than i must ask the lecturer because sometime they're busy
- ASS* : we don't miss the material
- RPA* : It's a good way and simple teaching but still focusing on the material.
- KS* : we can read the materials easily.
- NH* : It makes us easily to share our assignment and easily to get the material

The use of WhatsApp also helped the lecturer in sharing the related materials. The lecturer easily uploaded the teaching material in the specific files such as .pdf, .docx.,

pptx., .mp3, and others. It was revealed by most students that their lecturers frequently shared the material related to all subject materials. The following extracts showed that the students received the materials for learning writing.

- EO* : Yes, is about how to write the letter to other company, how to complaint, about media letter, and so on.
- SF* : Yes, all the material about Writing in semester 3.
- AR* : If teacher share the material, sometime I saw it or I wrote the materials in my book
- HT* : Yes and always share all of the materials.
- RA* : Yes, she does. She shares the materials of the subject.
- SAR* : Of course. A lot of materials. Some of them is about letter
- KN* : Yes, all of the materials are shared by my lecturer
- RP* : She does. They are mostly the materials that we don't get in the class.
- CL* : Yes, about invitation letter, anniversary letter, the definition and many more
- EL* : Yess share it, almost all of the materials that not shared in the class
- RF* : Yes, every meeting she share the material and if we got confused there have questions and answers sections in whatsapp group
- SN* : Yes, she does. She shares all of materials such as media letter, CV, invitation,etc.
- LS* : Yes, she does. That's so many material such as application letter, condolence letter, business inquiry, payment banking, electronic mail, personal business letter, curriculum vitae, memo and etc
- ASS* : Yes, she does. She always share the material on time. They are invoice message, applicant letter, how to invite our client in other company and many more
- RAY* : Yes, she does. She shares all of the materials which we will learn every meeting and she uses PowerPoint for the materials.
- AR* : Almost all.
- SK* : Yes, my teacher always share all of the materials for this semester
- E* : All of the material. My lecture always share it in our WAG.
- JD* : Yes, she does. All of the materials during this semester such as business letter, CV, invoice, e mail and others. Related to job requirement letters
- RPA* : They are media letter, electronic mail, payment letter etc.
- MC* : All of material , such as invitation letter, congratulation letter, media letter, sympathy letter, thanking letter, apology letter and etc.
- KS* : Yes, she does. All of materials of this subject in this semester had been shared.
- NH* : My lecturer always shares and uploads the material. About letter, starting from application letter until business letter.

On the other hand, using WhatsApp Group Chat in the teaching and learning process showed the disadvantage. Some students mentioned that they sometimes misunderstood with the materials uploaded by the lecturer. They needed the face-to-face explanation to the teaching materials. The extracts are as follows:

- HT* : Sometime hard to understand some materials
- CI* : It could make me confused a little bit because lecturer will give the explanation through WhatsApp
- LS* : Little confused when I didn't understanding about the material that lecturer already post and I can't to understand to about the explanation in chat.

- ASS : *The disadvantage is we don't really understand about material. It will be better for the students can ask the question directly to lecturer and the lecturer explain it.*
- MC : *When there is explanation of the material in the WhatsApp group is less effective.*
- KS : *The disadvantage of using WhatsApp group chat in our teaching-learning is sometimes there are materials which are tough to be understood if we just read the materials, we need the exact explanation of it.*
- NH : *Sometimes we didn't really understand about the material and when it has the assignment the student just follow the example without understanding the material and I think the student also can cheating to their friends in group*

In addition, there were some problems affecting their learning activity in their writing class. The problems were a lot of notification in the phone, message overloaded, and poor internet connection/signal. The extracts showed the students' responses toward the problem faced by them.

- AR : *Our text easily sinks because too much text is entered. It's too noise if has a lot of texts in group WhatsApp.*
- SAR : *Maybe a lot of notification*
- RP : *Sometimes we got distracted easily when we are on our phone. We also need to have internet connection which sometimes are not there*
- RF : *Noisy and the chat are overflowing*
- SN : *There are many chats come up and it will be trouble if our message is pending in submitting the assignment*
- SK : *The signal can be a problem, or when we forget to check our WhatsApp. And then, pending message which unsent so we will be late in uploading my assignment.*
- E : *If the students or the lecturer's connection bad*
- RPA : *Signal.*
- RP : *Sometimes I need to copy the file from my PC. It is not really troublesome, but I just think that it is easier if I send the file via web.*
- HT : *Sometime we shy to Reply or chat in the WhatsApp group*
- NW : *To many chats*
- MC : *Maybe about the bad connection.*
- NH : *Maybe the problem is about kuota or about the signal*
- KS : *..... However, sometimes I was too late to respond it since I was late to open the WhatsApp group.*
- JD : *We often face problem like pending. No quota and others*

Discussion

This current study is designed to explore the students' perspectives to the implementation of WhatsApp Group Chat in writing class. The lecturer ordered students to create a group chat. The findings found out that the students admitted positive feelings and intentions of the use of WhatsApp Group Chat seen from points of technical aspect, educational aspect, and instructional aspect. They overall gained the simplicity and convenience in utilizing WhatsApp Group as their additional learning media. Through WhatsApp Group, the students can get easy and quick transference of links to learning materials. By uploading and sharing its material, it ensures every students get the message to download the files. It is supported by Bouhnik & Deshen (2014).

The learning process through WhatsApp Group is furthered by the lecturer's guidances. In daily activity, the students were instructed orderly to compose writing through three steps, namely pre-writing activity, writing activity, and post-writing activity (Richard, 2015). The lecturer completely shared the writing materials in the beginning meeting and asked the students to compose writing assignment based on the material given. Thus, WhatsApp Group is a new and convenient tool for teaching learning activity.

Conclusion

In the light of the results, it can be concluded that WhatsApp Group Chat might help students in learning writing. Using WhatsApp Group as a writing learning media posed positive experiences for most students' participants. The students Beside, there were also some goals achieved from the use of WhatsApp Group such as enhancing communication among the member of groups, grooming positive learning atmosphere and a sense of belonging in the writing class, creating a dialogue, and sharing and using a learning materials.

Since most students tend to use their smartphone constantly, it is recommended that the teachers should monitor the process of using this messaging platform to optimize the advantages of virtual learning. For further research, it is suggested to add sample size with different proficiency levels and choose the other skill courses.

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