

# TEKNOSASTIK

## Jurnal Bahasa dan Sastra

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*Muhammad Fithratullah*

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# **TEKNOSASTIK**

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## **The Implementation and Impact of Attention Grabbers in Young Learners' Classrooms: A Case Study**

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### **Abstract**

Due to the importance of attention grabber in the classroom management for pre-service teachers, this study examines the implementation and impact of attention grabbers in young learners' classroom. The scope of this study focuses on pre-service teachers of the English Department in one University in Jakarta from grade two to five, and to attention grabbers which are produced when students are noisy and moving around the class while the teacher is giving instruction or explanation. The data were gathered from observation and video recording. The results indicated that the pre-service teachers still need to be aware to use attention grabbers when the classroom situation is not conducive. In order to make attention grabber become more effective when the teachers use attention grabbers in the classroom, it is important to make sure all of the students are responding to the attention grabbers. Furthermore, the suggestion for the next study is to find more participants in different grades.

**Keywords:** Attention grabber, classroom management, pre-service teachers

### **Introduction**

Teaching young learners is often considered easy, yet it can be challenging due to several factors. There are some difficulties to teach young learners. Some teachers are overwhelmed to control the classroom. Sixty-eight percent of the pre-service teachers state that teaching English to young learners brings no fun and it is difficult for the pre-service teachers (Megawati, 2015).

One of the reasons why teachers are overwhelmed by the students is related to the characteristics of young learners. Those characteristics are that they change their mood very fast, find it extremely difficult to sit still, tend to have short attention spans, and are energetic and physically active. (Copland et al., 2014; Crandall & Shin, 2014; Shin 2006).

The noise that the students make can be problematic in the classroom (Copland et al., 2014). In order to control the natural characteristic of young learners, teachers play an important role. Harmer (2007) mentions that teachers are in charge of the class and lead activities. Accordingly, it is important for teachers to find a way to attract students to the classroom activities that the teachers have made.

One way to make the learning atmosphere become more conducive is to help them engage in the learning process (Shin, 2006). When the students are involved in classroom activities, teachers have to make sure that the classroom situation is still controlled. Moreover, they have to maintain a positive classroom situation. Since the noise of the students can be problematic in the classroom, to overcome the children's natural behavior to be physically active, teachers should manage their classroom management correctly.

One way to make the learning atmosphere become more conducive is to manage the classroom. Some potential strategies used are facilitating collaborative work, coordinating seating arrangement in a conventional way, and stressing the rules and procedures in the classroom (Rido et al., 2016); setting the pace and direction by leading the discussion and

interaction (Rido & Sari, 2018); and arranging the pupils into groups, addressing bad behaviour, supervising the classroom, and providing rewards and punishment (Rido, 2020). However, this study is focused on the attention grabber strategy.

In this light, attention grabber can be a strategy for teachers to control the classroom situation. Attention grabber is different from correcting misbehavior strategy, as in attention grabber, the teachers are not mentioning the mistake that the students made, but directly giving the attention grabber to make the students well-behaved. For example, when students become noisy, teachers can make a 'STOP' sign in a creative and fun way, which triggers students to sit and be quiet immediately (Copland et al., 2014). Shin (2006) also states that teachers have to establish classroom situations because young learners can cooperate well when they are in a structured environment and they also enjoy the repetition of certain routines. For those reasons, we can indicate that teachers can make a classroom rule that includes the attention grabber. Moreover, they can keep repeating the attention grabber in the classroom.

Doing attention grabbers in the classroom seems easily forgotten by the teacher. The teachers are likely to focus only on the lesson plan, while the attention grabber is considered less important. In support of this, Anderson (1989) argues that teachers tend to focus on time management and are not aware of whether or not students are engaged or paying attention to tasks. As such, they will be overwhelmed by the students' behaviors in the classroom and maybe frustrated. Attention grabber can be one of the ways to help teachers control the natural behavior of young learners.

Due to the importance of attention grabber in classroom management, this study is to examine the implementation and the impact of attention grabbers in young learners' classroom. In this study, the impact of attention grabbers will be investigated by turning the classroom into conducive (Schneiderová, 2014). This study can help the teachers to know the strategies to control the classroom when the students are showing misbehavior in the classroom.

The scope of this study is restricted to pre-service teachers from grade two to five, and it is restricted to attention grabbers which are produced when students are noisy and moving around the class while the teacher is giving instruction or explanation.

There has been a study conducted in terms of classroom management, which is from Flórez (2015). The study by Flórez (2015) was conducted to investigate classroom management strategies to face the students' misbehavior. The misbehavior in this study refers to the distracting behavior that diverts the learners' attention in the classroom. This study focused on identifying which classroom management strategies can be applied to change primary students' misbehavior. The data collected in this study were eight teachers who teach third grader students from Instituto Santa Maria, which located in Pereira, Colombia. There were eight classrooms and 33 students in one classroom. The result shows that one way to control the misbehavior of the students is by giving non-verbal attention grabber which is using gestures, for example clapping their hands and raising their hands. The study also suggested that teachers can find more interactive strategies to control the students' misbehavior.

The study from Flórez (2015) shares the similarities with the present study in terms of classroom management. The present study focuses on the implementation and the impact of an attention grabber, which cannot be separated from classroom management. Flórez (2015) revealed that one way to control the students' misbehavior in the classroom is by giving a non-verbal attention grabber.

In this study, the writer investigates how the pre-service teachers implement the attention grabbers in the classroom. It is also identified whether attention grabber can make

an impact on the young learners' classroom situation, especially when students are noisy or showing inappropriate behavior during the teacher talk (giving instructions and explanations).

## Theory

### English Classroom for Young Learners

Cameron (2001) states that teaching young learners is more difficult than teaching adults. Young learners can be divided into four separate groups, which are: early childhood (age 2 to 7), middle childhood (age 7 to 11), early adolescents (12-14) and later adolescents (age 15+ up to high school students) (Philp, Mackey, and Oliver, 2008).

In teaching young learners, it is important to learn about the characteristics of young learners, young learners change their mood very fast, find it extremely difficult to sit still, tend to have short attention spans, and tend to be energetic and physically active (Copland et al., 2014; Crandall & Shin, 2014; & Shin 2006). Even though there are some characteristics that might trigger problems in classrooms, yet it can be controlled by implementing good classroom management.

Classroom management is considered to be one of the most important aspects of teaching and a significant part of classroom life (Schneiderová, 2014). Froyen and Iverson (1999) define that classroom management aims at encouraging and establishing student's self-control through a process of promoting positive student achievement and behavior. Classroom management can also include rules and consequences to prevent students from developing bad behavior and low achievement (Landau, 2009).

In classroom management, teachers play a significant role in managing and facilitating the classroom (Stelma & Onat-Stelma, 2010). Teacher's style of managing the classroom is important as Roberts (1983) states that;

“A teacher's style of management and strategies and techniques that he employs is likely to make a considerable difference to the effectiveness with which he manages the children in his charge” (Robert, 1983, p. 14).

According to Robert (1983), teachers have to know their role as a group manager. Teachers must find strategies to make an effective and positive classroom. A good strategy that the teacher made can highly impact the classroom situation.

The importance of the teacher's role in the classroom is also pointed out by Ratcliff et al., (2010) that;

Classrooms are complex societies where students and teachers live and interact with each other. Teachers are the leaders of these societies, and the way they exercise their leadership abilities greatly affects the equality of interactions that take place between teachers and students as well as the interactions that take place between and among the students themselves (Ratcliff et al., 2010, p. 38).

According to Ratcliff et al., (2010), a successful classroom relies on the interaction of the teacher and the students. A teacher is a leader who controls the classroom, and the way they control the classroom affects the attitude of the students.

From those statements, it can be implied that teachers play an important role to control the classroom. Teachers are seen as a leader in the classroom. In order to make the students well-behaved in the classroom, teachers need some strategies to make the classroom conducive and make students pay attention to the teacher.

## **The Role of Teacher Talk**

Teachers are the planners in the classroom (Nunan, 1991). Dörnyei and Murphey (2013) state that the success of teaching is reliant on how the teachers maintain communication with every student. In order to maintain classroom talk, it is important to pay attention to the teacher talk. Teacher talk plays a significant part to involve the students in the classroom.

One aspect of teacher talks which has been intensively studied is the speech modifications made by teachers (Nunan, 1991). According to Nunan (1991), speech modifications make the communication of teachers and students become easier and helps the learner to acquire the target language. In speech modification, the teacher can raise their voice, exaggerated their voice or do a teacher talk in a fun way to attract students' attention (Susana, 2002). As teachers are the planners in the classroom, teachers have to find the most effective speech modifications in their teaching.

Susana (2002) argues that teacher talk is the inner part of the language classroom as it controls students' natural behavior and the key element that determines the success of classroom organization and affect students' acquisition. According to Susana (2002), teachers tend to do most of the talking in the classroom (whether it is an instruction or explanation). During the teacher talk (giving instruction or explanation), the students sometimes miss-behaved. In this light, Susana (2002) indicates that teachers have to modify their speech during teacher talk, in order to get the students' attention.

## **The Role of Attention Grabbers**

Roberts (1983) states that a large group of people is something difficult to be controlled, even the most experienced teachers find problems. Schneiderová (2014) states that teaching young learners may be challenging and teachers may be frustrated to face the natural behavior of young learners because young learners tend to have boundless physical energy, poor discipline, lack of awareness, and short attention span.

Attention grabber is also known as attention-getter (Schneiderová, 2014). The purpose of an attention grabber is to refocus the students' attention. Attention grabber is used to getting somebody's attention; for a teacher to quiet their classroom down, grab their students' attention, and keep the students' focus on the task and the teacher (Szott & Molitoris, 2010).

Schneiderová (2014) argues that it is essential to get the students' attention to control the classroom. Teachers can use verbal and non-verbal cues to regain students' attention (Snyder, 1998). In a verbal way, a teacher can raise their voice or do the attention grabber without any movement or gestures. In a non-verbal way, a teacher can include movement like clapping their hands, raising their hands, or using instruments, for instance, a bell. There are some various ways of attention grabbers as mentioned by Schneiderová (2014):

“Teachers can use different signals to draw attention; such as clapping their hands, raising their voice, ringing a bell or raising their hand” (Schneiderová, 2014, p. 15).

An example of attention grabber that being mentioned by Schneiderová (2014) is when the teacher says ‘Class class’ while clapping their hands, the students have to respond with ‘Yes, yes’. After giving the attention grabbers, teachers should pay attention to whether the students listen and watch them. Schneiderová (2014) states that teachers should not start a new task or activity without getting the attention of all students in the class.

As mentioned above, it can be seen that attention grabber is one way to draw students' attention and to turn the class, from a not conducive class (when the students are noisy and moving around the class) into conducive (students fully paying attention to the task and the teacher). The purpose is to grab students' attention when they are noisy and move around

the class. It is important to grab the students' attention, so they will be fully paying attention to the task and the teacher. Attention grabber can be done in verbal and non-verbal ways, teachers may find or create their own attention grabber creatively.

One way to make attention grabber become more effective is by including the attention grabber into the classroom rules. Stelma & Onat-Stelma (2010) state that teachers can develop classroom rules in order to manage students disciplined. Classroom rules can be mentioned at the beginning of the class. When teachers include the attention grabber into the classroom rules, it may help the students to remember about the attention grabber. For example, in every meeting, at the beginning of the class the teacher say "When I say hands-on top, you should respond everybody stop".

### **Method**

This section is designed to explain the methodology of this study which to examine the implementation and the impact of using attention grabbers in young learners' classroom. It is based on the experiences of pre-service teachers who have completed their internship PSL (Primary School Learners) program in the teachers' education program at Atma Jaya Catholic University of Indonesia.

The participant of this study consisted of eight pre-service teachers who were the students of the English Department, Faculty of Education and Language, Atma Jaya Catholic University of Indonesia, batch 2014, who have passed the Micro Teaching class. All of the participants were pre-service teachers from Primary School Learners. They experienced the same system of the internship program but differed with regard to the level of students they taught at school. Teacher A and B taught 2nd grader, Teacher C and D taught 3rd grader, Teacher E and F taught 4th grader, Teacher G, and Teacher H taught 5th grader.

This research is a descriptive-case study investigating the implementation and the impact of attention grabbers in young learners' classrooms. This study was conducted by watching video recordings of the pre-service teachers during their internship program. The data were the attention grabber given by the teacher and the responses of the students to the attention grabber.

The data of this study was a video of eight pre-service teacher students during their internship program. In order to find out the implementation of attention grabbers during their internship program, the researcher watched videos. The video included six videos from their first to their sixth teaching by using an observation scheme.

To analyze the implementation, the observation scheme was elaborated in terms of the form, frequency, rules, implementation and the impact on the students. The form of the attention grabber (verbal and non-verbal) were categorized based on Snyder (1998), the rules of an attention grabber (whether the teacher includes the attention grabber to the classroom rules) were categorized based on Stelma & Onat-Stelma (2010). The implementation and the impact on the students (how attention grabber can turn the class into conducive and identified the response of the students to the attention grabber) were categorized based on Nunan (1991).

### **Data Collection**

The data were the result of an observation scheme referred to the implementation and the impact of attention grabbers in young learners' classroom. The data revealed how attention grabbers can impact their teaching experience.

The researcher was given the videos that have been collected by the English Department, Faculty of Education and Language. The videos were random, started from



second grade to fifth-grade teachers. A total of forty-eight (48) videos were provided. Each teacher was recorded approximately 60-70 minutes per meeting. After video observation, the researcher identified the implementation and the impact of the attention grabbers from the observation scheme. This study adopted an observation scheme which classified into several categories focusing on the implementation of attention grabbers and their impact in young learners' classrooms.

### Data Analysis

The observation schemes were categorized by five classifications, in terms of form, frequency, rules, implementation and the impact on the students. The teachers' frequency of applying attention grabbers will be tallied and counted from the teachers' first until sixth teaching. The form of the attention grabber (whether they use verbal and non-verbal attention grabber) will be counted from the teachers' first until sixth teaching. When the teacher used verbal attention grabber, it means that the teacher did not include any movement and gestures. When the teacher used non-verbal attention grabber, it means that the teacher included movement or gestures. In terms of rules, it will identify whether the teacher include the attention grabber in the classroom rules or not. When the teacher includes the attention grabber in the classroom, they will state it at the beginning of the class. For example, at the beginning of the class the teacher says "Students, when I say hands-on top, you should say everybody stop". The classification of rules will also be counted in percentages from the teachers' teaching experience. The implementation and impact of the attention grabbers were analyzed by counting the percentages of the result from the observation scheme. It will see whether attention grabber can turn the class into conducive and will see the response of the students to the attention grabber. All of the categories will be counted from the eight teachers' first until sixth teaching experience.

### Findings and Discussion

The following sections present the analysis of the observation scheme about the implementation and the impact of attention grabbers in young learners' classroom. The results of the observation were divided into nine sections. The first one discussed the frequency of attention grabber that the pre-service teachers used in the classroom. The second section analyzed the impact of attention grabbers in terms of rules and form. The third until the ninth section examined the impact of attention grabbers in terms of the implementation and impact on the students.

Table 1. The frequency of attention grabber

No	Teacher	Grade	Teaching						Total	Mean
			1	2	3	4	5	6		
1.	A	2	0	5	23	5	8	15	56	9.3
2.	B	2	0	0	10	12	10	9	41	<b>6.8</b>
3.	C	3	0	13	6	11	11	12	53	8.8
4.	D	3	0	6	10	4	7	10	37	<b>6.1</b>
5.	E	4	19	27	21	18	20	18	123	<b>20.5</b>
6.	F	4	4	6	10	14	17	9	60	10
7.	G	5	12	17	23	15	17	5	89	14.8
8.	H	5	20	21	23	20	15	18	117	<b>19.5</b>

According to Table 1, some of the pre-service teachers did not use attention grabber in their first and second teaching. Starting from the third teaching, all the pre-service teachers used attention grabber. Teachers who used attention grabbers most frequently were teacher E and teacher H, while teachers who used attention grabber least frequently were teacher D and teacher B.

Table 2. The impact of attention grabber in terms of rules and form

No	Observation Scheme	Percentage (%)	
		Yes	No
1	The teacher includes the attention grabber into the classroom rules	100	0
2	The teacher uses verbal attention grabber	37.5	62.5
3	The teacher uses non-verbal attention grabber	62.5	37.5
4	The teacher used a variety of attention grabber in one class meeting	0	100
5	The teacher used teaching aids for the attention grabber	0	100

Table 2 shows that all of the pre-service teachers included attention grabber into the classroom rules. Most of the pre-service teachers used non-verbal attention grabber rather than verbal attention grabber. None of the pre-service teachers used a variety of attention grabber in one class meeting. The pre-service teachers also did not use any teaching aids for their attention grabbers.

Table 3. The impact of attention grabber when the students were noisy or chatting

Teaching	Percentage (%)			
	Never	Sometimes	Most of the time	Always
1	50	0	50	0
2	12.5	12.5	75	0
3	0	37.5	62.5	0
4	0	37.5	62.5	0
5	0	37.5	62.5	0
6	0	37.5	62.5	0

Based on Table 3, it can be seen that in the first and second teaching sessions, some teachers still did not use attention grabber when the students were noisy in the classroom. Although starting from the third teaching all the teachers had used attention grabber when the students were noisy, none of the teachers used attention grabber every time the students were noisy or chatting.

Table 4. The impact of attention grabbers when the students were moving around or walking around the class

Teaching	Percentage (%)			
	Never	Sometimes	Most of the time	Always
1	50	25	25	0
2	12.5	37.5	37.5	12.5
3	0	37.5	62.5	0
4	0	50	50	0
5	0	62.5	37.5	0
6	0	50	50	0

In the Table 4 above, especially in the first and second sessions of teaching, there were still some teachers who did not use attention grabber when the students were moving around or walking around the class. In the second teaching, there was one teacher who always used attention grabber when the students were moving and walking around the class. Besides the second teaching, none of the teachers used attention grabber when their students were moving or walking around the class.

Table 5. The teacher used attention grabber before moving to another activity

Teaching	Percentage (%)			
	Never	Sometimes	Most of the time	Always
1	50	12.5	37.5	0
2	25	37.5	25	12.5
3	12.5	62.5	12.5	12.5
4	25	50	12.5	12.5
5	0	75	12.5	12.5
6	12.5	62.5	25	0

Table 5 shows us that there was only one teacher who always used attention grabber before moving to another activity in the second to fifth teaching. Most of the teachers did not use attention grabber before moving to another activity as the percentage of 'never' and 'sometimes' are high.

Table 6. The teacher made sure all of the students responded to the attention grabber

Teaching	Percentage (%)			
	Never	Sometimes	Most of the time	Always
1	50	25	25	0
2	25	12.5	62.5	0

3	0	37.5	62.5	0
4	0	75	25	0
5	0	50	50	0
6	0	37.5	62.5	0

We can see that in the first and second teaching, there were teachers who did not make sure at all, whether all of the students responded to the attention grabber. In the second, third, and fifth teaching, most of the teachers became aware to make sure whether all of the students did the attention grabber, but still, there were some teachers who still did not aware to make sure whether all of the students respond to the attention grabber or not.

Table 7. The class atmosphere became conducive after the teacher implemented the attention grabber

Teaching	Percentage (%)			
	Never	Sometimes	Most of the time	Always
1	50	0	37.2	12.5
2	12.5	12.5	50	25
3	0	12.5	62.5	25
4	0	12.5	62.5	25
5	0	0	75	25
6	0	0	75	25

It is clear from the table above that attention grabbers were able to turn the class conducive most of the time. In the first and second teaching, there were still conditions where the class did not become conducive at all, but starting from the third teaching, the class became more conducive after using the attention grabber.

Table 8. Students were involved in doing attention grabber

Teaching	Percentage (%)			
	None of the students	Some of the students	Most of the student	All of the student
1	50	0	50	0
2	12.5	12.5	62.5	12.5
3	0	0	100	0
4	0	0	87.5	12.5
5	0	0	100	0
6	0	0	82.5	12.5

This table shows that the involvement of the students in responding to the attention grabbers was positive. As it is shown that most of the time, students were involved in

responding to the attention grabbers. Furthermore, in the second, fourth, and sixth teaching, there was a class where all of the students always involved in the attention grabbers.

Table 9. Students looked excited in responding to the attention grabber

Teaching	Percentage (%)			
	None of the students	Some of the students	Most of the students	All of the students
1	12.5	12.5	50	25
2	0	12.5	75	12.5
3	0	37.5	62.5	0
4	0	0	87.5	12.5
5	0	0	87.5	12.5
6	0	0	82.5	12.5

We can see from the table 9 that most of the students were excited about responding to the attention grabbers. In the first, second, and third teaching, there were still some students who did not look excited in responding to the attention grabbers. Starting from the fourth teaching, most of the students were excited about responding to the attention grabbers.

Based on the analysis of the impact of attention grabber that the pre-service teachers used in the classroom, the research found some facts regarding the impact of attention grabber in the classroom.

Firstly, most of the pre-service teachers did not use the attention grabber frequently. As it is argued by Anderson (1989) that teachers are likely to be too focused on time management without focusing on students' engagement and students' attention to the tasks. The findings show that most of the pre-service teachers were not fully aware of the situation of the class. Mostly, the teachers only gave some commands by shouting in a loud voice, without using any attention grabber, for example: "pay attention!" or "ssh" when they were trying to calm the students. This fact is related to the study by Ratcliff et al., (2010) which shows that the most frequent used management behavior by the teachers was normative interactions (commands). The pre-service teachers seemed to forget that they have made attention grabber and include the attention grabber into the classroom rules. According to Table 2, the least frequent teachers that implemented attention grabber in the classroom were teacher D (grade 3) and teacher B (grade 2). The setting of the class of teacher D and teacher B was the same as it was a mixed-gender class with 30 students who seated in pairs. From the video observation, teacher D was not using any attention grabber in the first teaching. In fact, the teacher has included the attention grabber into the classroom rules. It is likely because the situation of the classroom in the first teaching was very quiet, students did not make any noise and always did what the teacher told them to do. There was no games activity in the first teaching. The students were only told to complete the worksheets. However, started from the second teaching, students were asked to do activities that required them to make some noise. Teacher D started to include more games in the activity and the class started to become noisier than before. When the students were noisy, teacher D shouted "ssh" and not implemented the attention grabber most of the time. Moreover, when the students were noisy, teacher D still continue the teaching process. Similarly, teacher B also was not used attention grabber in the first and second teaching. Teacher B started to use attention

grabber in the third teaching. The teacher seemed to ignore the situation of the class as the teacher mostly continue the activity although the class was still noisy. When the teacher used the attention grabber, the teacher did not make sure whether all of the students were doing attention grabber or not.

Secondly, teachers' classroom management does impact the students and classroom situation. In support of this, a statement by Schneiderová (2014) stated that classroom management is one of the most important aspects of teaching and it plays a significant part in classroom life. According to Table 2, the teachers who used attention grabber most frequently were teacher E (grade 4) and teacher H (grade 5). The setting of the class of teacher E and teacher H was similar as it was a mixed-gender class who seated separately (one row one column, every student seated in one desk, they are not seating in pairs). The difference is only the total number of students in the classroom. Teacher E had 25 students, while teacher H had 30 students in the classroom. From the video observation, teacher E was always aware of the situation of the class. When the students were noisy, teacher E immediately used the attention grabber. Moreover, when most of the students did not respond to the attention grabber, the teacher repeated the attention grabber until all of the students did the attention grabber. Similarly, teacher H who also used attention grabber frequently were also aware of the situation of the class. Teacher H also repeated the attention grabber if the students did not respond to the attention grabber. As a result, both classes of teacher E and teacher H were controlled and conducive.

Thirdly, based on the video observation, the researcher found out that students were showing their enthusiasm to the attention grabber. As Shin (2006) states that the characteristics of young learners are physically active and energetic, the students were excited in responding to the attention grabber. From the video observation, in teachers C, E, F, G and H's classrooms, students showed a positive attitude to the attention grabber. The students were doing the attention grabber many times, although the teacher has not started the attention grabber yet. Moreover, after their first teaching, the students started to shout the attention grabber when they see the teacher.

Fourthly, the researcher found out that the teacher's decision to use attention grabbers seemed to be affected by the teacher's physical and psychological condition. For example, according to Table 2, teacher G (grade 5) showed a significant decrease in terms of frequency in the sixth teaching. The teacher only implemented attention grabber for five times, while in the other teachings, the teacher implemented the attention grabber for more than ten times. From the video observation, the teacher seemed to be sick in the sixth teaching since the teacher informed it to the class. As the teacher was sick, the teacher seemed to ignore the situation of the class. Although the students were noisy, the teacher still continued the teaching process.

Lastly, the researcher found some examples of attention grabbers that the pre-service teacher used in their teaching. As Schneiderová (2014) stated that teacher can use verbal and non-verbal attention grabber, the pre-service teachers used a variety of attention grabbers in their teaching. According to Table 3, most of the teachers used non-verbal attention grabber. Some of the examples are; "1 2 3 eyes on me, 1 2 eyes on you" while raising their hands, another example of non-verbal attention grabber that the teacher used was "Hands-on top, everybody stop" while putting their hands on their head. The example of a verbal attention grabber that the pre-service teacher used was "Hello class? Yes yes, Miss".

## Conclusion

This study aimed to fulfill one objective which was to examine the implementation of attention grabbers and their impact on young learners' classrooms. The result of this study

discovered that the implementation of attention grabbers did impact the young learners' classroom.

When the classroom was not conducive, as such the students were noisy, and they were moving around the class, the teacher can use attention grabbers to make the classroom become conducive. It was discovered that the students were excited about responding to the attention grabbers. Most of the time, the classroom became conducive after the teacher used attention grabber. After the teacher implemented the attention grabber, the teacher also has to make sure whether all of the students respond to the attention grabber.

The frequency of the use of attention grabbers were also depended on the classroom situation. If the classroom situation was conducive and the students fully paid attention to the teacher, then the teacher did not have to use the attention grabber too often. On the other hand, if the classroom situation was not conducive and the students were not paying attention to the teacher, it is important for the teacher to grab their attention by using the attention grabbers. If the teacher did not make sure that all of the students respond to the attention grabber, the classroom situation might remain the same.

The result of this study was intended to give suggestions for teachers, especially those with little experience or those who deal with large classrooms. The results indicated that the pre-service teachers still need to be aware to use attention grabbers when the classroom situation is not conducive. In order to make attention grabber become more effective when the teachers use attention grabbers in the classroom, it is important to make sure all of the students are responding to the attention grabbers. Furthermore, the suggestion for the next study is to find more participants in different grades.

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## **Repair Strategies in English Literature Lectures in a University in Indonesia**

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### **Abstract**

This study was an attempt to investigate types and functions of repair strategies used by lecturers in English literature lectures in a university in Indonesia. Rido's conceptual framework of repair strategies (2018) was used. Qualitative method was applied while the data were collected through video recording of three English literature lectures, comprising prose, drama, and literary criticism. The findings showed that the lecturers repaired both the linguistic (grammatical and pronunciation errors) and content-related aspects of the students while they were giving oral responses and making presentations. Therefore, the lecturers employed four types of repair strategies such as indicating an error has been made and correcting it, asking students to make self-repairs, indicating an error has been made and getting other students to correct it, and repeating students' responses with changes. The functions of those repair strategies were to show the lecturers as role model and reliable source of knowledge, to give good examples, to make students think critically, to give opportunity for students to share ideas, and make students not aware they were being corrected so that they kept learning. The findings offer some implications for pedagogical considerations within university lecture, especially in English as a foreign language (EFL) setting.

**Keywords:** English literature, Indonesian university, literature lectures, repair strategies

### **Introduction**

Interaction plays an important role in a university lecture, especially in English department in Indonesia where literature is taught using English (Fadilah et al., 2017). In literature university lecture, interaction normally takes place between lecturer and students. During interaction, students may produce many linguistic errors, including grammar, vocabularies, and pronunciation (Wisrance, 2020; Kuswoyo et.al., 2020a, 2020b; Rido, 2020a). In other words, students find that literature lectures are challenging for non-native speakers (NNS) of English as they have to successfully complete tasks given and to communicate with each other, besides receiving and sending comprehensible literature content knowledge from and to their lecturers (Rido & Sari, 2018; Rido et al., 2017; Shi, 2013). As these students are prepared to be a competent English communicator; therefore, lecturers must be aware of students' language competence and performance as well as enable them improving their literary knowledge (Fadilah et al., 2017; Lacia et al., 2019). Thus, repair strategies are needed to identify all aspects of the possible problems and to correct the wrong linguistic and content aspects produced since they cover a wide range of actions such as problems of hearing and understanding talk, prompting, cluing and helping, understanding, explaining, and correcting errors (Rido & Wahyudin, 2020; Rido, 2019; Li & Wang, 2018; Seong, 2006).

Studies have been conducted focusing on repair strategies in classroom and lecture settings. Aleksius and Saukah (2018) investigated the employment of Other-Initiated Repair (OIR) strategies in solving understanding problem of learners' conversation and examined the kinds of trouble sources that prompted the employment of OIR strategies. The results showed that the learners successfully employed eight types of repair strategies such as unspecified repair, interrogative repair, partial repeat plus a question word repair, partial repeat repair, understanding check repair, request for repetition, request for definition and correction repair. In addition, the study found that there were three trouble-sources which caused errors such as linguistic, conversational, and meaning-related problems that comprised of poor grammar, wrong pronunciation and choice of word, delivery problem, filler and long pause, and unclarity of meaning.

Rabab'ah (2013) examined how EFL German and Jordanian students handle communication in story-retelling. This research revealed that Jordanian students utilized more repetitions and self-initiated strategies where they produced double number of words than German students. It implied that mother language affected the students' error in speaking. The findings also found that repetition strategy was used as a strategy to plan and arrange new utterance and also to gain more time to recall the next lexical items. Meanwhile, self-initiated repair was used to monitor and modify the utterance which was considered as an error.

Canonio, Nonato, and Manuel (2017) analyzed the repair strategies used in spoken discourse in both ordinary and institutional conversations. The results showed that self-initiated self-repair was frequently used in both ordinary and institutional conversation. The study also revealed that most of students preferred to correct and convey their own statement so that it was easier to be understood by their interlocutors. Moreover, the findings also revealed that the error done by student was because of lack of communication skills.

Trisanti (2017) explored the impact of self-repair applied in oral performance. Using qualitative analysis and group discussion, the finding revealed that the conversation was dominated by Self-Repair Other-Repair (SROR) where students offered help one to another to correct the errors produced by students. In Self-Initiated Self-Repair (SISR), students corrected their own mistakes directly while speaking, while in Self-Initiated Other Repair (SIOR), the interlocutor would wait in offering help after it was requested. The findings also identified that the biggest difficulty faced by students was lexical item such vocabulary problems and non-lexical item such as long pause and fillers.

However, research about repair strategies in English literature lectures especially in the Indonesian university context is still limited. Thus, it is necessary to investigate the repair strategies to fill gap in knowledge of this topic and to be used as an alternative guideline for lecturers to improve their teaching practice. Related to the problem, this research will examine types and functions of repair strategies used by lecturers in English literature lectures in a university in Indonesia. Thus, the research question is what are the types and functions of repair strategies used by lecturers in English literature university lectures in Indonesia?

### **Theory and Method**

The objective of this current research is to investigate the types and functions of repair strategies used by lecturers in literature lectures in Indonesian university setting where English is used as the medium of instruction. According to Rido (2018), repair strategies are classified into seven types; they are ignoring the error completely, indicating that an error has been made and correcting it, asking students to make self-repairs, indicating that an error has been made and getting other students to correct it, repeating students responses with

changes, pointing out the mistakes and criticizing student, and frequently interrupting to correct error (Rido, 2018). They are utilized to identify, criticize, correct, and replace the error in order to improve language skills and content knowledge of students (Wisrance, 2020)

This research employed a qualitative method as this study concerned with understanding social phenomenon in a natural setting (Canonio et al., 2017; Creswell, 2014), looking at repair strategies used in English literature lecture in a university in Indonesia. This study mainly focused on the types and functions of repair strategies applied in three literature lectures, consisting of prose, drama, and literary criticism.

The participants of this study were three lecturers from English Literature department, Mr. Donald (LE1–Prose), Mr. Syd (LE2–Drama), and Mr. Samuel (LE3–Literary Criticism)-pseudonyms. They were purposively selected based on four criteria such as education, experience, recommendation, and personal agreement. All lecturers had to possess master's degree in English literature, teach literature courses in university for more than five years, obtain recommendation by the head of English Department at the university, and agree to be the participant in this study. After selecting and getting access to the participants, the next step was collecting data.

Data were collected through video recording. Video-recording was considered the most suitable instrument since it recorded all aspects of interaction, including lecturers and students' utterances, facial expression, and body movements. In addition, it also provided opportunity for the researchers to replay the lecture activities so the researchers were able to minimize the missing points and avoid the misinterpretation of the data (Rido, 2019; DuFon, 2002)

The lectures were recorded by using video camera that was placed at the back of the lecture rooms. The recording was conducted in three different lectures and each duration was approximately 100 minutes. So, the total duration of video was 300 minutes. The video recordings were, then, transcribed orthographically using transcription conventions adopted from Hauser (2004) & Simpson, Lee, & Leicher (2002). Line numbering which indicated turn-taking was given on the left of the column to ease reference and facilitate analysis. After that, peer debriefing was used to ensure the validity of the gathered data. A linguistic expert helped the researchers checking the accuracy of transcription results. Member checking was also carried out as an identification process to get confirmation from the participants. After the transcriptions were written, all participants verified the result of transcriptions in order to establish and increase the credibility of the data obtained.

Next, the data were analyzed using four steps. The first step was building a data base. The data obtained from video recordings were organized neatly and labelled in separate files in one folder. Second was open-coding. Here, the data were identified carefully and the researchers were open to any possible categories based on the conceptual framework. Third, focused-coding was conducted to classify the data into sub-categories. Fourth, the final emerging themes were presented.

### **Findings and Discussion**

The findings indicated that all lecturers used four repair strategies during the lectures. They indicated an error had been made and corrected it, asked students to make self-repairs, indicated an error had been made and got other students to correct it, and repeated students responses with changes. These repair strategies were used after the students made errors such as linguistic (pronunciation and grammar) and literary content-related aspects.

### 1. Indicate that an error has been made and correct it

The results revealed that during the lectures, the lecturers indicated that an error had been made and corrected it. The functions were to show the lecturers as role model and reliable source of knowledge as well as gave good examples. The following extract indicated that Mr. Donald used the strategy in prose lecture.

#### Extract 1: (LE 1)

932		Ok, the first video, this is for us to see the character only one. Try to
933	L	analyze characterization. (0.11) ((play a short video of Bernard Bear.))
934	S	<b>Bernard bir</b>
935	L	<b>Bernard Bear not bir. Bear, Teddy Bear</b>
936	S	Teddy Bear

The extract above showed Mr. Donald displayed a short video so that the students could analyze the characterization in Bernard Bear series (lines 932-933). In line 934, a student said 'Bernard bir' (mispronunciation). Due to mispronouncing, Mr. Donald indicated it was an error and corrected the pronunciation by saying 'Bernard Bear not bir. Bear, Teddy Bear.' (line 935). In line 936, the student repeated his response correctly.

Meanwhile, in drama lecture, Mr. Syd also indicated that an error had been made and corrected it. It can be seen in the extract below.

#### Extract 2: (LE 2)

114		What about the additional one or the main character in which it is character
115	L	who is maybe being presented in the fiction? ((walk to the front)) Even if
116		it is presented- it's only the short time. (4.8) Who (.) in Clara?
117	S	<b>(inaudible)</b>
118	L	<b>Excuse me?</b>
119	S	<b>Police</b>
120	L	<b>Police</b>
121	S	<b>Family</b>
122	L	<b>Family</b>
123	Ss	<b>(mumble)</b>
124	L	<b>No- no- you can't say the writer</b>

In the above extract, Mr. Syd was discussing additional characters in a story with the students. Mr. Syd continued the discussion by asking the additional characters around Clara (lines 114-116). In line 117, a student tried to answer, but the voice was unclear; therefore Mr. Syd said 'excuse me?', indicating that he wanted the student to repeat the response with louder voice (line 118). In lines 119-122, the student answered 'police' and 'family' and Mr. Syd repeated the student's answer, showing his agreement. The students continued to discuss together (line 123) in order to give more answer, but Mr. Syd heard a student said 'writer'. Then, Mr. Syd said 'no' and continued 'you can't say the writer' to correct the wrong statement (line 124).

In the same vein, Mr. Samuel, in his literary criticism lecture, indicated that an error had been made by a student and corrected it. It can be seen in extract below.

#### Extract 3 : (LE 3)

39	S	Ok guys eee in this nice occasion ee I would like to share you about ee the
40		example of the literature criticism ee... I found it the first e... examples,
41		

42		in the guardian critics Philip Hook (...) It has portrayed Beckett's play ee it is waiting for Godot
43	L	<b>Waiting for godogh</b>
44	S	Yes
45	L	<b>((write on whiteboard)) we say (.) we pronounce it as waiting for</b>
46		<b>godogh</b>

In Mr. Samuel's lecture, a student presented an example of literary criticism work and he brought a work by Philip Hook in the Guardian which portrayed Beckett's play, *Waiting for Godot*. However, while mentioning 'Waiting for Godot', she mispronounced it (lines 39-42). In line 43, Mr. Samuel corrected her pronunciation 'waiting for godogh' and the student only said 'yes' (line 44). In line 45-46, Mr. Samuel explained how to write 'Waiting for Godot' and how to pronounce it.

## 2. Ask the students to make self repairs

The study indicated that the lecturers frequently asked the students to make self-repairs. This was done as the lecturers expected the students to be more critical with their own language production and mistake. The following extract showed Mr. Donald asked the students to make self-repair in his prose lecture.

### Extract 4: (LE 1)

171	L	Another phsical? Come on. This easy, right.
172	S	<b>Beard ((inaccurate pronunciation))</b>
173	L	What?
174	S	<b>Beard</b>
175	L	<b>Beard. Beard.</b> Like me has a beard

In extract 4, Mr. Donald asked a student about physical appearance of a character in a short story being discussed (line 171). In line 172, the student gave his response 'beard' with inaccurate pronunciation so it sounded 'berd'. In line 173, Mr. Donald asked a confirmation check question 'what?', indicating that he wanted the student to repair his response. After that, the student responded by saying 'beard' (line 174) with an accurate pronunciation, showing that he was aware of the mistake. In line 175, Mr. Donald repeated the student's response twice to indicate the accurate pronunciation while referring to his own beard.

In his literary criticism lecture, Mr. Samuel employed the same strategy and it can be seen below.

### Extract 5: (LE 3)

46	S	Waiting for goddogh, have you ever ee heard this literature critics of
47		<b>this plays</b>
48	L	<b>Plays (/)</b>
49	S	<b>Oh iya, a play ya, play</b>
50	Ss	Yes

In the lecture, Mr. Samuel was discussing a play, 'Waiting for Godot' and he asked a student to present his thought about it. In lines 46-47, the student mentioned 'this plays'. Then, Mr. Samuel indicated an error occurred by posing confirmation check 'plays (/)' (line 48). In line 49, the student realized and corrected the error by saying 'oh iya, a play ya, play'. In line 50, all students said 'yes', showing their agreement toward their friend's response.

### 3. Indicate that an error has been made and get other students to correct it

Getting other students to correct the error becomes repair strategies that was also employed by all lecturers in literature lectures. Here, besides repairing students' errors, the lecturers also tried to give opportunity for other students to share their thought and help their friends. The following extract showed how Mr. Donald used the strategy.

#### Extract 6: (LE 1)

483	L	Antagonist and protagonist. Based on character's characterization,
484		Billy? ((approach the student))
485	S	<b>Aa... ((make a shocking face))</b>
486	L	<b>Character's characterization?</b>
487	S	<b>Aa flat sometimes</b>
488	L	((look at the entire class)) <b>Flat and (/)</b>
489	Ss	<b>Round</b>
490	S	Round

Mr. Donald was discussing characters and characterization with the students and he asked a student named Billy about the material at hand (lines 483-484). In line 485, the student expressed a shocking face as Mr. Donald nominated him. Mr. Donald repeated his question by saying 'character's characterization?' to the student (line 486). He, then, answered 'aa flat sometimes'. After that, Mr. Donald looked at the entire class and repeated the student's response with raising intonation 'flat and (/),' indicating that he asked the floor to complete it (line 488). The entire class responded and completed it by saying 'round' (lines 489). In line 490, Billy repeated the answer 'round', completing his answer earlier.

Similarly, in his drama lecture, Mr. Syd indicated that an error had been made and got other students to correct it. It can be seen in the following extract.

#### Extract 7: (LE 2)

393	L	Ok <i>ya</i> . Nah, later on, you should analyze that. For example, like ee (.)
394		Clara character previously, <i>ya</i> . <b>Is she flat or round ?</b>
395	S	<b>Round.</b>
396	L	<b>Flat or round (/)</b>
397	S	<b>Round</b>
398	L	<b>Flat or round (/)</b>
399	Ss	<b>Flat</b>
400	L	<b>Flat.</b> Because the characterization like just same from the beginning.

In the above extract, Mr. Syd was discussing character and characterization with his students and asked them about characterization of a character in a story named Clara 'Is she flat or round?' (lines 393-394). In line 395, a student responded 'round'. After that, he tried to confirm by posing the question again 'flat or round (/)' (line 396). The student still answered 'round' (line 397). Then, he repeated his question for the third time to the entire class and the students gave a choir response by saying 'flat' (line 399). Mr. Syd repeated the answer 'flat' followed by a brief explanation why the character was flat (line 400).

Next, Mr. Samuel utilized the strategy in his lecture as well. It can be found in the extract below.

#### Extract 8: (LE 3)

527	L	Beaty , ok
528	S	Sir, can we ee can we use more than one theory in analyzing literary
529		work?

530		Ok, thank you, <b>anybody can respond? Can we use more than one</b>
531	L	<b>theory to analyze literary work?</b>
532	S	<b>No</b>
533	L	<b>More than one theory? Yes? Yes? No?</b>
534	Ss	<b>Yes</b>

During the lecture, Mr. Samuel gave an opportunity for his students to ask questions related to method, theory, and approach used to analyze literary works (line 527). In line 528-529, a student initiated to ask the possibility to use more than one theories in analyzing literary work. After receiving the question, Mr. Samuel offered the entire class to respond 'Anybody can respond? Can we use more than one theory to analyze literary work?' (lines 530-531). One student responded by saying 'no' (line 532). After getting such response, again, Mr. Samuel repeated the question, indicating that he expected more and better response (line 533). Later, the entire class gave different response 'yes', indicating that they thought more than one theories could be applied to analyze a literary work (line 534).

#### 4. Repeat students' response with changes

Repeating students responses with changes was the next repair strategy used by all lecturers. The lecturers used this strategy to make the students not aware they were being corrected so that they kept learning. It can be seen in the following extract.

##### Extract 9: (LE 1)

186	L	What about you?
187	S	<b>Shine. Shine. Shine hair.</b>
188	L	What?
189	S	Hair.
190	L	<b>Oh, shiny hair.</b> Like your hair shinny.

The extract above showed that Mr. Donald was discussing physical appearance of character in a story and he wanted to hear the students' opinion so he posed a question to a particular student 'What about you?' (line 186). In line 187, the student gave his response by saying 'Shine. Shine. Shine hair'. Trying to ensure the student's answer, Mr. Donald asked a confirmation question 'What?' (line 188). Next, the student answered by saying 'hair' (line 189). In line 190, Mr. Donald repeated the student's response with changes by saying 'Oh, shiny hair'.

Similarly, in drama lecture, Mr. Syd also repeated students' responses with changes. It can be seen in the extract below.

##### Extract 10: (LE 2)

70	L	Who is Agus? this one? ((point his hand to Agus)) °alright° ee (.)
71		According to you, <b>what kind of person Agus is?</b>
72	S	Ee (.) <b>humorist person</b>
73	L	<b>Ok! And then- so ee(.) he has sense of humor ya.</b>

Mr. Syd was discussing character and characterization with the students and he asked the entire class characterization of one of their classmates named Agus 'Who is Agus? This one?' (lines 70-71). In line 72, a student gave his response by saying that Agus was humorist person. After that, Mr. Syd repeated the student's answer with modification '...he has like sense of humor ya' (line 73).

In literary criticism lecture, Mr. Samuel repeated students' responses with changes as well. The way Mr. Samuel used the strategy can be seen in the extract below.

**Extract 11: (LE 3)**

51		Waiting for godot ee is an explicit and deliberately <b>features</b>
52	S	((mispronounce the word))
53	L	<b>Ok features</b> ((pronounce the word correctly)).

In the beginning of the lecture, Mr. Samuel was reviewing the previous material, a script of literary work 'Waiting for Godot' with his students and he wanted one of the students to share his thought. In line 51-51, the student gave his idea, but mispronounced the word 'features'. Mr. Samuel repeated the wrong pronunciation with changes (line 53).

Based on the findings, the lecturers used four types of repair strategies such as indicating an error has been made and correcting it, asking students to make self-repairs, indicating an error has been made and getting other students to correct it, and repeating students' responses with changes. The strategies were employed to show the function of lecturers as role models and reliable sources of knowledge whom the students could refer to. It was to show the students that telling their mistakes and making them understand were the lecturer's responsibility. This strategy was efficient since it did not take much time. In addition, this strategies reduced students' psychological burden so that they were not afraid of making mistake and made the students not aware of being corrected. As a result, they kept responding question and sharing ideas by using English.

According to Rido, Ibrahim, and Nambiar (2014), it is a common scenario in a university lecture conducted in English and attended by NNS of English students that they make linguistic and content-related errors. Therefore, such repair strategies are employed. The use of repair strategies by the lecturers shows their great awareness of the emphasis of literature lecture which is content and oral fluency. The strategies used by the lecturers are principally scaffolding-type repairs which assist the students with their responses. Here, the lecturers only intervene as and when necessary by giving language support and adding personal comment (Rido, Ibrahim, Nambiar, 2015). This allows the students to produce more complete and natural responses (Simpson, Eisenclas, Haugh, 2013). The strategies do not demotivate the students and develop better learning skill (Noor et al., 2010). In addition, this helps develop critical thinking and communicative skills of the students which is useful for their future career (Rido, 2020b).

### Conclusion

In conclusion, this study investigated the use of repair strategies in English literature lectures. The findings showed that the lecturers used four types of repair strategies namely indicating an error has been made and correcting it, asking students to make self-repairs, indicating an error has been made and getting other students to correct it, and repeating students' responses with changes. The strategies were utilized by the lecturers in order to show the function of lecturers as role models and reliable sources of knowledge whom the students could refer to. In addition, it was to show the students that telling their mistakes and making them understand were the lecturer's responsibility. The findings, in some extent, were similar to Aleksius and Saukah (2018), Rabab'ah (2013), Canonio, Nanato, and Manuel (2017), and Trisanti (2017).

In the Indonesian context where the students are relatively passive due to cultural influence and limited proficiency, the strategies employed by the lecturers successfully create learning opportunities and promote interactive learning. In addition, it gives the



students sufficient opportunities to negotiate meaning and produce more output in forms of the target language.

The findings offer some implications for pedagogical considerations within university lecture, especially in English as a foreign language (EFL) setting. The utilization of repair strategies by the lecturers promoted opportunities for learning. Frequent pronunciation and grammatical repair done by the lecturers, in fact, did not significantly affect the flow of lecture interaction because they still focused on improving students' oral fluency. Thereby, lecturers should plan their repair strategies as frequent interruptions and inappropriate error corrections might be ineffective and do not facilitate learning.

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## **Pronunciation Error on English Diphthongs Made by EFL Students**

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### **Abstract**

This research addresses pronunciation errors of English diphthongs made by EFL students. The data were collected from pronunciation recordings of 9 post-graduate students who were studying linguistics in the second year. Three of the respondents were male and 6 female students. Studies show that different backgrounds and cultures affect sounds and sound styles as they are related to pronunciation or language styles. The purpose of this research was to analyze and describe the pronunciation errors of English diphthongs made by EFL students. Diphthong is divided into two types, namely GA (General American) and SSBE (Standard Southern British English) or commonly referred to as British accent. To collect the data, the researchers recorded students' pronunciations using a smartphone. The data collected were then analyzed by employing qualitative and quantitative descriptive methods. The results show that 4 students used SSBE diphthong accent and 5 used GA diphthong accents. In this analysis, there were also 4 students who made pronunciation errors in pronouncing [eɪ], [ɛə], [ʊə] and [aɪ] diphthongs, 3 students had problems about [aʊ] and 2 students mispronounced [oʊ] diphthong.

**Keywords:** Diphthongs, phonetics, pronunciation, vowels

### **Introduction**

Language is often used as means of communication. The function of language is to convey messages in the form of sound or written form. It can be said that language is the source of all human sound systems, words and expressions. Phonology is the study of sound, how sound is regulated and used in natural languages, while phonetics is the study of all human voices to produce sounds, the focus is on human speech rather than focusing on a particular language. According to Hakim (2012) good pronunciation is a crucial thing. In learning English language, there are four skills that should be learned: reading, writing, listening and speaking. Through this analysis, the writer aims to analyze the pronunciation errors of English diphthongs in order to avoid the errors in the future.

In this analysis, the writers conducted a study about pronunciation errors of diphthongs by EFL students in the third semester. Diphthongs are divided into two types, these are GA (General American) and SSBE (Standard Southern British English) which can be referred to as British accents. To collect the data, the writers asked the students to read a list of words and record their pronunciations by using a smartphone. The writers then transcribed the sounds produced by the students by note-taking methods. After the analysis is completed, the diphthongs produced by the students seem pronounced correctly. However, if they are analyzed more deeply, there will be differences.

By conducting this study, the writers expect that the result of this study will provide knowledge in phonetics and phonology, particularly related to the production of diphthongs. The main reason of conducting the study is because there are still pronunciation errors made by the students in producing diphthongs. However, there are a few people who are concerned about this issue. The writers think that this problem need to be fixed because the

pronunciation errors will cause misunderstanding in communication or probably shift and create new meaning. Thus, the writers are going to elaborate the causes of pronunciation errors in the production of diphthongs.

According to Novarita (2017) pronunciation is the way of language to say certain words or sounds, pronunciation is the most important thing from learning languages including language skills, differences in pronunciation will affect to the result of meaning, therefore pronunciation becomes important things to be considered. In line with the above opinion, Riyani (2013) argues that a variety of different pronunciations will result in shift in meaning, pronunciation without considering errors will interfere and cause misunderstanding in meaning. In line with that opinion, Stefani and Roba'i (2019) states, the problem that occur in mispronunciation caused by the speaker, that's why to mastering pronunciation is the important thing, because the different pronunciation will give the result that have different meaning.

The errors in the use of language can occur due to incorrect pronunciation which will create a shift in meaning. In this regard, the accuracy of pronunciation becomes important so that the purpose of the conversation is understood correctly by the listener. The influence of regional languages can change the form of human intonation and pronunciation. As is known to all, there are many types of regional languages in this country which create various accents and pronunciation among people. In this regard, the pronunciation errors produced by Indonesian speakers who learn English are considered reasonable and acceptable. It is reasonable and acceptable due to the status of English language in Indonesia is as foreign language, neither the first nor the second language. Therefore, when Indonesian people speak English, the regional accent or pronunciation are still attached to them.

Diphthongs are presented in the inventory of various languages, one of which is English which will be the topic of analysis in this study. Diphthongs are also known as "gliding vowels" because they will be successfully pronounced when a vowel glides quickly to another vowel, which are two combinations of two adjacent vowel sounds in the same syllable. Besides, the characteristics of diphthongs also refers two types of vowels that are spoken in one breath. Technically, a diphthong is a vowel with two different targets: the tongue moves during the pronunciation of diphthongs.

## **Theory and Method**

### **Theory**

The study of language system is called phonology (Crystal, 2011). While the study of pronunciation is called phonetic. To describe the sound of speech it is necessary to know what the individual's voice is like and how each sound is different in form with the other sounds. Phonetics has an objective way to describe and analyze something that is used by humans in their language conversation. The function of phonetics is to identify human speech organs and muscles that produce different sounds from different languages. The voice is transmitted by the speaker to the listener. Aarts and McMahon (2008) state that the difference of phonology and phonetics is that phonetics focuses on the mechanics of sound production and transmission, irrespective of how the sounds may operate as a part of language system while phonology focuses on the function, organization or patterning of the sounds.

According to Carr (2012), diphthongs are a sequence of two kinds vowel sounds with "squash" together, diphthongs present phonetic commentaries in many languages, one of them in English language. According to him, there are two types of diphthongs in RP

(Receive Pronunciation) or can be called British accents, and GA (General American), diphthongs are quality vowels that change in syllables.

According to Ramelan (1999), diphthongs are part of a type of vocal that has special features, in which there is an intentional slide made from the initial vocal position to another vocal position. The vowels we have studied so far are simple or pure vowels called monophthong, consisting of only one vowel that is spoken and does not require a change in position when pronouncing.

Ramelan argues that diphthong in English is divided into two types, English closing diphthong [eɪ], [oʊ], [aɪ], [aʊ], and [ɪ] and 2) English centering diphthongs of [ɪə], [eə], [ə], and [ə]. Also the centering diphthong sounds like [ʊə], [eə], [ɪə] is hard to be pronounced (Saadah & Ardi, 2020). The two vowels that resulted from diphthong pronunciation have a loud center when pronounced the first vowel glides to the second vowel sound. According to Cahya (2018), diphthongs are made with a vocal sound, moving one vocal position to another vocal position. In phonetics the diphthong letters are represented by the first two letters indicating the initial position the second indicates the position of the movement. Diphthong is a combination of two types of vowels that produce one sound which is glided from one vowel to another vowel like combining two positions. In line opinion with Roach 1998 in Dosia and Rido (2017) states, sound of diphthongs consist of the movement or glide from one vowel to another.

Diphthong can change its quality in its production and can be transcribed with very different starting and ending points. Diphthong is usually in the form of long vowel. English diphthongs have the first element that is longer than the last element, usually referred to as diphthongs falling. Three diphthongs found very commonly in English are: diphthongs (i) prince: aɪ (SSBE) aɪ (GA) mouth: aʊ (SSBE) aʊ (GA), diphthongs (ii) face: eɪ (SSBE) eɪ (GA), goat: oʊ (SSBE) o: (GA), central diphthong: near: ɪə (SSBE) ɪr (GA), square: eə (SSBE) er (GA) (McMahon, 2002).

According to Giegerich (1992:55), the diphthong [aɪ] and [aʊ] of SSE are higher than the RP's central points, it means that the pronunciation will change. In the production of diphthongs, the form of pronunciations is different. If you hear it once, it is like having the same sound, but when you listen carefully, they are completely different. In addition to word pronunciation, listening sensitivity is also considered as influential factor in learning the diphthongs. Lack of attention in listening can hold up the sound to be understood and thus can shift the meaning. The duration such as short or long level needs to be considered when pronouncing the words.

## Method

This study aims to raise awareness of pronouncing English diphthongs. The method used in this study is qualitative descriptive method. Descriptive method is used to see the phenomenon of errors that are viewed objectively or naturally. According to Creswell (2009) qualitative research is very dependent on the object of research or participants. The data selection was taken from the EFL learners i.e. the third semester students in English linguistics study programs in the form of voices which are recorded by using smartphone.

The technique of data collection is started by using a sampling technique of nine students. The writers then asked the students to read a list of words and recorded them using smartphone. The words given contain diphthongs. Thus, the instrument of this study is in the form of test. After all the data were collected, the writers analyzed the data according to diphthongs theory. The method used in this analysis focuses on the data source (voices) that becomes important part of data analysis. The whole analysis relied on the recordings of the pronunciations produced by the students.

## Findings and Discussion

The data of this analysis were taken from English linguistics students, faculty of cultural sciences. Based on the analysis, it is found that most of them have the same tone and pronunciation. This happened due to the same language background and the same educational background. They have better understanding of accent and diphthong pronunciation because they are post-graduate students who are learning phonetics and phonology. However, a few errors still occur. The cause is their lack of awareness when pronouncing diphthong. The detailed analysis regarding the pronunciation errors of English diphthongs by EFL learners are as follow:

### Data 1

[eɪ]: *say, pay, hay, day*

In diphthongs [eɪ], there are three students who made pronunciation errors, /seɪ/, /peɪ/, /heɪ/, /deɪ/ and six students pronounce the diphthongs correctly. The students who made pronunciation errors on diphthongs mostly do not say [eɪ] but [aɪ] instead. The students who still have errors in pronouncing the first data is because when they say the words, the position of the tongue and their native language accent affects their way of pronouncing the words. The pronunciation errors of [eɪ] and [aɪ] are often found to occur.

### Data 2

[aɪ]: *I, eye, sight, fight, pie, buy*

In pronouncing diphthongs [aɪ], there are still four students who made pronunciation errors, the correct pronunciation are /aɪ/, /aɪ/, /saɪt/, /faɪt/, /paɪ/, /baɪ/. While the rest of the students pronounce the diphthong correctly. When diphthongs [eɪ] are pronounced, none of them pronounced [aɪ] to be [eɪ]. The students should pronounce diphthongs in a half-front position closing half diphthongs and the position of the tongue starts from the vocal position instead of full diphthongs in the lid.

### Data 3

[aʊ]: *out, count, bow, owl, cow*

In diphthong [aʊ], there are three students who made pronunciation errors. The correct pronunciation should be /aʊt/, /kaʊnt/, /baʊ/, /aʊl/, /caʊ/ with a front-back closing full diphthong. Starts with front part of the back (central part) of the tongue is slightly raised for the first element of the diphthong [aʊ]. The students who are mispronounced do not do the front-back closing full, but half-half front back closing which makes the pronunciation errors of diphthongs [aʊ].

### Data 4

[oʊ]: *coat, code, tone*

In this diphthong [oʊ], there are only two students who pronounce incorrectly, [oʊ] becomes [ʊə]. The correct pronunciation is /kʊt/, /kʊd/, /tʊn/ with back-back closing half diphthong position. For the beginning, some part of the tongue between the back and the center is raised to a point between half-close and half open position. The students who still mispronounce the words is caused by their tongue position which is not at the back and the center to a point between half-closed and half position, which makes their pronunciation errors.

### Data 5

[ɔɪ]: *oil, coin, voice, boy*

In this diphthong there are no errors in pronunciation, all students pronounce correctly. They all produced correct pronunciation /ɔɪl/, /cɔɪn/, /vɔɪs/, /bɔɪ/ with a full back-front closing diphthong and the first situation is the back of the tongue is raised to a point midway between [ɔ]. This happened because the pronunciation of this type of diphthongs can be pronounced in any position of the tongue.

**Data 6**

[ɪə]: *beer, hear, dear, ear, tear*

In this diphthong pronunciation, all of the students pronounce the words correctly. It is likely to occur because the two types of vowels that are put together are not too difficult to pronounce so that there are no pronunciation errors when saying /bɪər/, /hɪər/, /dɪər/, /ɪər/, /tɪər/ in a high-front-centering diphthong position and the tongue starts from the vowel [ɪ].

**Data 7**

[eə]: *hair, pair, bare, rare, care*

In this diphthong there are similarities as the first diphthong, there are four students who made errors in pronouncing [eə]. They occur because they do not say the words with a low-front centering diphthong and the position of the tongue is not in a closed position but in an open position with a high front-centering diphthong. The students who pronounce correctly are those who pronounce with a low front-centering diphthong /heər/, /peər/, /beər/, /reər/, /ceər/

**Data 8**

[ʊə]: *sure, tour, pure*

In this diphthong, there are four students who made errors in pronouncing /sʊər/, /tʊər/, /pʊər/ caused by the position of the tongue are not in a high position then the tongue starts in English diphthong in the form of [ʊ] position, and not from close [u:]; then, it slides away towards the central vowel [ə].

**Data 9**

[ɔə]: *your, hour*

In this diphthong, the right pronounced [ɔə] is /yɔə/ and /hɔə/ there are one student who made errors pronounce about this data, he is said /yʊə/ and /yʊə/. This error caused by the position of the tongue during pronunciation. According to the related theory in above, diphthongs are a sequence of two kinds vowel sounds with "squash" together. When it "squash" it create sounds that have similar types with any kinds of diphthongs.

From the above analysis, it is found that there are pronunciation errors where the first initial letter has similarities in pronunciation. The pronunciation errors occur more in the first vowel than the last or second vowel. When pronouncing the diphthongs, the position of the tongue affects the pronunciation and sound result. Thus, the position of the tongue is considered important to reduce the errors. Two types of vowels that are put together in one sound is not easy to pronounce. Pronunciation errors can be seen and occur when they are affected by several factors. But if we pronounce them carefully, the pronunciation errors can be minimized. As already mentioned by several previous studies, pronunciation errors can create a shift in meaning, create another word or even a new word. Based on the results above, there are found many errors in pronouncing diphthongs. Therefore, the writers hope the results of this analysis will raise people awareness to pronounce the diphthongs correctly. The writers also hope that the discussion of problem and analysis can help readers to overcome the pronunciation error by reading the factors that cause the problems.

### Conclusion

Pronunciation errors commonly occur among language learners, especially EFL learners, because they do not use English in their daily life. However, pronunciation errors need to take into account because it will create a shift in meaning, create another word or even a new word. When the meaning received is wrong, it will immediately make the pronunciation of the word or sentence not in line with the actual meaning. If we listen carefully, the diphthongs are easy to pronounce. But still, there are still pronunciation errors of diphthongs. When the two vowels meet together, it will lead to different pronunciation. From the data analysis, it can be concluded that the errors found in this study are mostly in the diphthong pronunciation at high and low positions.

In addition, it is found that there are only a few errors made by EFL students in pronouncing the diphthongs. This happens because most of the students know how to pronounce the diphthongs correctly. The writers suggest the readers to pronounce the diphthongs carefully by paying more attention to the initial vocal pressure and the final vowel because these two things can affect the results of pronunciation of diphthong. Moreover, it is expected that the result of this analysis can give new insights and contribution for phonetics study especially in the area of vowels and diphthongs study.

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## Comparison of Declarative-Interrogative Intonation in Lampungnese

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### Abstract

Intonation is a suprasegmental feature of language that constructs the meaning of utterances. The meaning constructed can be different from the lexical meaning and syntactical structure. This paper tried to examine the intonation system in the Lampung language, especially the acoustic characteristics which distinguish between declarative and interrogative. In this research, the researcher applied the IPO approach to collect and analyze data. Data were gathered by recording native speakers uttering declarative and interrogative sentences that were segmentally identical. Having the data, a perception test was conducted to get the best utterances for each mode as a contour prototype. Next, both prototypes were analyzed respectively using Praat software to find out each acoustic characteristic. Then, they were compared to find the suprasegmental features that characterize the acoustic features of each sentence mode. Based on the analysis, both intonations differed in the pitch of initial, final subject constituent, final complement constituent, initial predicate constituent, final pitch, peak, range of pitch, and duration of utterances. In addition, pitch of peak (H1) and slope (H2) were identified as the most influential component in the formation of a sentence model. Therefore, experiments of manipulating those acoustic features (H1 and H2) and testing them on the perception of native speakers were held to prove the identification. The result of the perception test showed that the peak significantly distinguished the mode of the sentence, the higher pitch of the peak determined the interrogative mode. While the second identification did not give any contribution in creating the meaning.

**Keywords:** Intonation, Lampungnese, phonetic experimental

### Introduction

Speaking without intonation is like speaking into a machine (Nolan, 2008). From the statement, it can be inferred that intonation is important in speaking. What is intonation? Physically, intonation is the assemble of pitch variations in speech caused by the varying periodicity in the vibrations of the vocal cords (*'t Hart et al., 1990*). Linguistically, intonation is a suprasegmental or prosodic component in the form of pitch pattern that influences perception and is able to build different meaning from its lexical and structure (Sidauruk, 2017; Zsiga, 2016). From those definitions, it can be stated that intonation creates the meaning of utterances non lexically. In other words, meaning is formed not because of 'what do you say' but 'how do you say' (Jeong, 2018). Nolan (2008) and Prieto & Borràs-Comes (2018) said that this phenomenon occurred since intonation conveyed linguistic information (sentence form; declarative or interrogative) and paralinguistic information (emotion and mood). Besides, Ball and Müller (2014) stated that intonation gave syntactic and semantic signals. Syntactically, it indicates whether the utterance is finished or not and highlights the structure of the sentence, such as a major and minor unit in a sentence (Ball & Muller, 2014). While semantically, it indicates beyond the meaning of the structure, such as attitude, such polite or impolite, emotional condition, such as anger, joy, neutral, (Chuenwattanapranithi, Xu, Thipakorn, & Maneewongvatana, 2017; Rodero, 2011) and

purpose such as declaring, commanding, or questioning. Moreover, Levon (2016) found that intonation gave a social effect and represented the social class of the speaker. Above all, intonation results in significant enrichment of models in discourse context (Farkas & Roelofsen, 2017). In an intonation, there were some features that needed to be analyzed, such as duration, intensity, pitch, sound quality, and other prosodic elements (Nolan, 2008).

The urgency of intonation in a language is important so that all languages own the feature, except the Amahuaca language (Bolinger, 1972). The intonation system from one language to another is different. Although they are different, there is the universality of basic intonation which generally can be found in almost all languages. Bolinger (1972) said that 70% of the language in the world use high-raising, called *inclination* intonation as a sign of interrogatives, and the rest also use the higher pitch for interrogative rather than declarative although the pattern gets falling down, called *declination*. In line with that, Westera (2017) and Lakoft (2004) said, when a high-raising was applied to a declarative sentence, the declarative would be accepted as the interrogative. The phenomenon was found in some research, for example in Jeong (2016, 2018). In his experimental study, it was found that "*Low raising slopes were significantly more likely to signal declarations, high rising slopes were significantly more likely to signal interrogatives.*" A similar result was discovered also by Gunlogson (2003) who proved that raising and falling intonation in English declarative sentences distinguish the mode of a sentence uttered. He further explained that the sentence *It is raining* which was structurally declarations would be considered as declaration if declination was applied, while it would be considered as interrogation when raising inclination was applied to the sentence. Another similar finding came from Sugiyono (2007) in his experiment on Indonesian intonation patterns. He said that the mode of an interrogative sentence is indicated by higher pitch and inclination while a declarative one was indicated by declination. And, the peak tone of an interrogative was earlier than the declarative. After having the pattern, Sugiyono proceeded to an experiment which consisted of manipulating contour and testing it to find constituents which significantly influenced the meaning. His result showed that the higher peak and final tone would increase the acceptability of the utterance as an interrogative sentence. However, there is a threshold which limits those segments. The threshold is 12 semitone (st) for the peak and 18 st for the final tone from the basic contour. Raising tones more than the threshold reduces acceptability.

Different from the previous finding, Yanita and Sekarwati (2015) found that interrogative mode in *Bahasa Bima* had a lower pitch for the final tone rather than the peak. Moreover, the peak of declarative intonation is higher than the interrogative one. This against the theory of Bolinger (1972). This different pattern explicitly says that the research on the intonation must be continued for the reference of language understanding. Moreover, language contact and culture shock cannot be denied today. Therefore, understanding other language intonation systems is important. Especially for people in the multicultural area, they must understand the intonation system of each other. Due to misinterpretation of intonation causes ineffective communication, pragmatic failure (Gunlogson, 2003), even conflicts (Juariyah, 2012).

One multicultural area is Lampung province. In the province, there are minimally six languages used for daily communication (Badan Pengembangan Bahasa dan Perbukuan '*Language and Book Development Agency*', 2019). Despite those languages generally uttered by their native speakers, interaction among them cannot be avoided. Therefore, this paper was an attempt to achieve the pattern of Lampungnese declarative-interrogative intonation, as the local language in the province so that both sides of Lampungnese and non-Lampung will more understand the intonation pattern and avoid misinterpretation.

This current analysis is conducted with some purposes, they are:

1. What indicator distinguishes the intonation of the Lampungnese declarative-interrogative sentence?
2. Which constituent in the intonation suprasegmental plays a significant role as an interrogative marker?

### Theory and Method

Eckert and McConnell-Gine (2003) and Lakoft (Lakoft, 2004) pointed out that the interrogative mode of a sentence was signed by a high-rising pattern. In intonation, the height of pitch cannot be considered as high or low except it is compared to other constituent pitch, it can be constituent pitch from the same contour or other contours (Halim, 1984). Based on Eckert, P. and McConnell-Gine, S (2003) and Lakoft (2004), the word 'high' there means the pitch of interrogative intonation is higher than the pitch of declarative intonation. While the word 'raising' means the beginning pitch is lower than the final one, or it is called inclination. The antonym of inclination is declination. The theory was qualitatively applied to this current study to analyze the comparison of declarative-interrogative intonation contour in Lampungnese. Besides, the researcher applied *IPO*, 'Institute voor Perceptie Onderzoek' by Hart, et al (1990) as the approach. The method can count intonation features accurately (Heryono, 2019). There are three steps of analysis in IPO; (1) producing acoustic data, (2) analyzing the acoustic characteristics, and (3) is testing perception. For the analysis of pitch, the researcher used a unit of *semitone* with reference 130,7749 Hz as Sugiyono (2007) applied.

Data used in this study were utterances recording in Lampungnese *API* dialect. The dialect was chosen because it is spoken by the largest number of Lampungnese speakers (Badan Pusat Statistik 'Central Bureau of Statistics', 2000). Data were collected by recording four subjects casting based on dialogs created as the research instrument for this purpose. Subjects were native speakers of Lampungnese, 20 – 40 years old, not having the linguistic background, physically normal, and using Lampungnese in their daily communication. The dialogs were designed to help the researcher obtaining the two sentences which are segmentally identical but suprasegmentally different. This segmental identical element would ease researcher comparing those two modes of the sentence (Mubin, 2020). Those dialogs are below:

**Dialog 1.** designed to obtain declarative intonation

- Mad : *Pah mengan wah* 'let's go eating'  
/pah məŋan wah/  
Redi : *Wat kan kudo?* 'Is there any rice?'  
/wat kan kudo/  
Mad : *Wat, mamahku ghadu nasak* 'Yes, there is. My mother has cooked'  
/wat/ /mamahku ɤadu nasa?/

**Dialog 2.** designed to obtain interrogative intonation

- Redi : *Mad, nyak ampai mengan di nuwamu* 'Mad, I just ate at your home'  
/mad/ /ɲa? ampaɪ məŋan di nuamu/  
Mad : *Mamahku ghadu nasak?* 'My mother has cooked?'  
/mamahku ɤadu nasa?/  
Redi : *Ghadu wah, bangik* 'Yes, she has. It was delicious'  
/ɤadu wah, baŋi?/

Target Sentences: Mamahku ghadu nasak  
My mother have cooked  
S C P (Grammatical function in Lampungnese pattern)

Each subject was asked to read the dialog as Mad while the researcher read as Redi. This role was set since the target utterances in parts of Mad only. The dialogs were recorded three times for each informant to get comparison data. The recording process had to be produced as natural as possible without any emotions affecting the speech since emotion influences the utterances. Besides, the recording had to be clear and clean so it could be easily analyzed. Therefore, the dialogs were recorded by *Samson C01* microphone, *Focusrite Solo Gen3* Sound Card, and *Asus A412DA* laptop. Those tools are at the standard level for recordings. The recording was saved in *waveform* format so that the range of frequency was full. The full frequency will give listeners a clear and complete sound. From this process, there were 12 utterances for each declarative and interrogative sentence obtained (4 subjects x 3 times).

Having the recording, steps of data processing were begun. First, each dialog recording was edited using software *Audacity* to cut some parts of dialog so only the target utterances remained as data. Second, data were named by coding D, D for declarative, and I for Interrogatives in initial attached by number, for example, D1, D2, and I3. Then, all data were tested on the respondent to find the best contour representing each mode based on their perception. Respondents consisted of 20 people with the same condition as the subjects. In the test, all data were played one by one without any explanation about each type and context. This process was also done one by one with each respondent. For the assessment, respondents were asked to fulfill the table given consisting of three assessments; *unclear*, *clear*, or *very clear* after listening to each datum. The best assessment of both sides would be considered as the contour prototype which would be analyzed to find out each acoustic characteristic so that the two contours could be compared. In this analysis, the process of analysis was done using the software *Praat*.

Next, after getting the acoustic characteristic, those two contours were compared to find out their suprasegmental difference. After that, the difference was analyzed using *Praat* to find the most influential constituent in the formation of interrogative sentences. Furthermore, the constituent was manipulated (to be higher or lower based on its difference from the declarative intonation contour) to create some variant of contour. Finally, the perception test was held to prove how significant those constituents play the role of an interrogative mode marker. This test resulted in a stronger judgment for the conclusion. In this test, respondents consisted of 30 people with the same criteria as those who were previously involved.

## Findings and Discussion

### The prototype of Intonation Contour and Comparison

From the first test, it was obtained the prototype of both declarative and interrogative intonation contours. Both of them achieved a 100% very clear response which it did not achieve by other data. They were datum D9 and I4. Each acoustic characteristic can be seen in each figure of intonation contour.

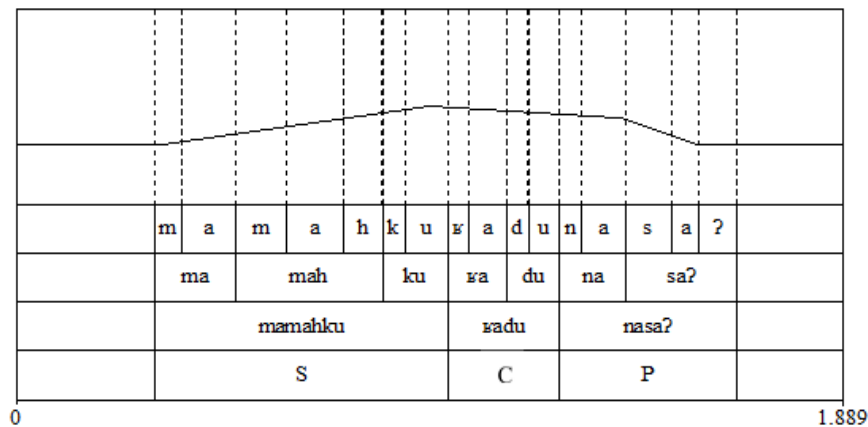


Figure 1. The prototype of Lampungnese declarative intonation contour

Figure 1. is the prototype of Lampungnese declarative contour. At the beginning of the contour, the pitch touches 10st. The pitch flows up to the final constituent of the subject touching 16.25st. Then, the pitch flows down touching 14.4st on the initial constituent of the verb. Next, the pitch falls down at the end of the contour or at the final sound touching on 10.25st. From the acoustic characteristic, it is noticeable that the type of declarative contour is inclination, the tone range of contour is 6.25st, and peak is the final constituent of the subject. In addition, the contour duration is 1.2 seconds long.

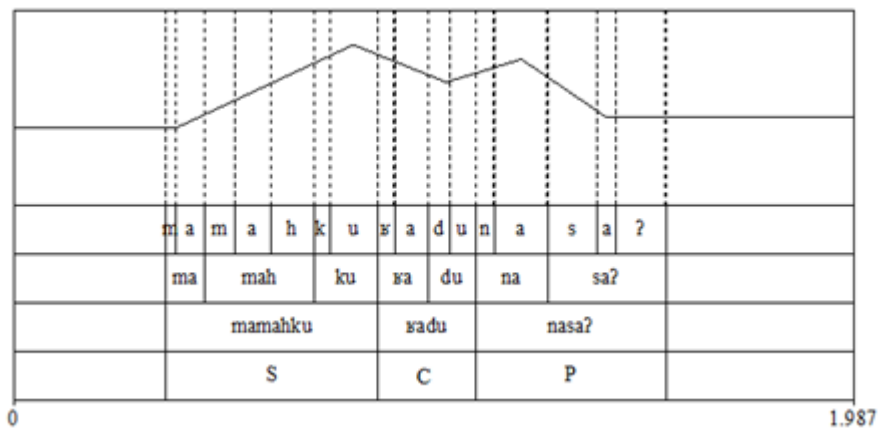


Figure 2. The prototype of Lampungnese interrogative intonation contour

Figure 2 is the prototype of Lampungnese interrogative contours. The acoustic contour above begins at the pitch of 19.9st. Next, the pitch flows touching 26.03st in the final constituent of the subject. Furthermore, the tone flow falls down to 20.61st in the final constituent of complement. After that, the pitch gets up to 23.84st on the initial constituents of the verb. At the end, the tone is closed in the pitch of 14.52st. Based on the acoustic characteristic, it can be noted that type of Lampungnese interrogative contour declination, the tone range is 12st, and the final constituent of the subject is the peak. In addition, the contour duration is 1.2 seconds long.

From the two contours above, some similarities and comparison are found. The first similarity, the pitch peaks are located in the final constituents of the subject. This opposes Sugiyono (2007) who stated that contour peaks in interrogative intonation came earlier than in declarative intonation. Second, there is a tone point in the initial constituent of the predicate. This point is stress intonation in both intonations which indicates the utterance will be finished just in one syllable after the point. Previously, the indication had been

visualized in two contours of Indonesian declarative and interrogative sentences spoken by speakers in Lampung documented by Reranta (2017).

On the other hand, differences between both intonation contours were found more than the similarities. The first difference, interrogative contour pitch tends to be higher than declarative contour pitch, from the initial pitch, peak, until the final pitch. Automatically, it causes the second difference, which is the range of interrogative contour which is two times wider than the declarative contour. These two differences are in line with Gunlogson (2001), Jeong (2018), Lakoft (2004), and Sugiyono (2007). The third, the slope of interrogative contour consists of two slopes while the declarative contour consists of one slope only. This states that the interrogative tone flow is more varied. Moreover, the slope is steeper since the pitch gets up and down significantly. Fourth, inclination appears in declarative contour while declination appears in interrogative contour. These characteristics are similar to the intonation contour of Bahasa Bima as Yanita & Sekarwati found (2015). Certainly, it is against the dominant intonation contour type of all languages as mentioned by Bolinger (1972) and Lakoft (2004). Moreover, it is different from the pattern of Indonesian intonation contour by Sugiyono (2007), the close language to Lampungnese. Furthermore, there was a difference in duration but it was not significant because the declarative contour is only 0.01 seconds longer than the interrogative contour. The difference cannot be detected by common human beings. Those comparisons can be seen in Table 1. below:

Table 1. Acoustic characteristics of declarative and interrogative intonation in Lampungnese

No	Contour	Declarative	Interrogatives
1	Initial pitch	10 st	19,19 st
2	Final subject constituent (Peak)	16,25 st	26,30 st
3	Final complement constituent	-	20,61 st
4	Initial predicate constituent	14,4 st	23,84 st
5	Final pitch	10,25 st	14,52 st
6	Range of pitch	6,25 st	12 st
7	Duration	1,31 s	1,2 s

Based on the comparison above, it can be taken two hypotheses regarding the mode marker of interrogative intonation contour:

1. The higher tone of the final subject constituent determines the interrogative sentence (H1)
2. The slope in the final complement constituent determines the interrogative sentence (H2).

### Experiment and Perceptual Test

Responding to the hypotheses, this experiment and the perceptual test will be done respectively in two steps, each is to test each hypothesis.

#### 1. Experiment and perception test on H1

H1 mentions that the higher tone of the final subject constituent determines the interrogative sentence. Therefore, the experiment was done by raising the pitch of the final subject constituent. The pitch is raised three times with 1st for each rise as stimulus in this experiment. Those stimuli were coded D1a (first rise), D1b (second rise), and D1c (third rise). Those stimulus contours can be seen below:

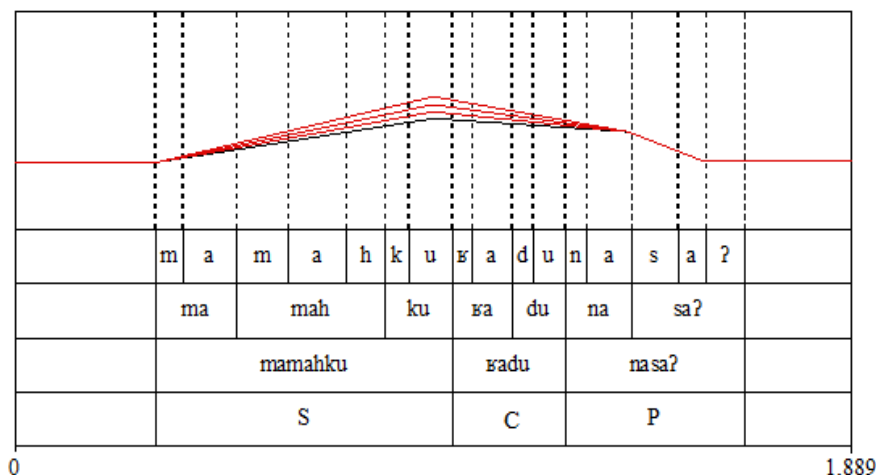


Figure 3. The stimulus of D1a, D1b, and D1c

The stimulus is then tested perceptually by respondents. From the test, the perception of native speakers on the stimulus was obtained. Those perceptions can be seen as mentioned in the following table:

Table 2. Assessment of perceptual test on H1

Stimulus	Respond		Acceptability (%)		
	Dec	Int	Dec	Int	Significance as an Interrogative Sentence
Declarative	20	0	100	0	Not significant
D1a	6	14	30	70	Less Significant
D1b	5	15	25	75	Significant
D1c	1	19	5	95	Very Significant

In the table above, the percentage of stimulus assessments gets a greater value from D1a to D1c. First, the contour of declarative sentences was rejected as interrogative sentences. This was logical since the contour was not manipulated. Next, the raising tone of 1st in the constituent of the final subject influences the meaning and perceptions. The significance is getting better from 'not significant' to 'less significant'. Furthermore, raising the constituent affects more influences to the mode of sentences from 'less significant' to 'significant'. The rest, the raising pitch in the point forms the sentences as interrogative. These results indicated that the tone of the final subject constituent influences the mode of sentences suprasegmentally. However, H1 is scientifically accepted. This answers the second research question.

## 2. Experiment and perception test on H2

H2 states that the slope in the final complement constituent determines the interrogative sentence. Therefore, the experiment was designed by creating a slope at the constituent. Creating slope was done by lowering pitch 5,42st. After that, the tone point is lowered three times with 1st for each lowering. Next, those stimuli were coded, D2a for the first lowering followed by D2b (the second lowering), D2c (the third lowering), and D2d (the fourth lowering). The contour of those stimuli can be seen below:



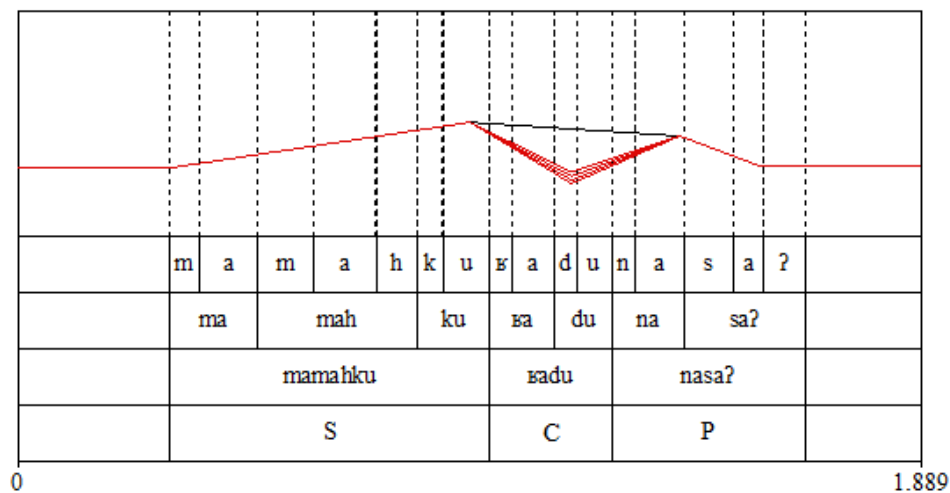


Figure 4. The stimulus of D2a, D2b, D2c. and D2d.

From the perception test, it was obtained the respondents' perceptions as seen in the following table:

Table 3. Assessment of perceptual test on H2

Stimulus	Respond		Acceptability (%)		
	Dec	Int	Dec	Int	Significance as an Interrogative Sentence
Declarative	20	0	100	0	Not significant
D2a	18	2	90	10	Not significant
D2b	18	2	90	10	Not significant
D2c	16	4	80	20	Not significant
D2d	18	2	90	10	Not significant

As seen in Table 3, no significant answer was obtained. This means the slope in contour does not suprasegmentally influence the meaning of the sentence. In other words, H2 is not accepted. Therefore, it is predicted that the slope in the interrogative contour can be removed. The prediction is interesting to be experimentally analyzed in the next study.

### Conclusion

This study finds suprasegmental features influencing the meaning of utterances in Lampungnese language. They are pitch, contour, and duration. In the language, an interrogative utterance is suprasegmentally constructed by higher pitch, more complex contour, and longer duration than the declarative one. Besides, the experiment of perceptual test proves that the final constituent of the subject is the prosodic point that significantly influences the meaning and perception. On the other side, the slope does not influence the sentence mode significantly.

Next, the finding mentioned that the Lampungnese intonation contour is different from the general intonation contour as Bolinger (1972) even to Indonesian which comes from the same language family as Lampungnese. This finding implicitly says that the analysis of intonation systems needs to be explored more to find the characteristics of a language intonation. The characteristic will help people to understand each other so communication will occur effectively.

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## **Undergraduate Students' Views on the Use of Online Learning Platform during Covid-19 Pandemic**

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### **Abstract**

Technology-based online learning platforms have supported and helped Indonesian students to succeed the online learning education amid the novel coronavirus. They are allowed to access learning materials, learning activities, and learning practice for free. The purpose of this paper is to investigate the students' paradigms on how effective is online learning platforms for their learning process. A qualitative method in form of a case study design was applied to this present study which had a hundred and eighty-five undergraduate students as the subjects. A questionnaire consisting of twenty-five statements was distributed to them through Google Forms. A follow-up interview via WhatsApp video calls was also conducted with the forty students who were chosen randomly to strengthen the findings. The results of this study show that most students agreed that the online learning platform might provide some beneficial effects for them. They mentioned that online activities through this platform were easily followed and challenge them to strive for keeping their balance motivation and interest to accomplish the online learning process. They were comfortable communicating and interacting with classmates and lecturers electronically. Besides, they might also be able to manage their study time and self-disciplined. Therefore, an online learning platform is considered to be a beneficial tool to support online learning environments.

**Keywords:** Online activities, online learning platforms, self-discipline, study time

### **Introduction**

An interactive learning environment needs to be expanded in the process of teaching and learning as most learners in the millennial era are the center of the learning process and have active roles to enrich their engagement and interaction with the course instructor, other classmates, and course content (Saha, 2019; Sari & Putri, 2019). In this disruptive era, online education has increasingly been recognized as a well-accepted learning style in higher education. Most Indonesian students from rural and urban areas learn and get knowledge through online learning since online learning is initially considered as a flexible alternative to help students access full-time education. Besides that, online learners may have different perceptions, preferences, and attitudes on certain education settings, design, or methods, on the other hand, they are agreeable and satisfied in their online learning (Sun, 2014).

As stated by Ayu (2020), online learning in several universities in Indonesia may provide accessible and latest education information to all levels. Online learning alters students' characteristics into technology-addict learners that show their skill of computer literacy to compete with technology development (Addah, 2012; Oktaviani & Mandasari, 2020). They may also explore real-life online learning experiences to encourage students' autonomous learning (Sari & Wahyudin, 2019a). According to Kasworn (2011), online learning provides flexibility for students to learn and access interactive materials. With the technology-enhanced in the education sector, it may optimize the use of the internet as a supporting tool to help students find communicative learning sources since the internet provides students authentic materials that might help them to study online (Sari, 2016).

Internet is also considered as a beneficial way to contribute the opportunities for learners to meet their learning needs and learning styles (Elango et al., 2008).

In doing online learning, learners initially receive socialization by a course facilitator to obtain course information and establish connections among teachers and other peers, learning culture, social, and learning contexts. They also get instructions on how to finish their online activities from teachers. After that, they begin their online learning process by activating knowledge by reading e-materials such as e-books, articles, PowerPoint slides, or watching lecture videos that are provided by teachers. Furthermore, they continue to absorb knowledge by synthesizing, analyzing, and sharing information. These are called knowledge transmission and knowledge-building (Davenport & Prusak, 2000; Bereiter et al., 2003). Here, they may exchange their ideas and information to understand tasks and learning materials by asking questions and interacting with teachers and peers.

Studies on the implementation of online learning in Indonesia have been observed previously, especially in the field of online learning platforms use. The process of online learning utilizes several instructional learning tools that cover online multimedia (Aminatun & Oktaviani, 2019; Oktaviani & Mandasari, 2020), learning management systems (Putri & Sari, 2020), and social network sites such as Instagram (Sari & Wahyudin, 2019a; Sari & Wahyudin, 2019b), instant messagers (Sari & Putri, 2019), or vlog (Mandasari & Aminatun, 2019).

In the current situation of the COVID-19 pandemic, more than a hundred higher education institutions in Indonesia have conducted online learning by optimizing online learning education platforms as a supporting learning tool. Most students in the tertiary level education use their computer, laptop, or smartphone to access online learning contents that are provided and facilitated by lecturers. Based on this background, this paper aimed at exploring the students' paradigms on how effective is online learning platforms for their online learning process.

## Method

A qualitative method in form of a case study design was employed in this study. The subjects were a hundred and eighty-five undergraduate students from the English Literature Department who have joined and attended online learning through the learning management system moodle that is well-known as *Sistem Pembelajaran Dalam Jaringan* (SPADA). These subjects were chosen because they have online learning experiences using these platforms since the first year.

The data were collected from questionnaires and interviews. The questionnaire consisting of twenty-five questions was distributed to all respondents using a Google form link. This questionnaire applied a 5-point Likert scale with the scale strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire data were analyzed by using the mean score and standard deviation (SD). The questionnaire itself was interpreted 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 agrees (4.21-5.00).

To strengthen the results, an open-ended interview through the WhatsApp video calls was conducted with forty students to explore their perspectives of the implementation of online learning platforms in their learning process. The interview data were transcribed into words to deepen the findings.

### Findings and Discussion

This section explores the findings of this current study by investigating the students' perspectives on how effective is online learning platforms for their learning process. Table 1 highlights the result of means, standard deviations, and interpretation of each item of the statements from the questionnaire. The detail is as follows:

Table 1. Students' Perceptions of Online Learning Platform Use

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. <i>I can easily access the online learning platform as needed for my studies.</i>	3.59	0.90	Agree
2. <i>I am comfortable communicating with my lecturer and other classmates electronically.</i>	3.79	0.77	Agree
3. <i>I am willing to actively communicate with my lecturer and other classmates electronically.</i>	3.95	0.73	Agree
4. <i>I feel that my learning experiences will be beneficial to my studies using an online learning platform.</i>	3.93	0.86	Agree
5. <i>I am comfortable with written communication (for example via the chat box in an online learning platform).</i>	3.84	0.86	Agree
6. <i>I believe looking back on what I have learned in a course through an online learning platform will help me to remember it better.</i>	3.78	1.06	Agree
7. <i>In my studies, I am self-disciplined and find it easy to set aside reading and homework time through an online learning platform.</i>	3.90	0.94	Agree
8. <i>I can manage my study time effectively and easily complete assignments on time using an online learning platform</i>	3.91	0.96	Agree
9. <i>As a student, I enjoy working independently through an online learning platform.</i>	3.81	0.87	Agree
10. <i>As a student, I enjoy working with other students in groups through an online learning platform.</i>	3.80	0.86	Agree
11. <i>I like a lot of interaction with my lecturer/instructors through an online learning platform.</i>	3.59	0.90	Agree
12. <i>I possess sufficient computer/laptop/smartphone keyboarding skills for doing online work through an online learning platform.</i>	3.79	0.77	Agree
13. <i>I feel comfortable composing text on a computer/laptop/smartphone in an online learning environment.</i>	3.95	0.73	Agree
14. <i>I feel comfortable communicating online in English through an online learning platform.</i>	3.93	0.86	Agree
15. <i>I can ask my lecturer questions and receive a quick response during online learning activities outside of class through an online learning platform.</i>	3.84	0.86	Agree
16. <i>I feel that face-to-face contact with my lecturer is necessary to learn.</i>	2.05	0.87	Disagree
17. <i>I am motivated by the material in an online activity outside of class through an online learning platform.</i>	4.13	0.74	Agree
18. <i>I can discuss with other students during online activities through an online learning platform.</i>	3.99	0.84	Agree
19. <i>I can work in a group during online activities through an online learning platform.</i>	3.95	0.82	Agree
20. <i>I can collaborate with other students during online activities through an online learning platform.</i>	3.99	0.91	Agree
21. <i>Learning is the same in class and at home on the online learning platform.</i>	3.93	0.85	Agree

22. <i>I believe that learning on an online learning platform is more motivating than a regular course.</i>	3.91	0.87	Agree
23. <i>I believe a complete course can be given by the online learning platform without difficulty.</i>	3.98	0.86	Agree
24. <i>I could pass a course on the online learning platform without any teacher assistance.</i>	3.75	0.94	Agree
25. <i>I believe a course through an online learning platform is possible but learning English would be difficult.</i>	1.97	0.91	Disagree

Based on the results of the questionnaire, it showed that there were positive responses from the students. It also resulted in different means and standard deviation for each statement. The highest result was in statement 17 with a mean score of 4.13 points. It indicated that most students agreed to be highly motivated by the online learning materials that were given by the facilitator through the online learning platform. On the other hand, the lowest result was in statement 25 with a mean score of 1.97 points. Most students disagreed with this statement because they did not assume that learning English using an online learning platform would be difficult.

There were twelve statements that obtained mean scores in the range score of 3.90-3.99 points. First, statements 18 and statement 20 had the same results with mean scores of 3.99 points. Statement 18 showed the agreement from the students that they could discuss online learning activities with other peers through online learning platforms they use. Most students agreed that they also could collaborate with their classmates when doing online activities. Second, statement 23 gained a mean score of 3.98 points that indicated most students could complete the online course without difficulty. Third, three statements also got the same results with mean scores of 3.95 points. These are statements 3, statement 13, and statement 19. Most students agreed to communicate with lecturers and other peers through email or instant messenger applications such as WhatsApp and Line (statement 3). Besides, statement 13 showed that most students also felt easy to compose text from their computer, laptops, or smartphone during the process of online learning. They still did group work to accomplish online projects in the online learning platform (statement 19). Fourth, the mean score results of 3.93 points were achieved by statement 4, statement 14, and statement 21. For statement 4, most students agreed that their learning background and experience helped them to study online through an online learning platform. They also agreed to use English written and orally when doing learning through an online learning platform (statement 14). And, they assumed that it was the same to learn at home or in class because they still got the same treatment from the lecturers. Besides, two statements – statement 8 and statement 22 got the mean scores of 3.91 points. Most students agreed that they could manage their study time effectively because they still could accomplish the assignment punctually. They believed that learning using an online learning platform motivated them to study more. Lastly, statement 7 obtained the mean score of 3.90 which indicated the agreement of most students to have the self-disciplined to accomplish learning activities using the online learning platform.

There were four statements that achieved mean scores in the range score of 3.80-3.84 points. Two results of statement 5 and statement 15 got the same mean score results of 3.84 points. For statement 5, most students agreed that they felt comfortable by doing written communication with lecturers and other students using the chat box in the online learning platform. They also could ask questions and get quick responses from their lecturers. On the other hand, statement 9 got a mean score of 3.81 points that showed the students agreed to do individual work using the online learning platform. Then, statement 10 indicated that

most students also enjoyed doing group work with their classmates through an online learning platform.

Moreover, the other four statements received mean scores in the range score of 3.75-3.79 points. Statement 2 and statement 12 gained a mean score of 3.79 points. Most students believed that they had computer literacy skills to study online using an online learning platform. Statement 6 with a mean score of 3.78 points showed that most students agreed to review what they had learned in an online course to help them remember the learning material. Lastly, statement 24 with a mean score of 3.75 points indicated that most students could finish their online learning without any teacher and other peers' assistance. On the other hand, there were two statements gaining a mean score of 3.59 points. These were statements 1 and statement 11. Most students agreed to be able to access the online learning platform easily for their study online. Then, they showed to do a lot of interaction with lecturers during the online learning process.

From the interview, the results showed some benefits of the online learning platform. The uses of online learning platform from the students' view are to challenge the students to balance their motivation and interest, easy to follow the learning process, and comfortable to interact with classmates and lecturer electronically. The details could be seen in the following extracts, as follows:

- 
- S1 : *Experiencing online learning using SPADA is quite challenging. I have to take a note and write a reminder of my course schedule on my phone. But, I think that's the art of online learning. I like it. Very motivating...*
- S8 : *Most courses that I attended have clear instructions so I can follow them easily. If I don't understand, I ask for any assistance from my friends.*
- S14 : *From my experience when joining online learning through SPADA on my campus, I feel easy to communicate with my lecturers and other classmates through the chat box in SPADA or I text them a message via WhatsApp group.*
- S21 : *I have good opportunities to get knowledge through online learning in SPADA. It challenges the level of study motivation and my learning interest.*
- S23 : *So far, I can follow the online process by doing what information my lecturer said.*
- S27 : *The best part of online learning is to engage in online discussion and I'm comfortable with this activity.*
- S30 : *I need to balance my motivation to study online and keep on my interest in doing online learning.*
- S31 : *I can virtually do interact with my lecturer and my classmates. I'm also thinking that online learning in SPADA is easy to follow as long as we read the instruction from the lecturer.*
- S39 : *It's easy to attend the online class because we use SPADA. It's quite different from a face-to-face class. I prefer online.*
- S40 : *I like doing interaction virtually with my friends and also my lecturers.*
- 

Regarding the findings of this study, most students reveal that their learning strategies are beneficial, interactive, motivating, and challenging to their online learning experiences. They receive some easiness while using the chosen online learning platforms by the lecturers. The learning management such as their effective study time, self-disciplined, and learning motivation seems easy to set aside finishing all online activities through the online learning platform. Then, they easily access, obtain, read, and review all learning materials for their studies through this platform. This finding is supported by Okmawati (2020) who stated that online learning platform leads students to be independent, engaged, and motivated learners to adapt to new technology and global challenges. Besides, it challenges them to do



interaction through online communication. On the other hand, they are eager to use written communication through chatting box or discussion forum to discuss their online learning activities with their peers and lecturer since they are comfortable composing texts on their laptops or smartphones due to their great keyboarding skills for doing all online works. It is in line with Sun's study (2011). She asserted that online learners altered their use of learning strategies and approaches to learning in the online environment. Thus, online learners have numerous attitudes, perceptions, and preferences on certain learning settings, design, and method, but they are contented and delightful in their online learning (Sun, 2014).

Furthermore, the other finding also finds out that there are some advantages of using online learning platforms. This finding is supported by a study from Oliver (2014) who found out that the benefits of online learning for students side are to help them share information and access the learning materials on any occasion and repeatedly. It is suggested by Saha (2019) that teachers as a course facilitator may interact with their learners to help them with learning feedback or evaluation for bridging the gaps between learners' understanding and the course content in online higher education. As stated by Gentry et al., (2002), there are four basic elements for learners' perceptions of learning activities. These cover interest, challenge, choice, and joy. Therefore, students' perceptions of the use of online learning platforms are strongly interrelated with the available supportive and beneficial environment that can enrich their motivation for learning.

### Conclusion

The findings of this current study can be understood as the success of implementing online learning using the online learning platform. From the results, it can be concluded that most students accepted almost all statements with positive responses. It also showed some beneficial impacts of using an online learning platform for their online learning process. They could manage their study time and self-disciplined to accomplish all online learning activities through an online learning platform. Future research should consider the potential effects of online learning platforms use more carefully. This is an interesting issue for future research to explore. Thus, an online learning platform is considered to be a useful learning tool to support online learning environments.

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## **Construction of Public Opinion in Online News on the Issue of Nurses' Expulsion from Boarding House: A Critical Discourse Analysis**

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### **Abstract**

In the pandemic of covid-19 that has spread worldwide, health workers become heroes that stand on the frontline of the battle to fight the coronavirus, and 'public enemies' as well, they are also the people who interact directly with the virus through their patients. The case of nurses' expulsion from boarding house, has proved that society around them is afraid of being contaminated by the virus through their interaction with health workers. This study was conducted using Critical Discourse Analysis study (CDA) through the three dimensions by Van Dijk (1997) upon the texts to describe and to analyze the social actors involved in the case of nurses' expulsion from boarding house along with their roles in constructing public opinion through online news; to describe and to analyze the forms of power abuses and social inequality used by the social actors involved in this case which construct public opinions. The object of the study is taken from online article about a review about the nurses' expulsion from boarding house in Solo, central Java, in pikiran-rakyat.com. The source of data analysis was the text of the review itself, and the public comments about the issue. The analysis upon the social actors' attitudes and utterances, including the public's comment about the issue showed that the bad person can be the victim as well, depends on the construction upon public opinion.

**Keywords:** Critical discourse analysis, covid-19 pandemic, nurse expulsion

### **Introduction**

Indonesia is known as a country with friendly people who maintain generosity and tolerance. This general culture of Indonesian people has been built for many years until now. In this culture, people mostly care about others more than to themselves by helping others, thinking about common interest, and maintaining relationship in politeness. However, the pandemic of covid-19 has changed this culture, and drew all people to think for their own sake since they are afraid of getting infected. This is because, as many have already known, the virus does not have boundaries and differentiation between colors, religions and beliefs (Pratiwi, Nofrahadi, Pendri, Komalasari, & Sumarlam, 2020). Everybody might get infected.

The pandemic of covid-19 that firstly identified in the late of 2019 in Wuhan, China (Al-Afnan, 2020) and continued to spread to the world in the beginning of 2020. After being officially declared by WHO, the outbreak of covid-19 which mostly affect the adults and old people (Abbas, 2020) forced the health workers to become frontliners to interact directly with the virus and pushed their efforts to save those who are contaminated by the deadly virus. However, health workers are not immune to the virus. They put their lives in jeopardy as well, and some of them had lost their lives in the struggle. These efforts are perfectly understood by the community that they are very grateful to the health workers devotions. Sadly, although the health workers have been risking their lives and done maximum efforts to save others as heroes do, they became 'public enemies' as well. This is because their

duties made them interact directly with the deadly virus. The health workers who took care of the contaminated patients positively became deadly carrier of the virus to those around them: families and communities. Although they have been protected safely by self-protector devices and sanitizer liquid during their duties, and fully self-cleaning process afterward, they still potentially became virus carrier. Some cases in the society have proved that this reality of deadly carrier made the community worried about their own safety. There are rejections of health workers who directly involved in the handling of the covid-19 patients to interact with common people outside the hospitals. One case that drew society's focus, was the expulsion of three nurses from boarding house in Solo, Central Java. These nurses work in *Bung Karno* general hospital which is appointed as special hospital for covid-19 patients, located in the same city, and one day they were driven out of the boarding house by their landlady. What made this case blown up in the society was that the landlady is a health worker herself, or to be more precise, a midwife. The society hardly understand why a health worker (the midwife) did not understand the duties and the position of the three nurses as health worker in this pandemic. This case drew attention from Ganjar Pranowo, the Governor of Central Java, who directly took care of the issue. This case also reviewed by some media, and create different comments from the public. These comments, though it is normal to have different comments, because of many problems in Indonesia lately tend to lead the debates into chaos if not dealt properly (Malik, 2019).

This study took one online media, *pikiran-rakyat.com*, as the source of data for the analysis. *Pikiran-rakyat.com* is an online version of a newspaper from Bandung, West Java. Online media is widely chosen as one of the information distributors by many people nowadays. However, the ability of the society to select media and interpreting meaning can be important shield from the huge storm of information from different media (Ghafur, 2016). In this chosen online media, the social actors involved in this issue tend to use their role in the society to draw public opinion. As it is widely known that the existence of media is actually in the middle of the complexity of different interests, conflicts, and facts (Musyafaah, 2017). There are social actors involved in this issue, namely: (1) the three nurses, (2) the landlady (the midwife), (3) the governor, (4) the online media, and (5) the public that gave comments about the issue. Although the problem definitely caused power abuse and social inequality toward the health workers, however, the power abuse and social inequality also occurred among other social actors. This is because the media play an important role to connect the government, health workers, and the public by reporting the news and information (Mintarsih, Kodrat, & Emiliasari, 2020). The utterances and behaviors from and among the social actors stated the opinion from each social actor in this issue.

In line with the preliminary indication upon the news review of this issue, the study proposed to conduct a research through the Critical Discourse Analysis study (CDA). Critical Discourse Analysis studies are mostly conducted in the field of politics, culture and social issues in the society. When people discuss about Critical Discourse Analysis, there are prominent figures in this study, namely: Norman Fairclough, Teun Adrianus van Dijk, and Ruth Wodak and Michael Meyer. Fairclough's approach proposed a study of critical language use that focus in the use of language as social practice (Fairclough, 1995). Fairclough argued that all kinds of social practices bound to certain context, and are the tools of social relation for different interests. In this approach by Fairclough, there are things that need to be known to analyze a text which is related to power: the position of the text in the issue; the people who get the advantages from the text; the people who get disadvantages because of the text; whether the text is used to stand against certain people; and the consequences of the existence of the text. In general, Critical Discourse Analysis based on Fairclough focuses on the analysis upon the text. Critical Discourse Analysis approach

according to Van Dijk (1997), is a study about relation among discourse, power, dominance, social inequality, and the position of the analyst in the social relationship among them. In this approach by Van Dijk, Critical Discourse Analysis is closely related to socio-cognitive approach than merely on the discourse itself (Dijk, 1993). Meanwhile, Critical Discourse Analysis approach proposed by Ruth Wodak & Michael Meyer, defined as how we see the language as a social practice based on the context of the language use (Wodak & Meyer, 2001). The characteristic of Critical Discourse Analysis according by Wodak and Meyer, is the common interest in the discrimination of power and ideology through systematic investigation upon semiotic data (written, oral, or visual).

Analyzing discourse critically in linguistics field, is not always based on the language only, since it is closely related to power and social inequality. Van Dijk's approach proposed a study in Critical Discourse Analysis that relates to power abuse and social inequality, which is usually has different results in different cultures. The analysis of the study upon the news review, take the opinion of the social actors involved into consideration, and how they think about the issue. The context of the news and their backgrounds influence the opinions given as comment, because as stated by Dijk (1988) context is the main event in other or previous news items. This context (Dijk, 2009) creates mental model of social situations of communication, and realizes the opinion in the comments by the public participants. This study was conducted to describe and to analyze the social actors involved in the case of nurses' expulsion in the online news along with their roles in constructing public opinion through online news; and also to describe and to analyze the forms of power abuses and social inequality that are used by the social actors involved in this case which construct public opinions. Van Dijk categorizes discourse structure into *three dimensions*, namely: *text*, *social cognition*, and *social context* (Eriyanto, 2001). Basically, van Dijk's approach is combining these three dimensions on a discourse (Yana, 2015). In the *text dimension*, the analysis concerns with the structure of the text and the strategy of the discourse creation to certain theme. This text dimension is divided into three levels or structures that support each other, namely: microstructure, macrostructure, and superstructure (Eriyanto, 2001). The second dimension is *social cognition*, that concern with the production of a text that involve the individual cognition of the reporter. The focus of understanding text or talk is by understanding the process of text production. The production of a text (or, a news report) mostly happen in the mental process of the reporter (Eriyanto, 2001). The analysis based on this dimension focus on how the phenomenon is understood, defined, analyzed or interpreted in a memory model, by concerning the participants, time, location, and the relevant condition of the object to create the text structure. The reporter includes opinions, perspective and other information into the text structure. The third dimension is *the social context*. The analysis on this dimension focus on the formation of discourse which relate with the issue developed in the society. On this level, the focus is to analyze the structure of the discourse that develop upon an issue, and to understand the meaning of social and power which is developed through the discursive and legitimation practices. Two important points in this analysis upon the society are *power* and *access* (Eriyanto, 2001). These dimensions are created and analyzed through media. Media have crucial role in constructing public opinions, because the discourses created by the media can influence readers' or audiences' views by doing neutralization or marginalization upon the reviews (Utama & Amalia, 2019). Through the marginalization in the media communication, the media built the representation of social actors involved in the issue into positive or negative in public's opinion (Citraresmana, Erlina, & Amalia, 2018).

To see how Critical Discourse Analysis were used, there were studies that focus on power abuse and social inequality which have been conducted before this study, as proofs

that these kind of studies drew attention as an interesting discussion. Septiani (2014) conducted a CDA study in socio-cognitive approach by Van Dijk through the microstructure upon the case of Bambang Widjojanto and the police in online news *The Jakarta Post*. The result of the analysis reveals that *The Jakarta Post* represents Bambang Widjojanto positively while the Police is represented negatively in the case. The review of the news shows that the Police misused their power over Bambang Widjojanto, and it affected the representation of the institution of the police department. Albert and Salam (2013) in their paper conducted a CDA as an approach to put social media as a social relations causing power differences and other forms in social practices that developed at the intersection of human collective communicative acts and information technology. CDA is used in the discussion around the critical information systems (IS) research. They found out that this emergence has created a need for considering novel approaches for investigating these emerging phenomena in social media. This research proved that CDA can be used beyond the linguistics fields. Behera and Muzaffar (2015) conducted a CDA study in the analysis upon media hegemony in media culture, through the political videos in channel YouTube. In this research, they argued that we all live in media culture, that media virtually has become imposed socio-politico-economic guiding force in developing, shaping and channelizing people's opinions. Thereby manipulating power to its favor creating a because of this, the media-hegemony is created because the media culture has manipulated power to its favor. The result of this hegemony, people's knowledge, identities, perceptions, ideologies, sociopolitical attitude, etc. are developed through language. These previous studies were done upon media (online media, multimedia, and social media) in critical Discourse Analysis approach about topics which were closely related to power (using power, power abuse, or manipulating power).

It is hoped that by this study conducted in Critical Discourse Analysis, would give broader perspective about the Critical Discourse Analysis study as one of linguistics field and may give benefits to those who concern to conduct similar study in related topic, as well as those who want to continue this study upon social attitude toward health workers in the pandemic of covid-19. The study upon the case of the expulsion of nurses from the boarding house which was exposed in the online media, is expected to give information and input to the society and the media in particular, to be more aware of observing an issue that become public concern. The construction of public opinion might be judgment upon individual right or community's interest.

### **Theory and Method**

This study proposed to conduct a Critical Discourse Analysis to reveal the construction of public opinions through the news writing in the online media, upon the issue of the expulsion of nurse from the boarding house they live in. Critical Discourse Analysis (CDA) was chosen as the analysis tool as the topic of the study concern with social inequality and social construction in the society. According to Dijk (2007), critical discourse analysis is an approach upon power abuse and social inequality. This approach suggested by van Dijk usually discusses political, cultural and social field, and more focuses on the power abuse by the superiors over the inferiors. CDA is one of the ways for the analyst to reveal the real identity of the object, or the social actors in the text. An object in discourse always relate to context, since context can determine the object's identity. In addition, this approach also analyzes social inequalities that occur due to the power abuse. Relying on van Dijk's approach of CDA, this study analyzes the text using his *three dimensions* (Eriyanto, 2001) which focuses more on the *social cognition dimension* in analyzing discourse in media. There is always background reason on every news release, in which an ideology is used to

present the news. When the news is released, there is a link between social systems made by the discourse from the media, and individual cognitive systems which are socially shared perceptions. Moreover, as mention before, Van Dijk in Eriyanto (2001) also argued that in the text production, the mental process can be built by the structure of specific discourse or specific social representation upon the issue and the social actors. Relying on this approach, this study analyzes the text upon the issue of the nurses' expulsion from boarding house in the news which created construction on public's opinions.

The object of the study was the expulsion of three nurses from boarding house in Solo, Central Java, which were reviewed in an online news, under the title of "*Ditelepon Ganjar Pranowo, seorang bidan menangis akui telah usir 3 perawat dari kos-kosan*" (*Called by Ganjar Pranowo, a Midwife Cried Confessing That 3 Nurses Had Been Kicked Out of Her Boarding House*). *Pikiran Rakyat* (2020), a newspaper from Bandung (West Java) in the format of online media (*pikiran-rakyat.com*), was taken as the source of the data which were used as the data analysis in the study. Eriyanto (2001) argued that one of the most influential agents to define a group is media since media can continuously release the issues which have built and shaped the audiences' understanding or awareness of a particular phenomenon.

The data were collected through purposive sampling. This sampling technique was used to obtain appropriate data materials that relate with the study. These data were taken from the texts in the online news chosen, which were divided into primary data and secondary data. The primary data were taken from the text in the review of the online news presented, which discussed the expulsion uttered or related to the social actors involved in the issue. The secondary data were taken from the comments about the issue given by the public, which were shown below the text of the news presented.

There are ninety-eight comments on the issue, consists of sixty-three direct comments on the news, and thirty-five comments on the direct comments. All of the data chosen were documented, described, and analyzed in order to build a compact analysis in the discussion section. The analysis in the study describes the social actors involved in the issue and the interaction among them, including the media that presented the issue to the public, and how the news presented constructed public opinions. Therefore, a descriptive qualitative approach brought by Creswell (2014) was suitable to conduct this study. There are items in the Qualitative approach proposed by Creswell (2014) to build a research analysis, namely: (1) emerging methods, (2) open-ended questions, (3) interview data, observation data, document data, and audiovisual data, (4) text and image analysis, and (5) themes, patterns interpretation. In this study, the approach has specifically conducted to reveal the construction of public opinion through the news presented to the public. About this approach, Creswell (in the same book, pg. 48) suggested researchers to observe behaviors by establishing the meaning of a phenomenon from the views of participants and identifying a culture-sharing group, during their engagement in activities.

### **Findings and Discussion**

The discussion section in this study is arranged in two main parts: discussing the utterance and behaviors in the text of the online news that reviewed the issue of the nurses' expulsion from boarding house; and discussing the comments made by the public upon the issue. As Maghvira (2017) stated that language as communication tool used by media, might influence the pronoun, grammar, words order (syntax), vocabulary building and finally change and develop speech, language, and meaning; therefore, the word choice and the presentation of a fact determine the construction of meaning from it (Yanti, Putrayasa, & Artika, 2019). The use of language tend to be not clear, indirectly express the intention of the speaker or writer, but full of rhetoric, manipulation, and deception (Haryatmoko, 2016).

The use of language can be used as an identification that a person or group belongs to a certain social group (Yanti et al., 2019). In this section also, the analysis separated the participants into 'actors' and 'victims' among the social actors due to the power abuse and social inequality behavior on the issue. Although there are some materials (in the news and in the comments by the public upon the issue) which can be used as data in the discussion, however, this study only took some of them as samples of data analysis in the discussion section.

### 1. News Text Analysis

When the title of the news is read in a glance at the first time, it can be assumed that the midwife is the only person who is guilty. In the covid-19 pandemic, the role of health workers is very essential. Most people in the society are aware of this role of the health workers as the heroes that stand on the frontline to fight the coronavirus. As the public read the news firstly presented by the title, they will be stimulated by their cognition to judge the midwife without seeing any reason that might be the background of the midwife to take the decision. It illustrated of how the model used by the media (the journalist) determined the way of how the issue (the event or phenomena) was seen (by the public) (Eriyanto, 2001, p. 268). As it was presented in the text, the other social actors involved in this issue have used their power over others who (they think) are the guilty ones, or the inferior ones. The first sample can be seen from the title of the news that firstly drew readers' attention.

*Ditelepon Ganjar Pranowo, seorang bidan **menangis akui** telah usir 3 perawat dari kos-kosan.*

*~ (Called by phone by Ganjar Pranowo, a midwife **cried while admitting** that she had expelled three nurses from her boarding house.)*

There are four social actors in the sentence above, involved in the text with their own interests, namely: (1) *Ganjar Pranowo* (known as the Governor of Central Java), (2) *bidan* (the midwife), (3) *3 perawat* (three nurses), and (4) *the media* itself. All of this information and the picture of the situation, are presented by the text to the public and construct public opinions: in the situation after the covid-19 outbreak, health workers (such as doctors and nurses) become heroes. The expression "*menangis akui*" (cried while admitting), shows that the midwife was the guilty participant in this context, and therefore become the "goon" over the three nurses. Though she cried and admitted her mistake, the public opinion has been constructed that the midwife was guilty to expulse the three nurses from her boarding house, in which the nurses are known as the heroes or pandemic warriors. Meanwhile, the midwife is a health worker herself, therefore, she was supposed to know the hard situation of the three nurses in this pandemic outbreak. Ganjar Pranowo as the Governor showed the superiority by immediately calling the midwife to admonish her upon the issue, and made the midwife, as the inferior, cried and admitted her mistake. Ganjar Pranowo, in this context, also became the savior upon the three nurses, by using his power over the midwife. This means that the Governor is superior over the midwife, and the midwife is superior over the three nurses. While the media is superior over all of them, since it has the power to present the information and the situation through words created based on its interest to construct public opinion. This construction can be seen even through the beginning of the news that follows the title, repeating the title by emphasizing: '*Gubernur Jawa Tengah Ganjar Pranowo menegur seorang bidan asal Surakarta, yang mengusir tiga perawat ...*' ~ (*The Governor of Central Java, Ganjar Pranowo, admonished a midwife from Surakarta, who expelled three nurses...*). The further explanation is followed by the statement by the governor in the interview by the media, which shared to public that: "*Saya telepon pemiliknya, dia nangis-*



*nangis dan minta maaf. Bahasanya dia tidak mengusir, hanya takut suaminya tertular. Saya heran kenapa bisa begitu, padahal si ibu pemilik kos ini adalah bidan," kata Ganjar ~ (I called the owner, she cried and apologized. She said that she didn't expulse, it's only because she is afraid that her husband gets infected. I wonder why she did that, whereas the landlady is a midwife.).* This statement adds more emphasize to the power used in this issue. Leaders consciously use their skills to persuade masses of their ideologies locally or internationally (Norali & Rezaei, 2016). A statement by a person who has power would construct public's opinion. *How many ordinary people got their first call by the governor? This must be a big matter, moreover this call was a reprimand.*

The power also used to save the nurses, which gave more emphasize on the 'take side' behavior by the governor. A behavior to save one side, could be a behavior to drop another. Leaders also has profound language and persuasive skills that might influence the mind of the listeners (Iqbal et al., 2020). This is shown in the statement by the governor in the interview with the media, *"Tadi langsung saya telpon ketiganya, alhamdulillah semuanya sudah aman ..."* ~ *(I directly called them (the nurses) at once, thank God they're save (now) ..."*. This statement by the governor was given more emphasize by the explanation by the nurses, who explained the chronology of the events as well. One of the nurses, Siska, explained in an interview that,

*"Saya baru bangun tidur, tiba-tiba dapat WA itu. Intinya disuruh pergi karena posisi rumah sakit kita jadi rujukan covid-19. ... Jelas kami syok dan kecewa sekaligus sakit hati, kenapa kami diperlakukan semacam ini, ... Tadi pak Ganjar telpon dan menanyakan kronologis. Beliau juga tanya kondisi kami serta tanya nomor telpon ibu kos dan direktur rumah sakit kami."*

*~ (I just woke up, suddenly got the whatsapp message. The point is, we're asked to leave because the hospital we work in is appointed to take care the covid-19 patients. ... We're definitely shocked and disappointed and hurt at the same time, why we were treated like this, ... Mr. Ganjar called and asked for the chronological event. He also asked about our condition and asked for the landlady's number and the number of the hospital's director.)*

By this explanation, the nurses as one of the social actors in this issue, turned from victims into social actors who have 'power' after being 'saved' by the governor, so that their statement contribute the construction of public's opinions that they were the victim in this issue. Power practiced by the media gave access of domination to another social actors in this issue and indirectly (mentally) control the subordinates, even discriminate them (Eriyanto, 2001).

The media fully contribute to the construction of the public opinions by emphasizing certain words to their cognition in the news presented, such as: gubernur / Ganjar (governor / Ganjar), *mengusir / diusir / pengusiran (expulsed / be expulsed / expulsion), menegur (admonished), bidan (midwife), perawat (nurses), covid-19*. When these words come to public's mind, they created a construction in public's mind that made them have common opinions, such as: *'the governor uses his superior power as a leader over his people as the inferiors'; 'the midwife uses her power as the owner of the boarding house'; 'the midwife is the bad person'; 'the nurses are the victims of the midwife'; 'the nurses are heroines to fight covid-19'*. In this study on the use of power abuse and social inequality, it turned out that not only the nurses who were the victims of being expulsed by the landlady in this issue, but also the midwife who got bad stigma. In the covid-19 pandemic the nurses are not only become heroines, but also become 'public enemy' since they work in the hospital which is appointed to take care the covid-19 patients and made them interact directly with the patients.

Ordinary people are afraid of being infected by health workers, therefore, they keep distance with them as far as they can. What makes the landlady became ‘public enemy’ as well, was that she tried to save her family from the opportunity of being infected without considering her status as a midwife, which is a profession included in health workers. She became ‘victim’ for being judged because of the construction of public opinion about the fact.

## 2. Public Comments Analysis

The review of the nurses’ expulsion from boarding house by the landlady drew attention from the public, so they gave their comments upon the issue. These comments are proofs of how the public responded to the issue which was produced (by the media) and constructed in the society (Eriyanto, 2001). There are ninety-eight comments on the issue, consists of sixty-three direct comments on the news, and thirty-five comments on the direct comments. Of all these comments, this study only took some of them as samples for the analysis. Many of them are in inappropriate words, therefore, they cannot be displayed in this study for the sake of politeness. From these all ninety-eight comments, they were divided into the positive (+) and negative (-) comments on each public participant, added by the comments which cannot be included in any of the public participant’s since they cannot be described as to be intended to which public participant, and also added by the comments which are indicated as ‘out of context’ (not related to the issue). The column ‘other’ is for comments which cannot be described as positive nor negative. The resume of the division can be seen in the table below:

**Table 1. The Number of Comments Created on Each Social Actor**

Comments	(+)	(-)	Other
On the Governor	13	4	0
On the Midwife	6	32	0
On the Nurse	2	0	0
On the Media	0	0	0
Neutral / Unknown	3	2	5
Out of context	2	7	22
<b>Sub-total</b>	<b>26</b>	<b>45</b>	<b>27</b>
<b>Total</b>	<b>98</b>		

### a. Comments on the Governor’s Action, Behavior, and Statement.

In this issue, the governor mostly assumed as a good leader that responsible in handling problem, by his fast response and action in the issue. There are thirty positive comments compared to four of the negative ones. Although not many of the public participant gave positive comments about the governor (about thirty percent out of all comments), however, it is a significant number of all the comments given compared to the negative ones. Below are the samples of the positive and the negative comments on the Governor. The names afterward are the user name of the commenters.

- (+) “Pak Gub sangat perhatian dan tanggungjawab dengan yg dihadapi pemerintah saat ini sampai yg sedetil detilnya.....luar biasa ...” <Ekh Wan>  
 ~ (Mister governor is very concerned and responsible with the problem faced by the government nowadays to the very detail... exceptional...)
- (-) “Gayamu pak...wargamu mudik tok larang jare marai nulari wong kampung...ingat kata2mu pak...kalo sayang keluarga jangan mudik...giliran

*ada bidan yang nyuruh pindah perawat yg tiap hari bersinggungan dengan covid 19 kok sampean marah2.” <Babene Imez>  
~ (How pompous...you forbid residents to go home so as not to infect families and others, but you got angry when a midwife asked nurses of covid-19 to move out.)*

In both comments above, it can be seen that each commenter gave their comments based on their cognitive acceptance upon the same issue and on the same subject. However, the negative (-) comment relate the action of the governor in the current issue to the previous instruction of the governor for handling the covid-19 pandemic. This sample of negative comments tried to show that the governor used his power to act differently in this pandemic situation for some purpose. Meanwhile, the positive comments merely praised his action to solve the problem at once.

### **b. Comments on the Midwife's Position and Behavior**

As it was predicted before, the comments on midwife's position and behavior in this issue mostly are negative. This study illustrates of how the language used by media can construct the public's mind with dominant values and self-serving ideologies, and this might lead to dominate those who do not have the same values (Harb & Serhan, 2020). There are thirty-two negative comments compared to six of the positive ones. It is almost one-third out of the total number of all comments. However, there are some positive comments on the midwife. Not directly uttered to the midwife, but tried to think positive and see the situation faced by the midwife.

- (-) *“Semoga dicabut izin kebidanannya, gak pantas bidan punya jiwa seperti itu. Sama2 bergelut di kesehatan tp pikirannya kerdil.” <Setyo Budy>  
~ (Hopefully her certificate will be revoked. She's a health worker as well, but has small mind.)*
- (+) *“Anda yakin kalau yang mendesak untuk mengusir itu bukan karena permintaan warga kos, warga kampung dan suami? Dan Bu bidan hanya jubir saja. Apakah anda sudah konfirmasi ke Bu bidan?” <Dwi Fitriyana Putri>  
~ (Are you sure the one who expelled the nurses was the midwife, and not the other boarding house residents, villagers, or her husband? Have you confirmed to the midwife? Probably she was just a spokesperson.)*

Most of the negative comments given by commenters, requested the revocation of the midwife's certificate, other than inappropriate comments (in the form of curses) which cannot be displayed in this study. However, the number of the inappropriate comments are half by the total of negative comments. This fact is enough for the assumption that there was a power abuse and social inequality done by the commenters. They have powers as community judges to determine which behavior could be accepted in the society. By observing both sample comments on the midwife above, it can be seen that the negative comments merely 'attacked' the midwife as an object without finding out the background reason of the behavior. Meanwhile, the positive comments only tried to see another possible reasons of the midwife for doing so, without directly giving courage to her with something like: *“It's ok, midwife. Go for it!”*, since it will create new problems to the existing issue.

### **c. Comments on the Nurse as the Victim of the Expulsion**

As the victims of the expulsion, there were no negative comments made by the commenters on the three nurses. There is no power abuse or negative stigma which can lead to social inequality over the three nurses. As the health workers who fight in the frontline

against the covid-19 pandemic, most of the members of the society still give respect to them. However, there are only a very small number of positive comments given to them, and they were not directly given to them nor in the form of consolation. There are only two comments on the nurses, and all of them are presented below:

- (+) *“Sudah seharusnya pak ganjar segera menyediakan shelter buat mereka, kayak anies itu, sudah di antar jemput, ga perlu nunggu ada pengusiran, dengan begitu mereka bisa tenang dalam bertugas kar3na ga kwatir menularkan ke keluarga nya...” <Woro Cupulopp Suglowor>*  
~ *(Mister Ganjar should provide shelter for them, so that they can be dropped off and picked up to the workplace without worrying any expulsion. Therefore, they can work better without worrying to infect families...)*
- (+) *“Mereka, siska dkk, juga tdk ingin mati dan tertular. Ngenes.... Bangsaku.” <Jason Lamijan>*  
~ *(They, Siska and friends, don't want to die as well. Poor my country...)*

The very small number of comments on the nurses shown above, have proved that although there are no negative comments on them, however, almost there was no mental support from the public sent directly to them to pass the situation they have been through. The comments made by the public represented by the commenters were merely slight sympathy that actually aimed to health workers in general.

#### **d. Comment on the Media as the Presenter of the Issue**

In the section of comments by the public, there are no comments that directly given to *pikiran-rakyat.com* as the online media-presenter of the issue to the public. The public, which is represented by the commenters, seemed to accept every ‘fact’ given by the media. Whereas the public construction upon an issue influences public’s way of reading and their understanding about the news written by the journalist (Eriyanto, 2001). The media as the ‘real actor’ to construct public’s opinions is free from the social burden to turn participants into actors, victims, goons (the bad people), or any title that can be given to the social actors. As it is explained before, the media is superior over all of the social actors involved in the issue presented in the news, since it has the power to present the information and the situation through words created based on its interest to construct public opinion.

### **Conclusion**

Covid-19 pandemic has changed people’s habit and attitude. The expulsion of nurses from boarding house has proved that humanity and social relation began to erode from the culture that already existed in society, due to the outbreak. The Critical Discourse Analysis proposed in this study was conducted to expose the social inequality in communities affected by the covid-19 pandemic, and how it was written in the online news to construct public opinions. The online news showed that no matter how much social life and harmony in the community has been built up to now, the pandemic has increased selfishness because everyone cares about their own health. The news brought to public has constructed their opinions about the issue.

On the other hand, the construction of public opinion about certain issue which is reviewed in media and presented to public has created different opinion in the society. It is not necessarily that someone who is positioned as a victim by one would be seen as a victim by another, as well as the bad person in a case or reviewed in an issue would not necessarily be a bad person to different other people. It depends on the cognition of each individual to take the issue from their own points of view.

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## **Representation of Korean Values Sustainability in American Remake Movies**

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### **Abstract**

Globalization has triggered Korean movies more competitive. Many scholars and critics considered American and Korean popular culture domination. Hollywood has experiences in shaping the lifestyle of the world. This research aimed to figure out sustainable values represented on American remakes of Korean popular movies. It also aimed to find out the reason behind the sustainability. The study applied semiotic theory from Christian Metz. Representation approach was also applied to reveal the values beneath the transnational remakes supported by qualitative methods. The results revealed that there were several Korean values remain in the remake version of Korean American movies. It also revealed that the audience demands and taste mainly influence sustainability of values as well as universality of the values believed by the audience becomes the driving force of the sustainability represented in the remake movies.

**Keywords:** American values, Christian Metz, Korean values, remakes movies,

### **Introduction**

The potential benefits of globalization are the increase of society's awareness of openness and access (Fithratullah, 2018). Human activities are triggered by economy and services; those are not the only crucial impacts of globalization but also the rapid changing of lifestyle (Tomlinson, 1999). Hudson and Lowe in Powell (2014) state that globalization itself could not be separated from modernity. Globalization itself is a process, not a goal. It is a social movement triggered by the rapid changes in industrialization, information, science, and technology (Puspita & Amelia, 2020). It also triggers the development; the economic expansion involves more cultures, societies, and groups of various people with its unique culture and complexity. Popular culture with its massive and economic orientation seems to override its quality and is considered as the essence of globalization which focuses on quantity and economic orientation synchronized to the mass culture which contrasts with the existing culture. Popular culture is considered to be corrupt but growing within society; fulfill its demands on affordable entertainment. Together with globalization, both embrace technology and industry as fertile grown. This new culture is growing like a fungus, wide spreads brought by the wind to all over the world create division from existing high culture. Popular culture is used as a guidepost or navigation that brought people together through its signs, codes, representation, and views to give sense to the world (Batchlor, 2009). Adi (2016) states that the terms 'popular' relates to the rapidly changing and developing and covers almost all aspects of the society's life, such as technology and science development. This might drive to the ideas that popular culture is the result of rapid changes in industries which affect the life of the society, not only in a particular nation.

Among the cyclone of popular culture in the world, American popular culture is smacked down right in the axis of the rotation gives tremendous force, speed and, power to it, taking everything before it and engages and binds them all in its gravity. Based on surveys conducted in 1994 American popular culture is considered the strongest and most influential culture in the world (Rockwell, 1994). The earliest form of American Pop culture which included serial novels, tabloids, news magazines, became popular through word of mouth. This affordable form of culture is massively consumed by any members of the society not to mention the large number of the middle class listed as the premier customer. The use of language and pictures are closer to the massive population provokes massive consumption of popular culture. McAdams (2014) explains that American popular culture has been flourished and enjoyed by people around the world. Those include movies, television programs, television commercials, video games, internet memes, brands, symbols, sports, slang words and phrases, fashion and cars even food. It almost covers the needs of every people in the world. American popular cultures have a huge effect on people in America and the rest of the world (Goldfarb, 2014). Crothers explains in Joseph Nye that the world now does not realize that the *Americannes* which are complex have been injected into their blood, veins, heart and control their mindset through very simple ideas called the American popular culture. American movies for example reach more than 50 percent of European box office industries. Crothers (2013) explains that American values and lifestyle today are to meet people's needs. Fast food restaurant like McDonald's, Coca Cola and Pepsi have become the global restaurant. NBA, Levi's Jeans are becoming the global icon. Social media such as Facebook, Instagram, and Twitter make the world even closer and faster. As the most well-known popular culture, American popular movie has contributed the expansion and influence the world. Each genre, technology, element, and formula become an inspiration to the world includes Asia (South Korea). Movies are one of the most significant ways for America to have control. The increasing production of American movie has brought the U.S. all the benefits they could get. The rapid development of the technology and industries followed with massive production and publication of American popular movies means nothing but revenue and ideological expansion. The American movie industry is in harmony with "Hollywood". The American movie industry and the existence of Hollywood are like two entities in one body, it is difficult to separate them (Monaco, 2010).

At the beginning of the new millennia, the world has witnessed the rise of alternative popular culture, and it is the South Korean popular culture later known as K-Pop. Korean Cinema was not raised empty-handed but a result of a transition from local industry into a global player. This is considered a dynamic way is taken by the Korean since the 1960s, through the rise and fall, restrictions and quotas, the monetary crisis but the Korean movie industry has survived. The movie used more as propaganda during the military regime as a tool to justify insidious agenda and to stabilize its political leadership through censorship and control mechanism (Yecies & Shim, 2016). The Popular movie industry correlates with the ideas of popular culture where identities, culture, and tradition become inseparable parts of its products but, it does not mean it could not be changed. The existence of globalization somehow triggers popular industries to do some transformation of their products not to mention cultural products later known as commodification. This transformation triggers dual discourse of values to the



product as an economic and cultural product (Sheperd, 2002). Values could be considered an explicit or implicit concept of individual or group desirable and acceptable qualities, which influence and become standardized modes and means as well as determine the results of action. (Kluckhohn, Parson & Shils, 1953). This mixture among modern culture, local values and indigenous notions believed has created new tastes and alternative menus to the world society. The Korean movie industry has been considered the world's most dynamic industry since the 1990s.

As popular cultures, movies take a larger stage in globalization as the most awaited products. The movie we see shapes our ideas, thoughts, and views in seeing the world. It is more than only about the artist and the producer but every aspect that stands behind it includes the audience, background of issues, and the industries (Barsam, 2010). Movie, media, and television adds a variety of popular fictions. The movie is made coherently with the 'popular ideas'; to fulfill the demands of the societies. It then increases the demand for popular fiction seen as business and opportunity by the industries to reach the highest revenue (Adi, 2016). The Movie is considered as a part of a mass culture shaped by the need and the will of the societies. Films have reached the academic level, follows by the increasing numbers of movies used as the object material to learn about history, culture, and society (Ngestirosa & Fithratullah, 2018). Finally, popular culture is not poured from above like rain. However, it grows with society. Its mean that audience has role, it is indirect albeit (Gans, 1974).

One of the trends of The American movie industry is remake movies although the result is not successful as the original movies. The Remake movie could be understood as a film based on an earlier screenplay, or a new version of an existing film, and also a film which in some degree proclaimed them that they embrace one or more previous movies (Verevis, 2006). Even there maybe is a sufficient cultural agreement on the existence and nature of film to allow for a clear understanding especially those movies that are remade using the recognizable narratives when considered alongside the broader concept of intertextuality. One of the most remakes and recent movies by the American industries is the Korean movies. In a couple of decades, there are some Korean movies which are remade into American movies, although it is not ended as it is expected. The failure does not stop the American movie industry in remaking movies as it is explained by Rothman in his blog he said that the American are afraid to spent millions of dollars for the movie which did not have an audience based (Rothman, 2017).

As the result of a complex activity, remake movies especially transnational remake movies need to meet the standard of American audiences. The movies perform the complex process of adjustment on something which needs to be understood by society. It is the reason why, actually the movies that are taken place outside the United States dominion oblige to have the taste of American to be accepted by the American audiences yet global audiences (Ibbi, 2013). The changing becomes the fundamental matter of remaking movies wherein it is not only the desire to present something that has been a success in the past and re-experienced it but also the attempts to shift the movie remaking concept only to the originality of text not more (Verevis, 2006).

This research applies several American remakes of Korean popular movies and the original movies chosen as the object material. Those are *The Lake House* (2006) as the remake

movie of South Korean Movie *Il Mare* (2000); *My Sassy Girl* (2008) is as the remake movie of South Korean movie *My Sassy Girl* (2001); *Old Boy* (2013), *Neo-Noir* movie is as the remake movie of South Korean Movie, *Park Chan Woo's* movie *Old Boy* (2013). Finally, the main purpose of this research is to explore the sustainable values of Korean in the American remakes of Korean popular movies.

### **Theories and Method**

This study applied semantic theory by Christian Metz to discover the meaning behind the sign in the movies. This theory is focused on how the sign could create meaning. To connect literary criticism and media studies, semiotics theories are considered as the most capable and most successful media, the naming of this science is also different due to its context. The term semiotics is used in literature context, while semiology is the term used in social and cultural context including in popular culture context, but no matter the terms used, the purpose is still the same a science of 'sign' and 'code' (Adi, 2016). Metz tries to explain how films are interpreted through codes and signs both inside the cinematic sign non-cinematic which are included in the *mise en scene*. In analyzing sign and code, Metz argues that; code and sign are different from one another, because one is a sign, and the other is the message. If the message is identical with the total codes found, those identical criteria should be interpreted as something that is associated with one another relates to any discourses, and should be supported by an explicit logical coherency (Metz, 1974). We could understand that code and message may stand side by side with large numbers or probably a similar amount of it, but they never merge. They are different entities, but they could associate as long as they are supported by some other aspects. This theory is used to figure out the meaning of the code and sign exposes by the formula of film chosen connects it with American and Korean culture to figure out the transformation of values. The idea of semiotic introduced by Saussure, Barthes, and Metz was to expose the sign and to encode meaning existing in the social life. The idea is somehow inherence with Structuralism, which has a linguistic background (Selden, 1985).

Christian Mets stated that movies contain a million layers of signs and codes referring to meaningful messages. In the context of transnational studies; it is used to expose signs and codes conveyed by transnational products and to help the researcher to expose possible answers for transnational issues. This research uses the theory to expose the transnational values through popular culture i.e., movies and their remake version, and reveal the transformation of values from the original values to the new version of values.

This research used a qualitative method which is considered a rewarding activity due to its ability to engage with many aspects. Its dimension of this research is believed to have a wide range of dimensions of the social world, including the motif, texture of everyday life, the understanding, experiences, and imagination of our research participants (Lina & Setiawan, 2017). This methodology celebrates the richness, depth, nuance, context multi-dimensionality, and complexity rather than being inconvenienced by them (Mason, 2000). Qualitative research directly focuses on analyses and explanations situation (Stake, 2010 in Eklesia & Rido, 2020).

It means that it has more capacity to explain how things work in a particular context. Qualitative strength is on its ability to connect context with an explanation. It means that

qualitative research is capable of producing excellent cross-contextual generalities. This research involves the use of qualitative data such as; interviews, documents, and observation to be able to comprehend the social phenomenon. Qualitative research methods originally from social sciences the purpose is to support the researcher to study social and cultural oriented phenomena. (Mason,2000). Denzin (2000) argues that qualitative research focuses on the interpretation of phenomena in their natural settings to make sense in terms of the meanings people bring to these settings.

### **Findings and Discussion**

The discussion on popular culture area cannot be separated from the taste of people as the customer, because people's taste is also the one that forms the genre of the popular product, whereas the popular culture is aimed to fulfill the societies demands (Adi, 2016). This means that the values and belief in the society make them understand certain concept which drives taste later needed to be satisfied by the existence of genre. Remake movies as a parts of Hollywood culture industries could be determined as reproductions on Hollywood narratives with some additional changes on special effect. Furthermore, bigger investors with bigger expectation add the updated formula in order to fit the taste of the dynamic and ever-changing audience (Baron, 2012).

Globalization makes American movie industry bigger and create impacts toward other movie industries due to its success as the leading American export (Crothers, 2013). Moreover, globalization is the force that creates Hollywood industries (American popular culture; especially movie industries and the entertainment) more popular and known well by the world (Malhotra & Utah, 2015). Rodman in Ibbi (2013) from his observation states that as the impact of globalization, American starts to be influenced by other movie industries from all over the world, although the influence is considered insignificant compared to Hollywood's massive production and distributions. The influence could be seen through remake movies from randomly movie industries called as transnational movie remake. This does not only re-make the movies that have already existed (foreign movie) in American version but this is as production of the international movement of moviemaking or screenwriters. All processes include cultural boundaries institutions which have existed among each local or national movie industries. Herbert (2008) adds that in fact America has still become the largest producer of transnational remake movie considering its record in the American history of remake movies including the European and the East Asian movies (Herbert, 2008).

Three remake movies and their original movies used in this research are to reveal on how the values are transformed, sustained and influenced by the driving force of the transformation. During the transformation of values from the original to the remake movies, it is clear that there are some values from the original movies remain or sustain in the remake movies. The selected values in Korean family can be seen from father superiority, children responsibility to establish their parent dreams, and family belief in divine power, fate and destiny. Those values are represented and transferred smoothly from the original movie to the remake versions of the movie. This research would expose how the value is represented in the movie transferred to the version and why it sustains.

There were some Korean remake movies created by Hollywood industries although most of them not ended successful. Regarding this issue, the American movie industries keep the originality and the story line into its context. It is just like compromising with the original text and considering what should and what should not be kept. To develop the production, American and Korean movie industries also have a lot of support. Both of them are supported

by globalization to the world stages by having economic motifs rather than cultural or arts background. They also try to hide their culture issue beneath the products. *Hallyu* or K-Pop is a product of economic expansion supported by the rapid changing of a nation from agricultural to industrial player in the 20<sup>th</sup> century encouraged Korean Popular culture to grow rapidly. Cultural products are created as a vessel of cultural content, *Hallyu* contain Korean-styled development model which is the product of an ever changing and dynamic society with all of its traditional values in it (Rae, 2015).

The United States of America has produced the largest numbers of remake movies. It has produced it like a professional due to its history. There are several movies that come from different countries in the world have been transformed into the American version. Starting with the European such as German, Spain and France followed by the East Asia such as China, South Korean and Japan are among the top list of the remake movies. The United States of America becomes the bowl of these exotic fruits from all over the world. It gives America its colors and textures formed such unique indifferent taste which is later known as America. The movie industry is also experienced the same unique process when foreign movies started entering the American in 1930s. There were around 44 movies which were screened in the cinema during the decades (Segrave, 2004). There were hundreds of movies produced outside the United States. The problem appeared when they were unnoticed by the US markets. This main problem lays in the cultural differences especially in the language barrier between market and movies. There were broad gaps among the marketing strategy, taste and expectation created by the Hollywood doctrine (Moldagulova, 2013).

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The values or culture to the target audience is the American audience is might include the universal values. Many values in South Korea exposed in the original movies and i sustain in the remake movies, the question is “why” values were accepted by the target audience. Firstly, it is the possible answer is that the values are universal, and secondly is demanded to keep the originality of values in the movie itself due to the needs of the production and audience

Universal values sustain because they are universally accepted and the story needs to creates a believable plot for the audience. The definition of universal values considered as the values that are embraced by more than one group, random culture, and nation (Stepanyants, 2008). The values considered universal because of their grounded ideas covers three universal requirements of human existence includes, as a biological organism, social interaction, and parts of the group welfare. Values are considered as a desirable concept that represents mental goals which express in social interaction by the societies (Schwartz, 2012). The use of universal values in certain particular scene exposed through characteristic fills the aesthetic standard demanded by the society (Bernstein & Adi, 2016). Popular culture contains sustainable values-driven by audience taste exposed through formula repeated in a genre (Adi, 2016) and (Grant, 2003). A remakes movie is un-separated from audience demand and taste formed by their



historical and institutional factors. The factors influence the movie structures, categories, and gives meaning to the targeted audience (Verevis, 2005). Korean values are considered sustain based on due to their universal values characteristic. Two Korean family values sustain because it is universal values and the needs of the story. It is represented in two parts in the remake version: The Representation of Father’s figure and Korean’s Parents roles in sharing dreams with their children.

### The Representation of Father’s figure

The values sustain over the remake process makes it more than remakes moves. The values influence the formula and the genre. Genre is considered the commercial aspect of the movies; it is consistently repeated in its formula to create similar expectations and taste to reach the target audience (Grant, 2003). Sustainable values apply to escalate the tension of the romantic and comedy genre as well as to dramatize its narration (Landy, 1991).

Korean family values exposed by the three remakes movies although they are all different in genres *The Lake House* (2006) as a romantic drama, *My Sassy Girl* (2008) as a romantic comedy, and *The Old Boy* (2013) as noir movies one of them is through the representation of father’s figures. The value is well represented through father figures and parents’ involvement in the life of their children. It is not coincident but somehow as sustainable values taken are from the original movies. The representation of the Korean values on a family is exposed through the glorification of the role of the father, these family values are considered as a part of universal values due to the form that it is accepted elsewhere although the application and the interpretation are different in each place and cultures.

This basic idea of Korean values about family is derived from Confucian teaching. The interpretation of Confucian through Korean perspective in their commercial product formed popular products. Korean movies are considered as the “missionary” of East Asian cultural values its draw a distinct line between the American and Korean (Rae, 2015). An exotic ingredient brought the new flavor for the American, it is sustained because it makes sense and is close to the audience’s beliefs. The American family values are somewhat different; the concept is more egalitarian than the South Korean. The difference lies in the hierarchical concept applied, believes no segregation, and more open opportunities (Stones, 1994). The American concept of values lies on the emotional level transferred through the generation and somehow subjective (Taylor, 2006). The Korean values of life teach the moral principles about the role of man in the family and their responsibilities and position which close enough to be understood as a patriarchal system (Sorensen, 1994). This idea might be in contrast with American people but on the other hand, American egalitarianism is somehow considered “ethically wrong” for the Korean people

Original Movie	
Picture 1	Picture 2
 <p>Time: 37.26 Film: <i>Il Mare</i> (2000)</p>	 <p>Time: 01.37.46 Film: <i>My Sassy Girl</i> (2001)</p>
Remake Movie	






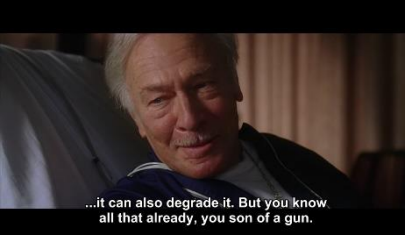
**Figure 1**

The figures and the pictures taken from the original movie of *Ill Mare* (2000) and *My Sassy Girl* (2001) and the remake movie of *The Lake House* (2006) and *My Sassy Girl* (2008). The remake movie exposes the sustainability of the Korean family values. The position of father and role of parents considered as Korean values, it called as hierarchical order. It put respect as the main role of the family relationship. Respect for parents (father) has become universal values in a Korean family and American family but the movies. Both Koreans and Americans put parents as the ones to be respected, but Korean ads with the word 'obey' to their children. The representation of the father figure depicted to have the power and authority to protect his family as well as to give benefit and blessing. In Confucianism family, the central relationship lies between father and son. The relationship is more horizontal rather than vertical like American. Park and Cho (1995) stated that the male members were bestowed with authority and power to lead the family. The remake's version successfully sustaining the Korean values, through story and formula exposing parents' roles and its role to the families.

The parents are depicted as the axis enemy of freedom and children in the American or Korean movies and as the opposing power of the couple relationship. The hero and heroine are will deal with the struggle to free themselves from such matters (Glitre,2006). American version dramatizes the pictures by creates reconciliation in the family different pictures than the original one at the same time as a form of acceptance of universal values by the glorification of the father figure. Father figures are glorified as the representation of the divine where obedience is not an option for the Korean people (Bennet, 2010). This common formula describes parents and positions themselves as opposition and a place to repent themselves. The parents bestow their dream with the children. Finally, Korean and American values are shared common formula from the original Korean movies. The values are delivered through the remake movies by unsystematic cultural and geographical area from origin countries (Herbert, 2006).

### **The Representation of Parents' Role in Sharing Dream with Their Children**

The Koreans believe that every child obliges to pursue and continue their parents' achievement and prioritize their family over personal ambitions. The picture is exposed through many movies both in Korean as the sources as well as the remake version. Korean people believe in collectivism rather than individualism, parents in Korea are obliged to give their best for their family as their responsibilities (Bennett, 2010). The children are burdened with the hopes, expectations, and dream of their parents becomes formula although it wasn't American things. The American believes that children are bestowed with the right to choose. The movie *The Lakehouse* exposes the actor's struggle to break free from his father meanwhile the original version exposes that Korean parents "investing" their life, money, dreams in their children.

Original Movie	
<b>Picture 12</b>	<b>Picture 13</b>
 <p>Time: 19.54 Film: <i>My Sassy Girl</i> (2001)</p>	 <p>Time: 47.50 Film: <i>Il Mare</i> (2000)</p>
Remake Movie	
<b>Picture 14</b>	<b>Picture 15</b>
 <p>Time: 13.58 Film: <i>My Sassy Girl</i> (2008)</p>	 <p>Time: 01.05.15 Film: <i>The Lake House</i> (2006)</p>

**Figure 2**

Korean family treated the first-born son as a crown prince. He was given the best in everything as well as given his life, education, and work as his dedication to his parents. All the pictures in **Figures 2** represent the idea of children's obligation to their family and establish their parents' dream. Korean family believes that it is the duty of the first-born son. The family is the most important part and the children; come first before the individual needs. Korean people believe that male descendent responsible for the life of their parents, their brothers, their son, their wife, and their daughters (Bennett, 2010). Armstrong (2007) stated that Korean boys are obliged to establish their family's dream and picking up family's misery. At the same time, Korean family values expose the woman's role or a mother is to guarantee the education at the same time secure his son's future which meant secure his family future. It is stated that the strongest relationship in a family is father and son due to the duties of the son to honor his father in life and death (Hoobler, 2009). Lee in Kim and Bang (2016) stated that Korean families are so obsessed to shape their son's life and future so that later their son could secure their future as well as their life (Bang, 2016).


The picture considered disturbing for the American, they might not experience as the Korean children did. But this idea is escalating the tension in the romantic genre due to its audience, women. The representation of the values focuses on the women's sensibility, feeling, and emotions. The formula is adjusted to create dramatization in the romantic genre. It is stated that "Love impulse in man frequently in terms of conflict" (McDonalds, 2007). This value might not the same and not universal enough for the American, but the context of parents' expectation of their children becomes universal. The values are important to increase the tension and emotion to the plot as an additional flavor in the movie recipes. The sustainability of the values in the process of the remake movie lies in the similarities between Korean and American values.

Parents considered important aspect for the life of the children in both values. Respect becomes the qualities that foreground the relationship between parents and children. The different is lied on the system Korean model such as patriarchy is only justified to be applied in their society not in the U.S (Glitre, 2006). It is considered as universal values due to the needs of the story in create something believable for the audience. Particular scene exposes values through the formula of the movie in order to fill the aesthetic standard of the society

(Adi, 2016). The aesthetics quality represents the taste of the society and audiences. At the end of this research popular culture product contains sustainable values that Korean Family values driven by the taste creates repetition of popular formula in genre (Adi, 2016; Grant, 2003).

### The Representation of Divine Power, Fate and Destiny

The last value that exposes sustain is the representation of Divine power, fate, and destiny. The Americans believe in personal strength and human as a power to control before them. They also believe that nothing could be explored. The Korean people, on the other hand, believe in something that lies beyond reason like divine power, fate, destiny, and *karma*. Despite all the modernity the Korean people today still believe in spirit and superstition, bad luck, and *fengshui* (Bannett, 2010). Korean people are usually found in three different religions such as Shamanism, Confucianism, and Buddhism. These three religions are considered as ‘the legs of the three-legged stool’ due to their influence on daily practices (Hoobler, 2009). The culture in Asia connects the power of the divine with color representation, for example, Yellow in Indonesian *Nyepi* a Hindu’s celebration, Red during the Chinese lunar New Year celebration. Colors have been an important part of a ritual. Color relates to a specific context such as red, white, frequently relates to the sacrificed ritual and secrecy, and while yellow relates to sign (Van Ess, 2015).

Original Movie	
<p><b>Picture 14</b></p>  <p>Time: 01.27.37 Film: <i>Il Mare</i> (2001)</p>	<p><b>Picture 15</b></p>  <p>Time: 01.32.06 Film: <i>Il Mare</i> (2001)</p>
Remake Movies	
<p><b>Picture 16</b></p>  <p>Time: 01.31.06. Film, <i>The lake House</i> (2006)</p>	<p><b>Picture 17</b></p>  <p>Time: 01.31.56 Film, <i>The lake House</i> (2006)</p>

**Figure 3**

**Figure 3** exposes both original and remakes version pictures of the leading female characters wear the same red color coat and pray and beg in front of the mailbox for the miracle to come. The red colors in Korean and almost of the Asian nation represent Celebration, Fire, Luck, Joy, Fertility, and Fortune meanwhile in American it conveys the ideas of Excitement, Warning, Sex, Passion, Adultery, and Safety (Maroto, 2001). The color represented derives from both definitions of color it defines as happiness, joy, festive, as well as a magical and divine entity. The color represented derives from both definitions of color it defines as happiness, joy, festive, as well as a magical and divine entity. It is then acceptable to use the same colors in the original and remake movie due to the close meaning of the colors. Korean traditional color is based upon the five elements and the five basic colors are blue, white, red,



black, and yellow. Blue represents creativity, immortality, and hope; white for chastity, truth, innocence, and death; red signifies the sun, fire, production, creation, passion, and love; black represents existence; yellow symbolizes light and essence of vitality traditionally (Shin, et al, 2012). Korean people believe that fate and destiny are the divine power. they also believe the past with the future, what is in the future for the Korean is what was in the past, the reason why that Korean seek wisdom to figure out the answer for the future matters to their ancestors and senior members (Bennett.al, 2010).

The formula of boy meets girl in romance movie display love and the struggle of these two people. The formula of romance; the boy and the girl are destined to meet each other to conquer the obstacles and win over parents' restriction, even could change destiny. The formula makes people watch the movie and motivated by its realistic portraits of problems and depression whereas the actors champion the matter (McDonalds, 2007). The representation of Korean belief in a divine power is represented through the magic and wonder in the movie especially in *The Lake House* (2006). The writer believes that in romantic drama, melancholy, or even comedy, this formula is used to emphasize the relationship and to expose the strength of the boy and the girl. As in all romance types, the love story's primary focus is the quest and the battle to defeat dark forces. It is stated that all manner of characters people, stories, and delightful creatures are commonplace to strengthen the love story of the characters (Ramsdell, 1999).

The Koreans believe in a divine power is not suitable to the values of the American people who are rational. The value is sustained because the same pattern and formula that repeated for so long and has been successful. The American movie industry It is proven that this value is significant for the industry.

### **Conclusion**

The writer concludes that the values taking forms in the Korean popular remake movies are seen through the sustainable values in the remake versions. The analysis also exposes the main reason why sustainability is taking place in the remake movie production. The audience demands it and the company business perspective is the most dominating reason for the movie remakes. American movie industries, like Hollywood, have influenced the whole world movie industries.

Through semiotic theory from Christian Metz and representation approach by using qualitative methods, original values that remain sustaining in the remake version were revealed. Korean family values such as in examples of father figures, Korean parents share their dreams with their children. Korean people still believe in such divine power, fate and destiny. The main ideas of making Korean values sustaining in the remake versions are firstly because it is universally accepted. Secondly, it is considered popular and a successful formula to fulfill the taste and demand of the audience. It is revealed that the values sustain due to the needs of the remake movies to keep the expectation and the taste of the audiences, especially the fans of the original movies. It is dominated by women audience who expect for something more sensitive and loving; displaying the suffering of the male characters.

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