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PROSPECTS

Jurnal Humaniora, Sains, Pendidikan dan Pengajaran

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KATA PENGANTAR

Tim Penyusun Jurnal Prospects kembali menyajikan beberapa artikel yang memuat pembahasan permasalahan dalam dunia kebahasaan dan humaniora. Dalam jurnal Volume 8, Nomor 1, bulan Mei 2018, kami menyusun delapan artikel yang membahas permasalahan yang terkait problematika kebahasaan. Masalah yang dibahas dalam edisi kali ini bervariasi mulai dari permasalahan dalam ranah budaya, penuturan bahasa, kurikulum, sampai psikoanalisis. Pada delapan jurnal tersebut, empat jurnal merupakan hasil tulisan mahasiswa dan empat jurnal lainnya merupakan artikel dari dosen dan praktisi.

Jurnal edisi kali ini dibuka dengan tulisan dari Chyntia Heru Prastiwi dengan judul *BIPA Textbook: A Cultural Content Analysis of Basic Indonesian*. Tulisan ini membedah masalah konten kultural yang ada pada buku panduan belajar Bahasa Indonesia. Dalam analisisnya, penulis menyampaikan bahwa konten budaya yang ada pada buku panduan belajar Bahasa Indonesia disampaikan melalui media gambar dan teks. Sebagai tambahan, konten budaya yang disampaikan dipergunakan untuk mempermudah proses belajar Bahasa Indonesia.

Artikel kedua yang ditampilkan pada edisi kali ini merupakan tulisan dari Indra Iis Wahyuni dengan judul *Coinage Found in Unilever's Product "Food and Beverage"*. Tulisan ini bertujuan menemukan kecenderungan pada jenis pembentukan kata baru yang terjadi pada produk-produk asal unilever. Berdasarkan hasil yang didapat ada dua jenis pembentukan yang dominan, yaitu: eponyms and trademarks.

Pada artikel ketiga yang dimuat di jurnal edisi ini, penulis, Chusnul Khotimah, membahas *Expressive Acts Used in More Wishing Chair Stories* by Enid Blyton. Dalam tulisannya, penulis berorientasi pada penemuan jenis-jenis *expressive acts* yang digunakan dalam novel tersebut. Melalui teknik analisis konten, penulis menemukan ada enam jenis *expressive acts* yang digunakan oleh karakter-karakter pada novel tersebut.

Artikel berikutnya berjudul *Correlation between Conscientiousness, Sentence Structure Mastery and Reading Ability (A Correlational Study at The Eleventh Grade Students of SMAN 1 Dander in the Academic Year 2016/2017)*. Ditulis oleh Meiga Ratih Tirtanawati, Dosen IKIP PGRI Bojonegoro, tulisan tersebut membahas hubungan antara tiga variabel yang akan diteliti, yaitu: kesungguhan hati/niat (*conscientiousness*), kemampuan menyusun kalimat (*sentence structure mastery*), dan kemampuan membaca (*reading ability*). Dalam tulisan ini dibahas bahwa ada hubungan yang berbanding lurus antara (1) kemampuan menyusun kalimat dengan kemampuan membaca; (2) gengsi dan kemampuan membaca; dan (3) kemampuan membuat kalimat dan gengsi yang berkesinambungan serta kemampuan membaca. Dalam kesimpulannya, kemampuan menyusun kalimat dan kesungguhan niat dalam belajar merupakan faktor yang layak diperhitungkan dalam meningkatkan kemampuan membaca.

Artikel tentang studi pragmatik juga dihadirkan dalam tulisan yang disusun oleh Natrah Priyandani Pertiwi. Artikel yang berjudul *Flouting of Conversational Maxim Used by Sofia Vergara in The Ellen Show* membahas tentang bagaimana salah satu bintang tamu dalam *talk show The Ellen Show*, Sofia Vergara, menggunakan teknik *flouting maxim* dalam menjawab pertanyaan yang diberikan oleh pembawa acara. Dalam kesimpulannya, penulis mengungkapkan bahwa ada tiga ciri yang terlihat bagaimana *flouting maxim* terjadi, yaitu: (1) memberikan informasi yang terlalu banyak; (2) memberikan keterangan yang kurang bukti; dan (3) memberikan penjelasan yang kurang relevan.

Sama halnya dengan artikel yang disusun oleh Natrah, artikel yang memuat pembahasan tentang studi pragmatik juga dibahas pada artikel berjudul *The Intended Meaning of Speech Acts on Rip Porter's*

Conversation in Like Dandelion Dust by Karen Kingsbury oleh Nico Irawan. Pembahasan tentang makna yang ditunjukkan pada ujaran yang terdapat pada percakapan di *Like Dandelion Dust* merujuk pada tiga pertanyaan dasar tentang fungsi dari *speech acts*, bagaimana makna tersampaikan melalui *speech act*, dan mengapa penyampaian makna secara tak langsung terjadi dalam percakapan dalam novel tersebut.

Dalam tulisannya yang lain yang dimuat pada jurnal edisi kali ini, Nico Irawan juga menyoroti masalah kurikulum 2013 di Indonesia. Dalam artikel yang berjudul *The Educational Issue of Indonesian English Curriculum 2013*, penulis menyoroti banyaknya pro dan kontra yang terjadi dalam penerapan K13 di Indonesia. Selain itu, isu-isu pendidikan yang krusial mengenai implementasi K13 juga dibahas dalam artikel ini.

Sebagai penutup, artikel yang murni membahas penerapan ilmu kesusasteraan yang berjudul *A Psychoanalysis undergone by Linda in Paulo Coelho's Adultery* yang ditulis oleh Ratih Desiana menitikberatkan pembahasan pada studi psikoanalisis yang diterapkan dalam novel *Adultery*. Sumber kesengsaraan dan efek yang dibawa menjadi topik utama pembahasan pada tulisan ini. Linda, sebagai karakter yang dianalisis, mengalami berbagai macam masalah psikologis meskipun dia tinggal di daerah yang tidak membahayakan, tetapi tetap saja ada gejolak batin yang ia rasakan dalam kehidupannya. Teori psikoanalisis Sigmund Frued menjadi acuan utama penulis dalam membedah permasalahan yang Linda hadapi.

Kami berharap artikel-artikel yang termuat dalam jurnal PROSPECTS edisi kali ini dapat memberikan khasanah pengetahuan yang baru mengenai masalah-masalah kebahasaan, terutama yang menyangkut bidang sastra dan linguistik. Kamipun berharap agar pembaca juga turut aktif dalam memberikan masukan dan saran terhadap tulisan yang kami muat. Kami juga menunggu peran aktif para pembaca dalam menyampaikan artikel yang terkait dengan ilmu kebahasaan dan humaniora. Semoga bermanfaat. Terima kasih

Surabaya, Mei 2018

Dewan Redaksi

**BIPA TEXTBOOK: A CULTURAL CONTENT ANALYSIS
OF BASIC INDONESIAN
(AN INTRODUCTORY COURSE BOOK)**

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Abstract

Culture plays its urgent role in language teaching. BIPA (*Bahasa Indonesia bagi Penutur Asing* or Indonesian Language for Foreign Speaker) is important proficiency for foreign students who are taking academic learning in Indonesia. Teaching BIPA is aimed to make the teaching and learning process run easily. Using Indonesian language appropriately needs the understanding of Indonesian culture because culture would help speaker in using language appropriately in a given context. This article reports the result of the study analyzing the cultural content of Basic Indonesian textbook, including (1) Describing how the cultural contents presented in the Basic Indonesian textbook, (2) Identifying categories of cultures which are presented in the Basic Indonesian textbook. By using qualitative research, the writers get the data from documents of pictures, comics, dialogues reading text, writing task, speaking task and listening one which are presented in each unit of Basic Indonesian textbook. However, they also employ the element of quantitative in the form of the way the data are recorded into percentages. The findings describe the cultural contents presented in the Basic Indonesian textbook dominated by pictures and reading text. Secondly, the categories of cultures which are presented in the Basic Indonesian textbook dominated by target culture (Indonesia culture).

Keywords: Cultural Content Analysis, Cultural Categories, Media of Culture Presentation, BIPA

A. INTRODUCTION

Language and culture have an inextricable and interdependent relationship. As Moran (2001: 35-38) states that language is used by individuals to express their unique identity within the culture, meaning that individuals use their own version of language to describe, understand, and respond to their experiences and themselves. Wardhaugh (in Xiao, 2010: 8) maintains that; 1) language determines thought and culture; 2) language influences thought and culture; 3) culture influences people's language; and 4) language and culture influence each other. Then, Wither-spoon (in Xiao, 2010: 8-9) says that language and

culture are highly interrelated and he proposes that language cannot be studied without paying attention to the culture involved and language cannot be studied in isolation from the cultures in which they are spoken. Based on the studies above it is inferred that language and culture are interrelated. Culture plays the important role in language teaching and language also plays important role in understanding the culture.

Culture influences language teaching in two important ways: linguistically and peda-gogically. Linguistically, culture is significant in the linguistic dimension of the language itself,

affecting the semantic, pragmatic, and discourse levels of language. Pedagogically, it influences the choice of language materials because cultural content of the language materials and cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials (Mckay: 2003). To master a language, students should learn linguistic and cultural norms.

BIPA stands for *Bahasa Indonesia bagi Penutur Asing*. It means Indonesian Language for Foreign Speaker. The writers formulate the statement of problems as follows. (1) How are the cultural contents presented in the Basic Indonesian textbook? (2) What categories of cultures which are presented in the Basic Indonesian textbook?

While the objectives of the study are: (1) To find out how the cultural contents presented in the Basic Indonesian textbook; (2) To describe categories of cultures which are presented in the Basic Indonesian textbook.

1. BIPA

BIPA is the abbreviation of *Bahasa Indonesia bagi Penutur Asing*. It means Indonesian Language for Foreign Speaker. BIPA program is developed well in Indonesia and other countries. BIPA is one of Indonesia government program. Saddhono (2014) states that the development of BIPA textbooks in Indonesia continues to be conducted by both government and BIPA program activists. The government, through the Language Agency, has published a number of BIPA books that can be downloaded from the Language Agency web page. BIPA researchers and activists in Indonesia are also continuing to innovate in developing BIPA textbooks, although many textbooks are based on local culture and traditions in Indonesia.

2. Types of Culture

There are two types of culture; Big “C” culture and Little “c” Culture. Big “C” culture refers to the culture which focuses on the

products and contribution to a society and its outstanding individuals, including politics, economy, history, literature, fine arts, sciences, geography (Chastain 1988: 303, Tomalin & Stempleski 1993: 6, Pulverness 1995:9)

Meanwhile Xiao (2010: 38) designs that there are 9 themes of the big “C” culture category. Including Politics, Economy, History, Geography, Literature/Art, Social Norms, Education, Architecture and Music.

Little “c” Culture refers to the „way of life“, daily living and culture patterns including the routine aspects of life, such as food, holiday, lifestyles, customs, values, hobbies and gestures/body language (Xiao, 2010: 38)

3. Cultural Dimensions

Moran (2001) and Yuen (2011) proposed cultural dimensions as follows: products, persons, practices, and perspectives. The dimension of products can be identified by some forms like pictures, illustration or realia which show real cultural objects such as foods, movies, songs, news, fashions, buildings, paintings, which characterize or represent certain country.

The dimension of persons refers to figures, publicists, and other famous people either real or fictitious which are included in the culture. This element may comprise artists, movies actors, and singers, characters in a movie, comedian, and the like in which readers or learners will automatically identify the origin.

The dimension of practices reflects the real life activities which are inherited to a particular group of community and passed from generation to generation. It may consist of customs (thanksgiving); daily life activities (sports such as baseball, football); and society (recycling program).

The dimension of perspective refers to the way of certain group of people see some

aspects of life such as family relationships, friendships, and concepts about money, time, polite and impolite expressions, and many others.

4. Cultural Categories

Cortazzi & Jin (1999) propose three categories of culture which are represented in a textbook. The three categories are as the following: (1) Source Culture; (2) Target Culture (3) International Target Culture

The textbook which contain source culture (SC) present the language learners' own culture/ the native cultures. While Target culture (TC) includes one or two target cultures/Indonesian-speaking countries' culture such as the culture of Indonesia and Malaysia. The textbook which contain International Target Culture (ITC) present the cultures of all countries in the world.

This is qualitative in nature study which aimed to reveal the cultural contents of BIPA Textbook: Basic Indonesian (an Introductory Course Book). This study also employ the element of quantitative in the form of the way the data are recorded into percentages. Content analysis is used in analyzing this BIPA textbook. Wallen & Fraenkel (cited in Nomnian, 2013: 17) says that content analysis is an appropriate research tool that explores particular written words, text or visual contents of selected documents

B. FINDINGS AND DISCUSSIONS

1. Media of Culture Presentation

The Basic Indonesian textbook used audio, visual and textual media in presenting the cultural contents. In this part, every audio, visual and textual media such as pictures, comic, reading text, dialogues, contextualized writing tasks and contextualized speaking tasks which expose some characteristics and/or elements representing certain groups or countries are counted as cultural presenting media.

All of the categories, senses, and dimensions of culture are delivered by cultural media.

Adaskou, Britten & Fahzi (1990: 5) states that those information takes some forms such as: 1) informative or descriptive text material, 2) texts presenting foreign attitudes and opinions, 3) dialogues about everyday life, 4) contextualized writing tasks, 5) idioms and collocations, 6) visual illustrations, or sound recording. Sugirin et al. (2011:13) said that "inserting cultural aspects can be done by textbook authors implicitly by integrating them in the language materials and explicitly by the presentation of cultural aspects as a topic of a text". He adds that most authors in the media use in the forms of pictures and writings. In this study, audio, visual and textual media is analyzed as the cultural aspects in teaching materials for content analysis studies.

The media appears 181 times in various form. Visual media appear most frequently throughout the lessons of the textbook by 89 times (49%) identification which are dominant in the form of pictures. Meanwhile, textual media are identified 36 times (20%) in whole textbook. While, audio media (listening skill) appear 56 times (31%). Its' appearance can be found in each lesson of the textbook.

In this study, Visual media cover pictures and comics, textual media cover four forms; reading/informative texts, dialogues, contextualized writing and speaking tasks. In other hand, audio media cover listening section of reading text or dialouge.

Pictures dominate the exposure of visual media than comics. There are 60 pictures (33%) which potentially expose cultural values because those pictures expose some characteristics which label them to be a part of certain countries, certain features which are able to indicate certain groups of people or country are representative of cultural values of the members. Meanwhile, comics appear 29 times (16%) but it can be found in the end of each lesson.

Reading/informative text has the highest percentage of textual media. It appears 19 times or 10% in the textbook. Reading/ informative

texts are exposed in the form of short reading text. Then, dialogues take the second place by being exposed 9 times (5%) which mostly consist of short dialogues. Next, contextualized writing tasks appear 7 times (4%), in the forms of composing the sentences or texts, filling the gaps and summarize the text. Following this, contextualized speaking tasks appear 1 times (1%).

Table 1. The Detailed Distribution of Visual and Textual Media in Each Lesson of the Basic Indonesian textbook.

Lesson	Audi Media	Visual Media		Textual Media			
	Listening	Picture	Comic	Reading	Dialogues	Writing	Speaking
1	2	4	2		1	1	
2	2	3	1	1			
3	2	2	2	1			
4	2	3	1		1		
5	2	3	1	1			
6	2	4	1		1		
7	2	5	1	1			
8	2	4	1		1	1	
9	2	2	1	1			
10	2	1	1	1		1	
11	2	1	1	1			1
12	2	2	1	1		1	
13	2	3	1	1			
14	2	2	1	1			
15	2	2	1	1		1	
16	2	1	1	1		1	
17	2	2	1	1			
18	2	1	1		1		
19	2	1	1		1		
20	2	1	1	1			
21	2	1	1	1			
22	2	1	1	1			
23	2	1	1	1			
24	2	3	1		1		
25	2	1	1		1		
26	2	1	1	1			
27	2	3	1	1			
28	2	2			1	1	
Total	56 (31%)	60 (33%)	29 (16%)	19 (10%)	9 (5%)	7 (4%)	1 (1%)
	56 (31%)	89 (49%)		36 (20%)			

Based on the result, it can be stated that pictures play a dominant role in presenting the cultural load because they have the highest frequency. Pictures are also well distributed since they can be found in every lessons of the textbook. While, audio media in the form of

listening text or dialogue, can be found in all lessons.

Reading /informative texts are also distributed well although they are still less dominant in comparison to pictures. Contextualized writing tasks and contextualized speaking tasks just appear in some lessons. Contextualized speaking tasks are even worse. This form of textual media is only found in lesson 11. These forms of textual media are not distributed well. Based on the explanation above, it can be concluded that most of the cultural points in the textbook are presented in the form of pictures and reading text.

Some examples of visual media and presenting cultural loads:



Picture 1. Eiffel Tower

The picture exposes well-known touristic/historical places. It is eiffel tower which is located in Paris French.



Picture 2. Comic

The picture exposes the comic with physical appearance and name of Australian (Joel) and postman, Indonesian (*pak pos*). This dialogue happens in Indonesia (*Senang di Indonesia*)?

Some examples of textual media and

presenting cultural loads:

Sari lahir di Jakarta.
 Keluarga Sari tinggal di Pasar Minggu.
 Sari pergi ke kampus UI di Depok.
 Dia ikut ayahnya.
 Ayah Sari punya mobil.
 Di kampus Sari belajar Hubungan Internasional.
 Sore dia pulang dari kampus.

 Di kantina Sari minum Pepsi.
 Di rumah dia minum teh.
 Adiknya suka minum es jeruk.
 Kakaknya suka minum Bir Bintang.
 Mereka suka makan nasi goreng.

 Sari makan siang di kampus.
 Di kampus dia makan mi goreng.

Picture 3. Reading text

The picture exposes the reading text of geography, education, and name (*sari*)

SARI: Saya Sari. Saya mahasiswa.
 Saya mahasiswa di Universitas Indonesia. Ini rumah saya.
 Selamat datang! Ini ibu saya. Ini teman saya, Joel.
 JOEL: Selamat pagi, Bu.
 IBU SARI: Apa kabar, Joel?
 JOEL: Kabar baik, Bu.
 SARI: Dan itu bapak saya.
 JOEL: Selamat pagi, Pak.
 AYAH SARI: Silakan masuk, Joel.
 JOEL: Terima kasih, Pak.
 SARI: Bapak saya dosen, dan ibu saya dokter.
 Dan ini kakak saya.
 KAKAK SARI: Nama saya Agus.
 JOEL: Hi, Agus!
 SARI: Dan ini adik saya.
 ADIK SARI: Nama saya Ratih.
 JOEL: Hi, Ratih!

Picture 4. Dialogue

The picture exposes the dialogue of introduction between Joel (Australian) and Sari's family.

D. Menuis
 a. Pada jam ... (gambarkan Joel)

Jadwal kegiatan Joel	Waktu	Keterangan
4.30 pagi		Demam lalu mandi
6.30 pagi		Makan pagi
7.30 pagi		Nak ke kampus UI
8.30 pagi - 12.00 siang		Kuliah di Fakultas Bahasa
12.30 siang		Makan siang di rumah keluarga
1.30 - 2.30 siang		Ke internet kafe
2.30 - 5.00 sore		Berbelanja di kampus

b. Tuliskan satu paragraf tentang kegiatan Joel dengan memuat informasi di atas! (Write down a paragraph about Joel's activities based on the information above.)

Jadwal kegiatan Joel

Joel bangun pagi pada jam _____

Picture 5. contextualized writing

The picture exposes the contextualized writing of Joel activities

Picture which are classified as visual media show the highest frequency of appearance in the whole textbook in comparison to the other mediums. This fact suggests that culture is mostly presented through tangible objects. Then, reading text which are categorized as one of the four textual media take the second place in presenting culture based on its appearance in the textbook. This fact also suggests that reading texts/text are applicable to present cultural loads. This finding in line with the opinion proposed by Alptekin (1993) that reading passages would be more applicable to be the media in representing cultural loads.

The cultural contents in the Basic Indonesian textbook are mostly presented through pictures and reading text. Pictures and reading text can be assumed as the ideal media for exposing cultural contents. This is supported by the statement proposed by Yuen (2011), Sugirin et.al (2010), Adaskou, Britten, & Fahzi (1990) in their study in which visual and textual media can become the representative of cultural aspects/ contents in teaching materials.

2. Cultural Categories

In this study, target culture or Indonesian culture possesses the highest frequency in the textbook. Target culture is presented for 153 times (59%). Cultural loads which are categorized as target culture appear in various presentations. They can be classified into some themes such as education, history, geographical, touristic place, pictures, illustration or realia which show real cultural objects, public figure, songs, figures, films, singers, physical appearance, name, Daily activities, way of life/lifestyle, and family relationships, which characterize Indonesia.

The second category is source culture. It is identified 36 times (14%). Cultural loads which are categorized as source culture appear in various presentations. They can be classified into some themes such as history, public figure, geographical, touristic place, picture, figures, way

of life/lifestyle, animals, music, physical appearance, group of famous people (band group), name, and friendships which characterize Australia.

Then, international target culture is exposed 72 times (27%). This category covers figures and buildings themes which characterize some nations in the world. International target culture has the higher percentage than source culture but it does not appear in each lesson of the Basic Indonesian textbook.

Table 3. The Detailed Distribution of Cultural Categories in the Basic Indonesian textbook.

Lesson	TC	SC	ITC
1	5	1	
2	5		
3	4	2	
4	4	1	
5	4		
6	2		
7	7	1	
8	7	3	6
9	3	1	
10	4	1	
11	5	3	
12	7	3	
13	8	2	
14	10	1	
15	13	3	33
16	4	1	1
17	4	1	2
18	2	1	1
19	9	1	9
20	13	1	
21	2	1	1
22	4	1	
23	5	1	
24	2	2	
25	2	2	9
26	2	1	1
27	10		8
28	6	1	1
Total	153	36	72
Percentage	59	14	27

Based on the findings, all of the three categories of culture; target culture, source culture, and international target culture are exposed in Basic Indonesian textbook. Among them, Target culture can be stated as playing the most dominant role since it appears in the biggest portion. Moreover, Indonesian or target culture is distributed well. It can be proven by the data in table 4 which shows that target culture is exposed in every lesson of the textbook. In other words, Indonesian culture which is represented in various forms dominates the cultural contents in Basic Indonesian textbook.

Some examples of target culture presenting cultural loads:



Picture 6. Indonesian flag

The picture exposed heritage which shows real cultural objects



Picture 7. Indonesian University

The picture exposed the building located in Indonesia.



Picture 8. Indonesian Map

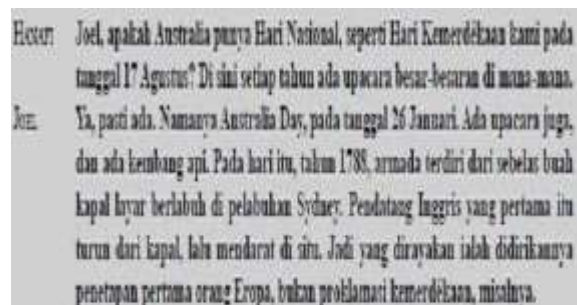
The picture exposed the realia which show real cultural objects.

Some examples of target culture presenting cultural loads:



Picture 9. The activities at Australia Ambassador Office

The picture exposed the relation between Australia and Indonesia



Picture 10. Conversation about Australia

The picture exposed the Australia customs

Some examples of international target culture presenting cultural loads:



Picture 11. golden gate bridge

The picture exposed the building at San Francisco, California

C. Mencocokkan

ii. Cocokkan nama tempat wisata terkenal (A) dengan negara (B).

- | A. | B. |
|------------------------|--------------|
| 1. Air terjun Niagara | a. Panama |
| 2. Tembok Besar | b. Kanada |
| 3. Candi Borobudur | c. Indonesia |
| 4. Menara Pisa | d. Perancis |
| 5. Makam Taj Mahal | e. Cina |
| 6. Piramida Spink | f. India |
| 7. Terusan Suez | g. Tanzania |
| 8. Disney World | h. Amerika |
| 9. Menara Eiffel | i. Italia |
| 10. Opera House | j. Inggris |
| 11. Gunung Kilimanjaro | k. Indonesia |
| 12. Danau Toba | l. Mena |
| 13. Lonceng Big Ben | m. Australia |

Picture 12. International tourism objects

The picture exposed the tourism objects of some nations in the world

Based on the findings, it can be stated that target culture, source culture, and international target culture proposed by Cortazzi and Jin (1999) are represented in Basic Indonesian textbook. Among the overall occurrence, there is an imbalance presentation among the three categories of culture. Target culture is the most prominently presented in the textbook, followed by international target culture and source culture. In other words, Indonesian culture dominates the cultural contents of the Basic Indonesian textbook.

Because of presenting more target culture than the other categories of culture, Basic Indonesian textbook has strength and weakness at the same time. The weakness is the Basic Indonesian textbook does not help learners to

understand the materials easier since they are not familiar with the content. Moreover, the strength of Basic Indonesian textbook helps the teacher to give guidance in teaching-learning activities and help learners to learn more native Indonesian-speaking countries.

C. CONCLUSION

The analysis of this study, focuses on two elements; analyzing the media of cultural presentation, and examining the categories of culture. Based on the analysis, two are three conclusions. Firstly, culture in Basic English Textbook is mostly presented by means of visual and textual media. Pictures and reading texts are two kinds of media which are used frequently to expose cultural contents.

Secondly, among the overall occurrence, there is an imbalance presentation among the three categories of culture. The exposures of culture in the textbook are mostly categorized as target culture. The presentation of reading text, dialogues, pictures, name, place, building and activities in Basic Indonesian textbook tells the daily lives of Joel (Australian) and Sari (Indonesian) at Indonesia, especially at Indonesian University of Jakarta. In other words, Indonesian culture dominates the cultural contents of the Basic Indonesian textbook.

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COINAGE FOUND IN UNILEVER'S PRODUCTS "FOOD AND BEVERAGE"

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Abstract

This study concerns with coinage found in Unilever's Products. The objectives of this study are to find out the types of coinage formed and to describe the process of coinage in Unilever's products. The findings conclude that the Unilever uses two types of coinage; eponym and trademark. Those products use variant processes in each type classification of the product.

A. INTRODUCTION

Words are used regularly in language. People use them every day until they create new words unconsciously. New words can be formed from their original language or taken from other language, or it can be formed by reducing other words. Those are processes of making new words named word formation process.

In word formation processes, there is a process that the form is completely new term. It is namely coinage. Coinage is mostly found in commercial products. In order to understand more about coinage, the writer uses Unilever's products as the data for this study.

1. Morphology

Morphology is the study of forms. As stated by Mark and Kristen (2011:1-2) that there are four definitions about morphology. First, in terms of etymology, morphology is from Greek that consists of two words. They are *morph-* has meaning „shape of form“ and *logia* has meaning „the study“. Thus, morphology is the study of form. Second, in terms of biology, morphology is the study of form and structure organisms that refers to a word. The third, in terms of geology, morphology is the study of the form and the changing form. The last, in terms of linguistics, morphology is the branch of the study of word related to the structure of word and the form of word.

2. Coinage

A word is that completely term which includes into word formation process namely *coinage*. This process produces a new word that there is no term before and then the term appearing unexpectedly. Yule (2010: 53) states, "one of the least common processes of word formation in English is coinage that is invention of totally new term." Based on the statement, the writer assumes that coinage is the invention of new word from completely new term. For example, aspirin, nylon, vaseline, zipper, Google, sandwich, jeans.

3. Types of Coinage Word

According to Yule (2010:54), there are two types of coinage. They are eponym and trademark. These types can be explained as follows;

a. Eponym

Eponym is a new word by taking the name of the person or place. According to Yule (2010: 54), "New word based on the name of person or a place is called eponyms." It means that eponym is a new word that uses the process taking the name of person namely eponym. First example is eponym by taking the name of person: *Fahrenheit* it is a scale of temperature. It is taken from the name of the temperature's inventor. He is Gabriel Fahrenheit from

German. Second example is eponym by taking the name of place: *Jeans*, it is a type of trousers made from denim. *Jeans* is taken from the name of city after the city of Genoa in Italy. The city is place where *Jeans* is produced.

Furthermore, Cipri adds that eponym is a term taken from the name of person. The name can be taken from the propped name, real name, or fictitious name. The name could be in a name of the city, a geographical area, a dynasty, a historical or artistic movement, (2011:1). For instances, first, the eponym *Nobel*, he is person who invents dynamite. As the invention is endangering people, eventually, he set up Nobel Foundation to appreciate Nobel Prize for giving greatest benefit on mankind” in six categories; Chemistry, Literature, Peace, Physics, and Physiology or Medicine. Second, the eponym *Athens* named after the goddess. It is eponym that usually refers to whom the foundation of a city or lineage was attributed.

b. Trademark

There are two points of view about trademark. First point is from Economic view and second is from Language study. In Economic, trademark is a name or a logo in commercial product which aims to differentiate the product among others. As stated by Ramello (2006: 6). However, in language study, trademark has a relation in coinage. In language study, trademark is one of coinage type. Trademark here is new word as the name of the product that formed from unknown word. Yule argues that the one of typical coinage are invented in trade name that becomes general terms ... which may be there is an obscures technical origin. (Yule, 2010: 53-54).

In other to, trademark in Economy point of view and trademark in Language point of view have a relationship. The

relation can be known through the meaning. As stated by Linford (2016: 10), “Trademarks operate on at least two levels. First, the mark denote source – it indicate “a single thing coming from a single source.” Second, because the mark points to a consistent, if anonymous source, it also connotes of hints at qualities of the marked product.” Based on the theory, it can be concluded that trademark can be seen from two level trademark’s operation. They are: first, the mark in trademark (a symbol, logo, a word, or combination of them) point identity of the product explicitly. For example, *Pizza Hut*. The mark in the form of word *Pizza* is pointing that the product sells the food which called *Pizza* (an Italian food). Second, because the mark points to consistent, the mark shows that a product has consistency of the quality although the producer or the product is not seen or known. For instance, when consumers see COCA-COLA on the red can, they recognize the source of that can, and its contents come from a specific source. The source significance of a trademark also sends a message about the product quality- the same product from a specific source should have consistency quality each time the consumer buys (ibid). Eventually, a product can be determined by the mark (a symbol, a logo, a word, or combination of them), whether the product is a trademark or not. Since this study is coinage which analyzes a totally term, so, this study only focuses on analyzing of the word term.

4. The Processes of Coinage

Coinage is totally new term that the new term is usually is known. For knowing the term, this study uses seventeen processes, where the processes takes structural of eponym process from McArthur in Karavaeva (2011) and word formation processes from

Yule (2010). For more, the writer will explain as follow:

a. Simple Eponym

Simple eponym is proper noun eponym becomes common noun. According to McArthur in Karavaeva (2011:81), "Simple eponym is proper noun that is re-categorized as common nouns, often having the plural form". It means that proper noun is from eponym that is used to re-classify into common noun. For example, *Hoover*, it is the vacuum cleaner which invented by James Murray Spangler. Before changing the name, this vacuum cleaner is named Spangler as the inventor. But, this *Spengler* was bought by Mr. Spangler's cousin, Susan Troxel Hoover. With her husband, Susan Hoover built a company and produced the *spangler*. Now, the vacuum cleaner is not named *spangler* but *hoover* and people also call the vacuum cleaner *Hoover*. it makes *Hoover* common noun.

b. Compound Eponym

Compound eponym is eponym that can modify common noun. As stated by McArthur in Karavaeva (2011:81), "the eponym in compound nouns is the modifier of the common noun," Based on the theory, it clears that eponym can be found in compound noun. Commonly, it modifies a noun which comes together with a name of person. In this study, it is called compound eponym. One of example of compound eponym is the word *Turing machine*. It is the machine which runs a set of command. *Turing machine* consists of two words; they are the eponym *Turing* and the common noun *Machine*. The word *Turing* is taken from the name of the founder the machine, Alan Turing; he is a contemporary British mathematician. The word *machine* is a tool that Alan found.

c. Possessive Eponym

Sometimes, eponym is followed by apostrophe s and a word refers to thing. In this eponym, it does not show possessive thing but it refers to different term. As it is stated by McArthur in Karavaeva (2011:81), "Possessive contractions included compounds consisting of personal names in the possessive case associated with different terms". It is clear that possessive construction is compounding personal names in possessive case that deals with different term. In this study, this process is called possessive eponym. For example, *Abraham Lincoln's Ruminaton*, it is a name of person with apostrophe (,s) and other word "ruminaton" that is dealt and made different term, that is tells the truth and you won't have so much to remember.

d. Suffix Eponym

Some eponyms can be found in structure suffixation. According to McArthur in Karavaeva (2011:82), "often eponyms are the result of suffixation, which are added to proper names, producing nouns, adjectives and adverbs. The active suffixes in the creation of eponyms are mainly, -ian, -ism, and -ist," Based on the theory, eponym can be formed by suffixation by adding suffixes into proper name which produce noun. Commonly, suffixes which are used are -ian, -ism, and -ist. But it does not rule out the possibility to use other suffixes. In this study, this process is namely suffix eponym. The examples of this eponym are *Machiavellism*. It is the employment of cunning and duplicity in statecraft or in general conduct. but, in modern psychology, this one of the dark triad personalities, characterized by a duplicitous interpersonal style, a cynical disregard for morality, and a focus on self-interest and

personal gain. The term *Machiavellism* (noun) consist of eponym *Machiavelly* and suffix *-ism*.

e. Clipping Eponym

Clipping is used for reducing two words for abridgement some words. Clipping is also used in eponym, by reducing two names in a name of person. McArthur in Karavaeva stated (2011:82), “clippings are used to create eponyms much less frequently, through are still observed: *Dunce* was coined from the middle name and beginning of the last name of the Medieval Scottish theologist John Duns Scotus,” based on the theory, the writer concludes that clipping can be used in eponym, although, it is seldom. Clipping in this case is combination of two names become one term. Such as *Dunce*, it is from the middle name and beginning of the last name John Duns Scotus. He is the Medieval Scottish theologist. In this study, it the reducing name is namely clipping eponym.

f. Blend Eponym

Blend is a process of the combination of part of word and the name of person. As stated by McArthur in Karavaeva (2011: 82), “A blend or portmanteau word is a word made by putting together parts of the words. For example, *Nixonomics* is combining Nixon and economics which refers to President Nixon’s economic policies.” Based on the theory, the writer concludes that a blend is compounding part of words. Beside from the meaning of the term blend, the writer also sums up that the blend can be used by putting the name of person and a term. As example of the statement, *Nixonomics* is combining Nixon and economics which refers to President Richard Nixon’s economic policies.

g. Family Name

Sometimes, a word uses the name of person with *s* after the name. It is pluralization of word which followed by the article. As stated by Langendonck (2007: 192), “another kind of derivation from family name is their pluralization accompanied by definite article. As in *the Johnsons* at least as far as it indicate the family” from the statement, the writer takes the points that the process of pluralization of word which is conveyed by the article is included into kind of derivation from family name. For example *the Johnsons*, the word is formed from the name of person which adding *s* and accompanied by definite article. Because of it is from family name which still related to the name of person, this study calls it family name.

h. Etymology

There are many different ways that new words enter the language. Technically, many words come through Latin, but the origin is from Greek. It is one of ways entering new word which used in language namely Etymology. Yule (2010:53) states, “the study of the origin and history of word is known as its *etimology*, (...)” Based on the definition the writer assumes that etymology is study about the origin of words, where words come from, what the history of words. For example is “etymology” itself. It is from Greek. It is formed by “ ” which has the meaning “original form” and “logia” which has meaning “study of”. (ibid, 2010:53). It is clear that the word *etymology* is from Greek that formed two words. They are means *original form* and *logia* mean *study of*. Those have meaning the study of original form.

i. Borrowing

The most common simply process of new word in English is borrowing. A word is taken from other language and not give a word back to language where taken. Yule (2010: 54) states, “one of the most common sources of new word in English labeled *borrowing*, that is, the taking over of words from other languages. (Technically, it’s more than just borrowing because English doesn’t give them back)”.

Based on the definition, the writer concludes that borrowing is the process by taking or copying a word from original language into other language and usually the word usually cannot back to the language that taken before. For instance, many terms from Mexican cuisine, like *taco* and *burrito*, become current in American English and are spreading to other English dialects (Delahunty and Garvey, 2010:137).

j. Compounding

Combining two or more words is one of processes of word formation. It is namely compounding. As stated by Yule (2010:55), “there is joining of two separate word to produce a single form. Thus, *Lehn* and *Wort* are combined to produce *Lehnwort* in German. This combining process, technically known *compounding*” Moreover, Zapata (2007:4) states, “*compounding* consists in the combination of two or more (usually free) roots to form a new word.” Based on two theories, the researcher assumes that compounding is the process of a new word by combining word that consists of two or more words. For instances, *bookcase* consists of two words. They are *book* and *case*, *fingerprint* consists of the word *finger* and *print*, *textbook* consist of *text* and *book*. (Yule, 2010:55).

k. Blending

Gasohol is combining two words at beginning of word and the end of other word. This process is called *blending*. Yule (2010:55) says, “the combination of two separate forms to produce a single new term is also present in the process called *blending*. However, blending is typically accomplished by taking only the beginning of one word and joining it to the end of the other word” It is supported by Godby et al, .1982 in Zapata (2007:9), “*blending* is the process whereby new words are by combining parts of two words, usually the beginning of the one word and the end of another”. Based on the two theories, the writer concludes that blending is the process of a word by combining two forms of two words by taking the beginning part of a word then combining the end of other word. For examples, *smog* consists of two words which are formed by *smoke* and *fog*, *telex* is consists of two words. They are *teleprinter* and *exchange* that taking and joining two terms at the beginning of both.

l. Clipping

Clipping is one of word formation processes reduce to a shorter form. It is reducing element when a word consists of more than one syllable. Yule (2010:56) states, “the element of reduction that is noticeable in blending is even more apparent in the process described as *clipping*. This occurs when a word of more than one syllable (*facsimile*) is reduced to a shorter form (*fax*), usually beginning in casual speech”. Furthermore, Zapata (2007:8) says, “*clipping* is the processes whereby new word is formed by shorting other words, i.e. by eliminating the initial part, the last part, or both parts, of those words.” Based on those theories, it can be assumed that clipping is reducing or shorting a word that has more than one

syllable becomes one syllable. It can be happen in the initial, last parts or both parts of words. For examples, *facsimile* is reduced to a shorter form (*fax*), *gasoline* is reduced to *gas*, *ad* is from the word *advertisement*. (Yule,2010:56)

m. Backformation

One of types of reducing processes is *backformation*. This process is reducing or deleting a word that is one type of word reduces other type of word. It usually happens in a noun reduced to verb. As Yule (2010:57) says, “a very specialized type of reduction process is known as *backformation*. Typically, a word of one type (usually a noun) is reduced to form a word of another type (usually a verb)”. It can be assumed that backformation is the process of word formation by reducing form of word from into other type of word which usually happen to a word from type *noun* reduces to the type *verb*. For examples, *television* (noun) is reduced to *televise* (verb). (ibid)

n. Conversion

One of word formation process that usually productive in Modern English is conversion. The process occurs when one type of word changes to other type of word without any reduction. Conversion can be called “category change” or “functional shift”. Yule (2010:57) states, “a change in the function word, as for example when a noun comes to be used as a verb (without any reduction), is generally known as conversion.” in addition, Beaur (1983:226) says, “conversion is an extremely productive way producing new words in English.” Based on those theories, the writer concludes that conversion is the productive way that produces new English word by changing function of word without any deletion form of word. For examples, first, changing function noun

becomes verb, As a word *bottle* in a sentence “we bottled the home-brew last night”.

o. Acronyms

One of types of word formation process is acronym. This process forms a new word that consists of the initial letters. Yule (2010:58) says, “Acronyms are new words formed the initial letters of a set of other words”. Furthermore, Zapata (2007:7) states, “*acronymy* is the process whereby a new word is formed the initial letters of the constituent word of a phrase or sentence.” Based on two theories, the writer concludes that acronym or acronymy is the process of a new word by taking the initial letter of words or word of phrase or sentence. Such as CD (Compact Disk) and VCR (Video Cassette Recorder)

p. Derivation

Sometimes, it can be found an English word that has addition *-ed* like words: *added*, *finished*, *-ful* in words: *peaceful*, *hopeful*, *-ism* in words *plagiarism*, *absolutism*, *un-* in words *unpredictable*, *unbelievable*. Those are some examples from derivation. It is one of the most common word formation process. The process is by adding affixes in a word. Yule (2010: 58) states, “In our list so far, it is not dealing with what is by far the most common word formation process to be found in the production of new English words. This process is called *derivation* and it is accomplished by means of a large number of small “bits” of the English language that are not usually given separate listing in dictionaries.” Based on the statement, the writers know that derivation is the most common of a word formation process which is formed from a part of smallest unit of the English Language which is not given separated listing in dictionary. Such as, the elements

un- in the word *unhappy*, *mis-* such a word *misrepresent*, *pre-* in the word *prejudge*, *-ful* in a word *joyful*, *-less* in a word *careless*, *-ish* in a word *boyish*, *-ism* in a word *terrorism*, and *-nes* in a word *sadness*. (ibid)

q. Multiple Processes

A word *snowballed* can be included into new word that has two processes. They are compounding and convention. A word *snowballed* is a combination between *snow* and *ball*. Whereas *-ed* is conversion of *snowball* (noun) becomes (verb). These processes are namely multiple processes. As stated by Yule (2010:60), “although we have concentrated on each of these word-formation processes in isolation, it is possible to trace the operation of more than one processes at work in the creation of particular word.” Based on the theory, it can be assumed that multiple processes is one of word formation processes that uses more than one processes in a new word. For examples, the term *deli* seems to have become a common American English expression via a process of first borrowing *delicatessen* (from German) and then clipping that borrowed form. *Waspish* in words *waspish attitudes* has some processes. They are acronym and derivation, first the word *wasp*. The word *WASP* is acronym *white Anglo-Saxon Protestant*. Second is derivation by adding suffix (*-ish*) after the word *wasp*. (ibid, 2010:60)

5. Concept of Meaning

Every word in Language has meaning. The meaning can be directly or indirectly. To understand more the meaning above, the writer explains to types of meaning. It causes that those meaning are related to this study. Those meaning are conceptual meaning and contextual meaning.

1. Conceptual Meaning

Conceptual meaning is important in linguistics, especially in communication. As stated by Leech (1981:91), “conceptual meaning (sometime called „denotative“ or „cognitive“ meaning) is widely to central factor in linguistic communication, and I think it can be shown to be integral to essential functioning of language in a way that other types of meaning are not ...” according to the statement above, the writer can conclude that conceptual meaning is main factor in linguistic communication. It can be seen from its fundamental function on the whole language. This meaning gives the meaning directly. It differentiates this meaning from other types of meaning. Because of that, this meaning can be called denotative or cognitive meaning. to understand more about this meaning, the writer gives an example, the word “woman” can be defined that it is a human, female, adult, and word does not change culture or language, (Fuster & Sances, 2008:114) Because of the word “woman” can be defined trough those, the word “woman” is included into conceptual meaning.

2. Contextual Meaning

The other type of meaning in this study is conceptual meaning. Some researchers are called utterance or situational meaning. There are two statements show what contextual is;

“Contextual meaning (also called utterance meaning) by assigning sense and/or reference to a word, phrase, or sentence” (Thomas, 2013: 2)

“Contextual meaning or situational meaning appears as a result of the relationship between speech and context” (Petada, 2010: 16).

According to two theories above, the writer concludes that contextual meaning is

determining comprehend and reference by relating speech and context toward a word, phrase, or sentence. Because this meaning relates the speech and context, this meaning can be called „utterance“ or situational“ meaning.

To more understand this meaning, the writer gives an example; when speaker says “bootleg” in a conversation about baseball, the hearers understand that “bootleg” is the part of a boot that covers the leg. It is usually used by baseball’s players. But, when speaker says “bootleg”

in other a conversation such business or distribution something, the hearers know that the word “bootleg” means the illegality of something. In other to, this meaning is depended on what the context is (what the speaker says or writer writes).

B. DISCUSSION AND FINDINGS

After analyzing, the writers find twenty six (26) coinage words in Unilever’s product brands. She makes list on the table 4.2.1 for understanding easily.

Table 4.2.1

No	Name of Products	Type of Products		Type of Coinage			The Process of Coinage																
		Food	BVG	Eponym		TM	SE	CE	PE	SxE	CIE	BIE	FN	E	B	C	BI	CI	Bc	Cn	A	D	M
				Pr	PI																		
1	Becel	√	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-
2	Ben & Jerry's	√	-	√	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Bovril	√	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√
4	Breyers	√	-	√	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-
5	Brooke Bond	-	√	√	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Buavita	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√
7	Bushells	-	√	√	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-
8	Colman's	√	-	√	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	Cornetto	√	-	-	-	√	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-
10	Flora	√	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	GB Glace	√	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-
12	Grom	√	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

No	Name of Products	Type of Products		Type of Coinage			The Process of Coinage																	
		Food	BVG	Eponym		TM	SE	CE	PE	SxE	CIE	BIE	FN	E	B	C	Bl	Cl	Bc	Cn	A	D	M	
				Pr	Pl																			
13	HB	√	-	√	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√	
14	Hellmann's	√	-	√	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
15	Knorr	√	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
16	Lyons	-	√	√	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	
17	Magnum	√	-	-	-	√	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	
18	Maille	√	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
19	Marmite	√	-	-	-	√	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	-	-	
20	PG Tips	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	√	-	-	
21	Popsicle	√	-	-	-	√	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-	
22	SariWangi	-	√	-	-	√	-	-	-	-	-	-	-	-	-	√	-	-	-	-	-	-	√	
23	Scottish Blend	-	√	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
24	Streets	√	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25	Wall's	√	-	√	-	-	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
26	Weis	√	-	√	-	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total		19	8	15	1	11	6	2	4	0	0	0	3	3	0	2	0	0	0	0	0	3	0	4

Note:

BVG : Beverage
BIE : Blend Eponym
Bc : Backformation
TM : Trademark
FN : Family Name
Cn : Conversion
SE : Simple Eponym
E : Etymology
A : Acronym
CE : Compound Eponym
B : Borrowing
D : Derivation
SxE : Suffix Eponym
C : Compound
M : Multiple
CIE : Clipping Eponym
Bl : Blending Processes
PE : Possessive Eponym
Cl : Clipping

From the table above, it can be seen that there are two types of coinage word, they are eponym and trademark. After analyzing, the writer finds there are twelve eponyms that used in food Unilever's products, they are *Ben & Jerry's*, *Breyers*, *Colman's*, *Flora*, *Grom*, *HB*, *Hellmann's*, *Knorr*, *Maille*, *Streets*, *Wall's*, and *Weis*. She also finds four eponyms that used in beverage Unilever's Products; they are *Brooke Bond*, *Bushells*, *Lyons*, and *Schottish Blend*.

The other type of coinage is trademark. The writers find eight food products from Unilever that classified into trademark. They are *Becel*, *Bovril*, *Cornetto*, *GB Glace*, *HB*, *Magnum*, *Marmite*, and *Popsicle*. The writer also finds four beverage products from Unilever; they are *Bovril*, *Buavita*, *PG Tips*, and *SariWangi*.

There are seventeen processes of coinage in food and beverage products

from Unilever Company. They are taking the name of the person that trough simple eponym, compound eponym, blend eponym, suffix eponym, clipping eponym, possessive eponym, family name, etymology, borrowing, compounding, blending, clipping, backformation, conversion, acronym, derivation, and multiple processes. Among those processes, there are eight processes that used by food and beverage Unilever's products. Those processes are: First, there are six products which use simple eponym process; *Flora*, *Grom*, *Knorr*, *Streets*, and *Weis*. Second, there are two products uses compound eponym process; *Brooke Bond* and *Scottish Blend*. Third, there are four products use possessive eponym process; *Ben & Jerry's*, *Colman's*, *Hellmann's*, and *Wall's*, fourth, there are three products use family name process; *Breyers*, *Bushells*, and *Lyons*. Fifth, there are three products that use etymology process; they are *Cornetto*, *Magnum*, and *Marmite*. Sixth, there are two products use the com-pounding process, *Popsicle* and *SariWangi*. Seventh, three products use acronym process; they are *Becel*, *GB Glace*, and *PG Tips*. Eighth, there are three products that use multiple processes, they is *Bovril*, *Buavita*, and *HB*. Moreover, there are six processes that do not use; Suffix eponym, Clipping eponym, Bled eponym, Borrowing, Blending, Clipping, Back-formation, Conversion, and Derivation.

C. CONCLUSION

After analyzing the data of Unilever's products the writers draw some conclusions. There are twenty six products use coinage process. In the process, the products are classified into two types. They are eponym and trademark. There are sixteen products that classified into

eponym type. They use the name of the person and place for naming the products. Moreover, there are eleven products are classified into trademark. They use forming of word for naming the products. There are eleven products that use four processes. Those are etymology, compounding, acronym and multiple processes.

The writer summarizes that there are twenty six (26) data from Unilever's products classified into two types of product. They are nineteen food products and eight beverages.

Furthermore, she summarizes that there are sixteen products included into eponym type; fifteen products use name of the person and one product uses name of place. The products that use name of person are *Ben & Jerry's*, *Breyers*, *Brooke Bond*, *Bushells*, *Colman's*, *Flora*, *Grom*, *HB*, *Hellmann's*, *Knorr*, *Lyons*, *Maille*, *Streets*, *Wall's*, and *Weis*, and the product that uses name of place is *Scottish Blend*.

In trademark type, the writers also conclude that there are eleven products use four processes. They are three products use etymology process; *Cornetto*, *Magnum*, and *Marmite*, three products use acronym process; *Becel*, *GB Glace*, and *PG Tips*, two products use compounding process; *Popsicle* and *SariWangi*, and the last, there are four products use multiple processes; *Bovril*, *Buavita*, and *HB*.

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**EXPRESSIVE ACTS USED BY THE CHARACTERS
IN *MORE WISHING CHAIR STORIES*
BY ENID BLYTON**

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STIBA SATYA WIDYA SURABAYA

Abstract

This study is concerned with expressive act used by characters in *More Wishing – Chair Stories* by Enid Blyton. This study employs a qualitative approach since the data are in the form of word. It uses a content analysis technique to find descriptive information about expressive acts that is found in *More Wishing – Chair Stories* by Enid Blyton. The source of the data is taken from an Children's stories which is full of imagination. Having analyzed the data, the researchers find out among six expressive acts used by the characters, they are thanking, apologizing, wishing, congratulating, greeting, and attituded. Moreover, the way how to use those kinds of expressive acts by using three types of sentence from four types of sentences. They are declarative sentence, exclamatory sentence, and iterrogative sentence.

A. INTRODUCTION

People cannot communicate in any real sense without having language since language is a means of communication among human beings in their society. There are many different theories which have been developed by the linguist in the study of language to know how people use the language, as language cannot be separated from the language users. As it is written by Janet Holmes (2001: 2) in her book called *An Introduction Sociolinguistics, second edition*, she says "Our speech provides clues to others about who we are, where we come from, and perhaps what kind of social experiences we have had". From the statement can be understood that language can be used as a mean of speech to express many things about the language users. It can also be seen that the way to understand sentences or utterances in communication is to understand the function of what it is said by the speaker

Based on the above definition, it is clear that when people study about language used by people to communicate each other. It means that they perform a discourse analysis in which they

can find many things such as what is the intention of the language users, what is their purpose, etc. In studying and finding the function and the meaning of utterances, the linguists have proposed the term speech act. Clark (1981: 25) defines that "Speech Act is designed to serve a specific function. It may be to inform listeners, warn them, order them to do something, question them about fact or thank them for a gift . . .", so it is clear that speech act shows specific function of language. Because of the fact that people perform some actions through the use of words, the theory of speech act would serve as a tool for analysis of the selected speeches in this study.

In this study the researchers are interested in analyzing the final series of *The Wishing Chair* entitled *More Wishing Chair- Stories*. One of the researchers is a teacher in kindergarten so she often reads children's short stories. Meanwhile, children's short stories are very exciting to read and easy to understand because of the language is simple but the story can build imagination for anyone who reads it. By analyzing the expressive

acts it can be easier to explore the message found in this story.

1. Expressive for Thanking

Thanking is classified as an expressive illocutionary act that can be defined as an expression of gratitude on the part of the speaker to the addressee. For example: *"Thank you so much for calling,"*.

2. Expressive for Apologizing

Apologizing is an expression of regret. Some definitions of apologizing such as; acknowledge faults or shortcoming failing, defend, explain, clear away or make excuses for by reasoning. For example: *"I am very sorry to say, my child that I must give up going to the ball with you tonight"*.

3. Expressive for Congratulating

According to Searle (1969), expressive for congratulation shows the speaker's sympathy towards what has been happening to the hearer including the feeling of pleasure toward the hearer's luck, the feeling of compassion toward the hearer's sadness, applauding expresses the feeling of honor toward hearer's ability. For example: *"Well done!"*.

4. Expressive for Greetings/Welcoming

Greeting is an expression of welcoming. It is also the act of greeting by the speaker to the hearer. For example: *"Come in, young man!"*.

5. Expressive for Wishing

Wishing is the expression of speaker's desire and wants in order to expect it becomes reality. For example: *"I hope you all have a marvelous holiday"*.

6. Expressive for Attitudes

According to Yule (1996) expressive for attitude is an act that express the feeling of disagrees or dislike with hearer's attitude. For example: *"It's quite nasty"*.

B. FINDINGS AND DISCUSSIONS

After analyzing the kinds of expressive acts used by the character in *More Wishing-*

Chair Stories by Enid Blyton, the researchers find that there are twenty six fragments which contain forty one utterances that shows the expressive act. Seventeen of them are expressive for attitudes, four utterances of expressive for wishing, six utterances of expressive for greeting, nine utterances of expressive for congratulating, three utterances of expressive for apologizing, and the two last utterances of expressive for thanking. It shows that the most expressive act which found in *More – Wishing Chair Stories* is expressive for attitudes and the fewest is expressive for thanking. Moreover, the writer also found three types of sentences used by the characters from four types of sentences, they are declarative sentence, exclamatory sentence, and interrogative sentence. Declarative sentence applied thirty five times, exclamatory and interrogative are applied three times. It shows that declarative sentence is mostly way used expressive acts. The researchers also find that the character never uses expressive acts by imperative sentence. The researchers sums up the result of his analysis using the table below:

Table of Summary Findings

Fragment	Speaker	Utterance	Kind of Expressive Acts	Types of Sentence
1	Peter	(1.1) "I say! The chair oughtn't to do that!"	Attitude	Declarative
	Chinky	(1.2) "We can't do anything".	Attitude	Declarative
2	Mollie	(2.1) "But I'm not!"	Attitude	Declarative
3	Prince Merry	(3.1) "Thank you"	Thanking	Declarative
	Chinky	(3.2) "Oh, your highness!"	Greeting	Declarative
	Chinky	(3.3) "It is such an honour to have returned you to your right shape"	Congratulating	Declarative
	Chinky	(3.4) "What a good thing Mollie flew to witch's house"	Congratulating	Exclamatory
4	Peter	(4.1) "I wish we could rescue your sister, the Princess"	Wishing	Declarative
5	Chinky	(5.1) "No, but the prince has wings. So he can fly beside us. Come on – get in! I say, though- hadn't we better take a rug? It's awfully cold night."	Attitude	Declarative
6	Goblin	(6.1) "Hallo"	Greeting	Declarative
	Chinky	(6.2) "Hallo, what is your name?"	Greeting	Interrogative
7	Mollie	(7.1) "I hope the chair doesn't go down there"	Wishing	Declarative
8	Peter	(8.1) "What a marvellous plan!"	Congratulating	Exclamatory
9	Chinky	(9.1) "It isn't!",	Attitude	Declarative
10	Chinky	(10.1) "Good luck!"	Wishing	Declarative
11	Peter	(11.1) "Good!"	Congratulating	Declarative
12	Chinky	(12.1) "I'll wish us away"	Wishing	Declarative
13	Peter	(13.1) "That was a marvellous plan of yours!"	Congratulating	Exclamatory
	Chinky	(13.2) "Mollie was the sharpest!"	Congratulating	Declarative

	Chinky	(13.3) Good old Mollie!"	Congratulating	Declarative
14	Mollie	(14.1) "You can't write with a rubber"	Attitude	Declarative
15	Peter	(15.1) "We haven't a licence and we're not going to get one,"	Attitude	Declarative
16	Mollie	(16.1) "I'm not amused or glad!"	Attitude	Declarative
17	Chinky	(17.1) "Sorry to have left you like that, Mollie"	Apologizing	Declarative
18	The Policeman	(18.1) "Hie!, have these geese got numbers and lamps?"	Greeting	Interrogative
19	Mollie	(19.1) "Your Majesty",	Greeting	Declarative
20	Chinky	(20.1) "Your Majesty",	Greeting	Declarative
21	Chinky	(21.1) "Thank you",	Thanking	Declarative
22	Chinky	(22.1) "Hie, gnome of tower! Are you in?",	Greeting	Interrogative
	Chinky	(22.2) "It isn't the baker!",	Attitude	Declarative
	Chinky	(22.3) "It isn't the butcher!"	Attitude	Declarative
	The Gnome	(22.4) "Hallo!, where do you come from ?"	Greeting	Interrogative
23	Chinky	(23.1) "No,"	Attitude	Declarative
	Chinky	(23.2) "Indeed we are not!"	Attitude	Declarative
24	Mollie	(24.1) "But we can't do that!"	Attitude	Declarative
	Chinky	(24.2) "I'm sorry, but we couldn't have it, stealing is wrong"	Apologizing	Declarative
	The Goblin	(24.2) "Not in Scally-Wag Land"	Attitude	Declarative
25	Chinky	(25.1) "I'm not a Scally-Wag"	Attitude	Declarative
	Chinky	(25.2) "We're so sorry! But it was your own fault for not believing us!"	Apologizing	Declarative
26	Chinky	(26.1) "No, he's just down the road there"	Attitude	Declarative
	Mollie	(26.2) "But we can't do that!"	Attitude	Declarative

Based on the findings, the researchers conclude that there are six expressive acts used by the characters, they are thanking, apologizing, wishing, congratulating, greeting, and attituded. Moreover, the way how to use those kinds of expressive acts by using three types of sentence from four types of sentences. They are declarative sentence, exclamatory sentence, and interrogative sentence.

C. CONCLUSIONS

Based on the data findings, the researchers conclude that expressive acts for attitude is mostly used by the characters as it used seventeen times, and it is used to express speaker's disagreement. Meanwhile expressive for thanking is rarely used by the characters as it used twice, and it is used to express speaker gratitude. They also conclude that the characters mostly used the expressive acts by declarative sentence as it is used thirthy five times. Eventually, the characters never use the imperative sentence in expressing their expressive acts.

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**CORRELATION BETWEEN CONSCIENTIOUSNESS, SENTENCE
STRUCTURE MASTERY, AND READING ABILITY (A CORRELATIONAL
STUDY AT
THE ELEVENTH GRADE STUDENTS OF SMAN 1 DANDER
IN THE ACADEMIC YEAR 2016/2017)**

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Abstract

The objectives of this research are to find out the correlation between (1) conscientiousness and reading ability (2) sentence structure mastery and reading skill; and (3) conscientiousness, sentence structure mastery and reading ability. This research used quantitative method, that is, correlational study. Based on the results of the study, it can be concluded that there is a positive and significant correlation between (1) sentence structure mastery and reading skill; (2) self-esteem and reading skill; and (3) sentence structure mastery and self-esteem simultaneously and reading skill. The result of this research shows that sentence structure mastery and self-esteem are important factors that give contribution to reading skill. Both sentence structure mastery and self-esteem give 70.29% effective contribution to reading skill. Therefore, sentence structure mastery and self-esteem should be considered in increasing students' reading skill, although the factors are not the only variables determining reading skill. It is suggested that teachers create innovation in utilizing any interesting activity and develop lesson plan which enable students to acquire sentence structure knowledge easily.

Keywords: correlation, conscientiousness, sentence structure mastery, reading skill.

A. INTRODUCTION

English has been playing a major role in many sectors of human life from science, economy, medicine, education etc. It also has important role in connecting all nations in this world. With the importance of today's role of English as International standard language, it is undoubtable that the language teaching has become important in many countries. The goal of the language teaching is to develop communicative competence both in oral and written. In order to develop it, there are four basic language skills in English that taught by teachers in classrooms. Those are listening, speaking, reading and writing. Dealing with those skills, Sadeghi

(2013:243) believes that reading is the most important skill for second language learners in the academic context. It is quite clear why reading is important skill since the students who cannot read and comprehend a written language cannot be expected to be good in other content areas which will indispensably require reading ability (Decker, in Sadeghi 2013:243). It is not arguable that it becomes an important skill that should be mastered considering the need of understanding international written information such as: books, articles, magazines, newspaper, and so on.

Reading ability plays an important role in teaching learning process. For students, it is

important since those who have good reading ability can absorb information from unlimited references to gain knowledge which is useful to support their learning process. Dealing with reading, Aebersold & Field (1995: 15) say that –reading is what happens when people look at the text and assign meaning to the written symbols in that text. In line with Aebersold & Field, William (1984: 12) says –reading is a process whereby one looks at and understands what has been written. By these definitions, it can be said that reading is a process or activity which involves the reader and the text whereby the reader interact with the text to elicit the meaning of the written symbols in the text. There are two organs that play important role during the process of interaction between the reader and the text. Two organs are sensory perception and brain. Sensory perception plays important role to observe words on the text, and brain plays important role to decode what is meant by the wording being observed. It is also important for the readers to understand the context of the text. An English word may have multiple meanings depending on the context of the text. By understanding the context of the text, the readers are able to put the appropriate meaning that is suitable with the context of the text.

Successful comprehension allows the reader to acquire new informations from the text and to reach academic success. Murcia (2001: 187) says that –reading comprehension is reading to understand main ideas and relevant supporting information. Comprehension is important in reading. Without it, the reader only read the text without getting the needed information from the text either explicitly or implicitly from the writer. Further White (1997: 41) says that –comprehension involves more than simply decoding. It involves the recognizing the significance of the message, understanding the intentions of the author and going beyond what is written to guess at hidden, unstated or implied means. In short, it can be said that reading comprehension is the

ability of the readers to understand ideas and information stated on the text either explicitly or implicitly.

Many factors are brought by the readers into the text before, during and after reading activity. According to Hedgcock and Ferris (2009, p. 50), a reader brings a number of different things into the read process, including purpose of reading (e.g., for survival, information/learning, or pleasure), background (the influence of family, school, and culture or subculture of origin), attitudes towards reading and literacy in general, prior knowledge (linguistic, content, and rhetorical), and individual differences in personality, learning styles and strategies, reading strategies and life experience.

Furthermore, Brown (in Simanjutak, 1988, p. 12) states that no successful cognitive or affective activity can be carried without some degree of self-confidence, self-knowledge, and belief in own capabilities for that activity. He believes that personality characteristics contribute in some way to the success of reading fluency. Personality takes role to choose the suitable learning style in process of achieving the learning language goal. It gives motivation for students to learn in their own way.

One of the personality characters is conscientiousness. According to McCrae and Costa (2006, p. 50), –conscientious people consider that they are high in; competence, self-discipline, achievement striving and pursuing excellence in everything they do. They are also characterized by deliberation, making plans in advance and thinking carefully before acting. Conscientiousness is individual's characteristics in terms of self-discipline, achievement-striving, motivation to pursue the goal, and deliberation. Furthermore, conscientiousness is assumed that it will contribute toward students' performance if that characteristic is placed as a consideration to choose a method in language teaching.

Miller (1972, p. Vii) says that reading is especially important to the conscientious student

who is engaged in the search for understanding of the many concepts in education area. This type of student needs efficient reading habit to cover their language learning's goal. It can be assumed that conscientiousness plays an important role in achieving the goal of language learning through reading activity. Therefore, the researcher thinks conscientiousness characteristics will influence students' reading achievement through their motivation way.

Another factor that is considered influencing reading skill is Sentence Structure Mastery. As mentioned before, reading skill needs good understanding of English syntax and its grammar patterns. Thus, English language learners must master those two aspects as well. Moreover, sentence structure is a fundamental aspect that should be mastered by English language learners because it will strengthen their comprehension on English texts and utterances. Radford (2009: 39) states — syntactic structure is the way of how words are combined together to generate phrases and sentences. Accordingly, sentence structure is the way of how words and phrases are arranged altogether to create grammatically correct sentences.

Lambrecht (1996) explained that sentence structure is one of components of grammar which is concerned with —the organization of sentence within a discourse (p. 7). Logically in paraphrasing a text, students should know the structure of sentence. The mastery of the structure of sentence will enable students to make effective sentences in delivering and expressing ideas to others in their paraphrasing activity. The absence of sentence structure mastery will lead students to deliver different meaning from sources they read.

In this study, the researcher uses correlational method. Fraenkel and his colleagues (2011, p. 10) define correlational method as —a method which is to clarify our understanding of important phenomena by identifying relationships among variables. In other words, correlational research is a study to investigate and describe how strength

the relationship between variables is being studied.

The researcher uses cluster random sampling to choose the sample of the data. Johnson and Cristensen (2000, p. 156) explain that clusters (such as school, classrooms, and universities). Collecting the data includes some techniques which consist of several main aspects. Test and questionnaire will be used to collect all data in this research. Test is used to collecting vocabulary mastery and reading achievement of the students, meanwhile, questionnaire is used to collecting data of conscientiousness trait. In this study, the questionnaire type uses a close-type questionnaire.

The try-out instrument is done by the selected students based on cluster random sampling technique. In this research, the class which is chosen by cluster random sampling is class XI-3 of tenth Grade Students of SMAN 1 Dander in the academic year 2016/2017.

The Validity the Instrument

In order to find out the validity of the items being tasted in the test, the result of the try-out will be computed by using the following formula:

$$\frac{\sum X \sum Y}{\sqrt{\sum X^2 \sum Y^2}}$$

Where:

- r_{xy} : the coefficient of the correlation between variable X and Y
 - X : the sum of the scores of each item
 - Y : the sum of the scores of each student
 - N : the number of the students
- (Sudjana, 2005, p. 369)

The Reliability of the Instrument

To measure the reliability of vocabulary and reading achievement the writer will use Kuder Richardson-20 Formula or KR-20. The formula as follows:

$$\frac{\sum}{\sum}$$

Where:

- r_{kr20} : the Kuder-Richardson formula
20 reliability coefficient
- k : number of test items
- p : the proportion of test takers
who pass the items
- q : the proportion of test takers
who fail the items
- S_t^2 : the variance of the total test
scores

(Johnson and Christensen, 2000, p. 105)

Meanwhile the researcher used Alpha Cronbach formula to test the reliability of conscientiousness questionnaire. The Alpha Cronbach formula is presented as follows:

$$r = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum S_i^2}{S_t^2} \right]$$

Techniques of Analyzing the Data

After collecting the data, the next step is analysing the data to know whether there is a positive correlation between conscientiousness and reading ability, vocabulary mastery and reading achievement. In this research, the research is going to use some techniques of analysing data, they are as follows:

Prerequisite Test

To find out the normality of the data, the researcher will use the formula as follows:

$$\sqrt{\frac{\sum}{\sum}}$$

$$F_{(zi)} = 0.5 \pm \text{table value}$$

If the data value of Z_i is positive, the computation is the data value of $F_{(zi)}$ plus (+) the L -table (*Liliefors* table) value. Meanwhile, if the

data value of Z_i is negative, the computation is the data value of $F_{(zi)}$ minus (-) the L -table (*Liliefors* table) value.

After conducting normality test, the researcher conducted linearity and significance regression test to identify whether the regression of the data is significant. The researcher used formulas linearity of regression test as follows:

Where :

$$\frac{\sum \sum \sum \sum}{\sum \sum}$$

$$\frac{\sum \sum \sum}{\sum \sum}$$

$$\sum$$

$$\frac{\sum}{\sum}$$

$$\sum \frac{\sum \sum}{\sum}$$

$$\frac{\sum \sum \sum}{\sum}$$

Hypothesis Testing

To test the first and second hypothesis which say that there is a positive correlation between students' conscientiousness and their reading achievement, and students' vocabulary mastery and their reading achievement, the researcher used Person's Product Moment Correlation Coefficient as follow:

$$\frac{\sum X \sum Y}{\sqrt{\sum X^2 \sum Y^2}}$$

Where:

- r : the coefficient of the correlation between variable X and Y
- X : the independent variable
- Y : the dependent variable
- n : the number of the sample
(Sudjana, 2005, p. 369)

Furthermore, to find if r is significant or not, the researcher will use t-test formula as follows:

$$\frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

- t = the value of distribution of t
- r = the coefficient of correlation between X and Y
- n = the number of sample
- it can be said r (the coefficient correlation between X and Y) is significant $t_0 > t_t$ (1.7).

The next step is testing the correlation between all variables using Multiple Correlation to find out whether there is a positive correlation or not between conscientiousness and vocabulary mastery simultaneously and students' reading

achievement. The researcher used Multiple Linear Regression. The formula as follows:

$$\sqrt{\frac{\sum \sum}{\sum}}$$

Where:

- R^2 : coefficient correlation X_1 and X_2 towards Y
- a_1 : coefficient of independent variable X_1
- a_2 : coefficient of independent variable X_2
- $\sum X_1 Y$: sum of product moment between X_1 and Y
- $\sum X_2 Y$: sum of product moment between X_2 and Y
- $\sum Y^2$: sum of square of dependent variable Y

The last step is find out the significance of coefficient R_{y12} use the formula of Regression Line Analysis.

$$\frac{F}{t}$$

Where:

- F : the value of regression line
- R: the coefficient of correlation between X_1 , X_2 , and Y
- k : the number of independent variable
- n : the number of sample

Relative Contribution of Each Predictor

The computation of relative contribution (RC%) is using the formula front Hadi (in Hardiman and Nugroho, 2013, p. 111) as follow:

$$\frac{\sum}{\sum}$$

$$RC \text{ total} = RC_1 + RC_2$$

Where :

RC_1 : relative contribution of X_1
 RC_2 : relative contribution of X_2
 α_i : the normal coefficient of X_i
 SS_{reg} : total amounty square regression

$EC\%X_2$: effective contribution of X_2
 R^2 : determinant coefficient (coefficient of correlation between $X_1, X_2,$ and Y

Effective Contribution

Effective contribution is the predictor contribution which is computed from the whole regression effectiveness. To find out the effective contribution (EC), the researcher uses the formula from Hadi (in Hardiman and Nugroho, 2013, p.

11) as follow:

$$EC\%X_1 = RC\%X_1 \times R^2$$

$$EC\%X_2 = RC\%X_2 \times R^2$$

$$EC\% \text{ total} = EC\%X_1 + EC\%X_2$$

Where :

$EC\%X_1$: effective contribution of X_1

B. DISCUSSIONS AND FINDINGS

The obtained data of each variable which have been scored representing Conscientiousness, sentence structure mastery, and reading ability are described as follows:

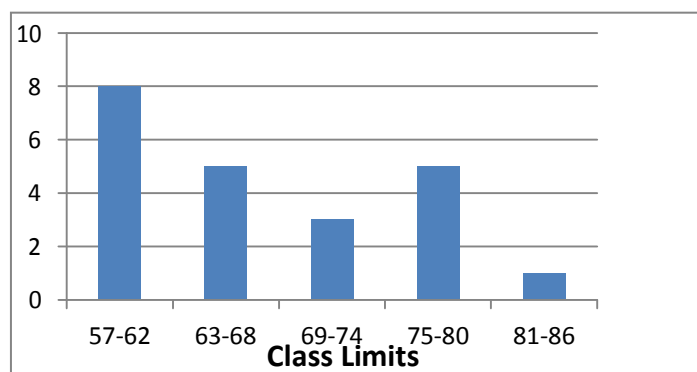
The Data Of Conscientiousness

The data of conscientiousness were collected using questionnaire. The questionnaire consists of 32 items. The maximum score obtained by the students is 85.16, the minimum score is 67.68, and the standard deviation is 7.97.

Table 1. The frequency distribution of conscientiousness

Class limits	Class boundaries	Midpoint	Tally	Freq	%
57 – 62	56.5 – 62.5	59.5	HHIII	8	36.36
63 – 68	62.5 – 68.5	65.5	HH	5	22.73
69 – 74	68.5 – 74.5	71.5	III	3	14
75 – 80	74.5 – 80.5	77.5	HH	5	22.73
81 - 86	80.5 – 86.5	83.5	I	1	4.55
				22	100

Figure 1. Conscientiousness



The Data Of Sentence Structure Mastery

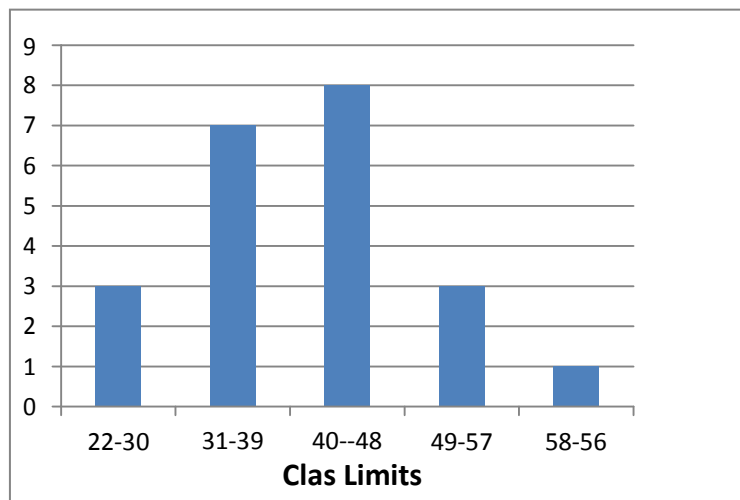
The data of structure mastery were collected from sentence structure mastery test. The test in the from of multiple choices test. It

consists of 40 items. The maximum score obtained by the students is 62.5, the minimum score is 22.5, the mean is 40.73, and the standard deviation is 11.55.

Table 2. Frequency Distribution of Sentence Structure Mastery

Class limits	Class boundaries	Midpoint	Tally	Freq	%
22 – 30	21.5 – 30.5	26	III	3	13.64
31 – 39	30.5 – 39.5	35	IIII	7	31.82
40 – 48	39.5 – 48.5	44	IIIIII	8	36.36
49 – 57	48.5 – 57.5	53	III	3	13.64
58 – 66	57.5 – 66.5	62	I	1	4.55
				22	100

Figure 2. Sentence Structure Histogram



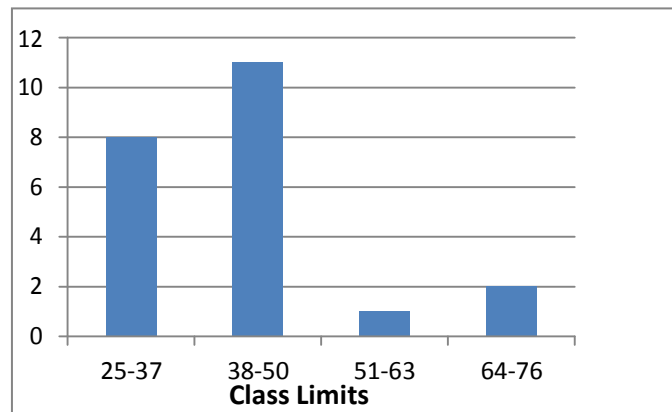
The Data of Reading Ability

The data of reading ability were collected from reading test in the form of multiple choices test. The test consist of 40

items. The maximum score obtained by the students is 75, the minimum score is 25, the mean is 42.23, and the standard deviation is 11.55.

Table 3. Frequency Distribution of Reading Ability

Class limits	Class boundaries	Midpoint	Tally	Freq	%
22 – 37	24.5 – 37.5	31	IIII III	8	36.36
38 – 50	37.5 – 50.5	44	IIII III I	11	50.00
51 – 63	50.5 – 63.5	57	I	1	4.55
64 – 76	63.5 – 76.5	70	II	2	9.09
				22	100



The Analysis of Pre-Requirement Test

Normality Test

The result of the normality test of conscientiousness (X_1), sentence structure mastery (X_2), and reading ability (Y) shows that L_0 (0.1188) < L_1 (0.190) for conscientiousness, L_0 (0.1370) < L_1 (0.190) for sentence structure mastery, and L_0 (0.1792) < L_1 (0.190) for reading ability; it can be concluded that the data of conscientiousness (X_1), structure mastery (X_2), and reading ability (Y) are in normal distribution.

Linearity of Regression Test

The linearity of regression test result shows that $F_0(2.13)$ is lower than $F_{t(95/8,12)}(2.85)$ or $F_0(2.13) < F_{t(95/8,12)}(2.85)$ for sentence structure mastery (X_1) and reading ability (Y) and $F_0(0.82)$ is lower than $F_{t(95/6,14)}(2.85)$ or $F_0(0.82) < F_{t(95/6,14)}(2.85)$ for conscientiousness (X_2) and reading ability (Y). It is also shown that $F_0(22.47)$ is higher than $F_{t(95/1,20)}(4.35)$ or $F_0(22.47) > F_{t(95/1,20)}(4.35)$ for sentence structure mastery (X_1) and conscientiousness (X_2) simultaneously and reading ability (Y). To be concluded, the regression of (1) sentence structure mastery (X_1) and reading ability (Y); (2) conscientiousness (X_2) and reading ability (Y); and conscientiousness (3) sentence structure mastery (X_1) and (X_2) simultaneously and reading ability (Y) are linear.

From the computation of linear regression test of sentence structure mastery (X_1) and reading skill (Y), it also shows that the

value of coefficient $a = 3.92$ and $b = 0.9$. Therefore, the linear regression equation becomes $\hat{Y} = 3.92 + 0.99 X_1$. Mean while, the computation of linear regression test of self – esteem (X_2) and reading skill (Y) shows that the value of coefficient $a = 5.02$ and $b = 0.57$. therefore, the linear regression equation becomes $\hat{Y} = 5.02 + 0.57 X_2$.

Significance of Regression Test

The significance of regression test result shows that $F_0(37.03)$ is higher than $F_{t(95/1,20)}(4.35)$ or $F_0(37.03) > F_{t(95/1,20)}(4.35)$ for sentence structure mastery (X_1) and reading ability (Y) and $F_0(5.06)$ is higher than $F_{t(95/1,20)}(4.35)$ or $F_0(5.06) > F_{t(95/1,20)}(4.35)$ for conscientiousness (X_2) and reading ability (Y). It is also shown that $F_0(22.47)$ is higher than $F_{t(95/1,20)}(4.35)$ or $F_0(22.47) > F_{t(95/1,20)}(4.35)$ for sentence structure mastery (X_1) and conscientiousness (X_2) simultaneously and reading skill (Y). To be concluded, the regression of: (1) sentence structure mastery (X_1) and reading ability (Y); (2) conscientiousness (X_2) and reading ability (Y); and (3) sentence structure mastery (X_1) and conscientiousness (X_2) simultaneously and reading ability (Y) are significant.

The Hypotheses Testing

The hypothesis above means that there is a positive correlation between conscientiousness (X_1) and reading ability (Y). From the computation of simple regression analysis of X_1 and Y, it shows that the value of coefficient $a=3.92$ and $b=0.99$. Based on the result above, the regression equation $Y = 3.92 + 0.99X_1$ that has been proved linear and significant can be used to predict students' achievement in reading ability based on their sentence structure mastery. It means that students' achievement in reading ability (Y) would increase 0.99 if the sentence structure mastery (X_1) was increased in one point in the constant score of 3.92.

From the simple correlation computation of X_1 and Y, the value of coefficient of correlation (r_o) is 0.8058 and coefficient of determination (r_o^2) is 0.6493. The value of r_{x_1y} (0.8058) is consulted to t-table at the significance level for $n = 22$ (0.423). Because the result shows that r_{x_1y} (0.8058) is higher than r_t (0.423) or r_{x_1y} (0.8058) > r_t (0.423), it means that r_o is significant. Based on the analysis above, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is a positive correlation between sentence structure mastery (X_1) and reading ability (Y).

The hypothesis above means that there is a positive correlation between sentence structure mastery (X_2) and reading ability (Y). From the computation of simple regression analysis of X_2 and Y, it shows that the value of coefficient $a = 5.02$ and $b = 0.57$. Therefore, the regression equation ($Y = a+bx_2$) can be drawn as the following: $Y = 5.02 + 0.57X_2$. Based on the result above, the regression equation $Y = 5.02 + 0.57X_2$ that has been proved linear and significant can be used to predict student'

achievement in reading ability based on their sentence structure mastery. It means that student' achievement in reading ability (Y) would increase 0.57 if the sentence structure mastery (X_2) was increased in one point in the constant score of 5.02.

From the simple correlation computation of X_2 and Y, the value of coefficient of correlation (r_o) is 0.5178 and coefficient of determination (r_o^2) is 0.2682. The value of

(0.5178) is consulted to r -table at the significance level = 0.05 for $n = 22$ (0.423). because the result shows that (0.5178) is higher than r_t (0.423) or (0.5178) > r_t (0.423), it means that r_o is significant.

Based on the analysis above, the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is a positive correlation between sentence structure mastery (X_2) and reading ability (Y). r_o^2 (0.2682) is coefficient of determination, meaning that 26.82% variance of reading ability (Y) is determined by sentence structure mastery (X_2) and 73.18% variance of reading ability (Y) is determined by other factors.

The hypothesis above means that there is a positive correlation between conscientiousness (X_1) and sentence structure mastery (X_2) simultaneously and reading ability (Y). The writer used multiple linear regression technique. From the computation of multiple linear regression test, the result shows that the value of the coefficient $a_0 = -18.93$, $a_1 = 0.94$, and $a_2 = 0.36$. Therefore, the multiple regression equation of Y on X_1 and X_2 becomes : $Y = -18.93 + 0.94X_1 + 0.36X_2$

Moreover, the computation of multiple linear regression test also shows that the value of F_o is 22.47. Then, the value of F_o (22.47) is consulted to F -table at the significance level = 0.05 and the degree of freedom (d.f) for 1:20

(4.35). Because the result shows that F_0 (22.47) is higher than $F_{t(1.20)}$ for $\alpha = 0.05$ (4.35), or F_0 (22.47) $> F_t$ (4.35), it means that the multiple linear regression is significant. The complete data of multiple linear regression of conscientiousness (X_1) and sentence structure mastery (X_2) simultaneously and reading ability (Y) can be seen in appendix.

Based on the data above, because $Y = -18.93 + 0.94X_1 + 0.36X_2$ is linear and significant, it can be used to predict the correlation between conscientiousness (X_1) and sentence structure mastery (X_2) simultaneously and reading ability (Y). It means that in every one point increase from conscientiousness (X_1) together with sentence structure mastery (X_2), there will be an increase of 1.30 of the reading ability (Y) in the constant score of -14.93.

From the multiple correlation computation using regression line analysis, the result shows that the value of the coefficient of multiple correlation (R) is 0.8384 and R^2 is 0.7029. The significance testing of this coefficient in $F_{\text{observation}}$ is 22.47. The value of F_0 (22.47) is consulted to F -table at the significance level $\alpha = 0.05$ and the degree of freedom (d.f) for 1:20 (4.35). Because F_0 (22.47) is higher than F_t (4.35), or F_0 (22.47) $> F_t$ (4.35), it can be concluded that the coefficient of multiple correlation (R) is significant.

Based on the data above, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is a positive correlation between conscientiousness (X_1) and sentence structure mastery (X_2) simultaneously and reading ability (Y). R^2 (0.7029) is the coefficient of determination, meaning that 70.29% variance of reading ability (Y) is determined by conscientiousness (X_1) and sentence structure mastery (X_2) and the rest, 29.71% variance, is determined by other factors.

The Contribution Analysis

It can be concluded that the effective contribution: (1) conscientiousness (X_1) to reading ability (Y) is 61.63%; (2) sentence structure mastery (X_2) to reading ability (Y) is 8.66%; and conscientiousness (X_1) and sentence structure mastery (X_2) simultaneously to reading ability (Y) is 70.29%.

C. CONCLUSION

There is a positive correlation between conscientiousness (X_1) and reading ability (Y) of the eleventh grade IPA (Ilmu Pengetahuan Alam) students of SMA N 1 Dander in the academic year of 2016/2017 (

). The relative contribution of conscientiousness (X_1) toward reading ability (Y) is 87.68 % while the effective contribution is 61.63%. It means that the increase of (X_1) will be followed by the increase of reading ability (Y)

There is positive correlation between sentence structure mastery (X_2) and reading ability (Y) of the tenth grade IPA (Ilmu Pengetahuan Alam) students of SMA N 1 Dander in the academic year of 2016/2017 (). The relative contribution of sentence structure mastery (X_2) toward reading ability (Y) is 12.32% while the effective contribution is 8.66%. It means that the increase of sentence structure mastery (X_2) will be followed by the increase of reading ability (Y)

There is positive correlation between conscientiousness (X_1) and sentence structure mastery (X_2) simultaneously and reading ability (Y) of the tenth grade IPA (Ilmu Pengetahuan Alam) students of SMAN 1 Dander in the academic year of 2016/2017

. The contribution of conscientiousness (X_1) sentence structure mastery (X_2) simultaneously toward reading ability (Y) is 70.29%. It means that the increase of the conscientiousness (X_1) and sentence

structure mastery (X_2) will be followed by the increase of reading ability (Y)

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Meiga Ratih Tirtanawati
Refi Ranto Rozak

FLOUTING OF CONVERSATIONAL MAXIM USED BY SOFIA VERGARA IN “THE ELLEN SHOW”

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STIBA SATYA WIDYA SURABAYA

Abstract

This study is about the flouting of conversational maxim by Sofia Vergara in “The Ellen Show”. In analyzing the statement of the problems, the researches apply qualitative approach and use the content analysis method to give descriptive information in order to get better understanding in analyzing the data. The source of data for this study is *The Ellen Show* talk show transcript dated on 3rd December 2015 with Sofia Vergara as the guest star. Having analyzed the data, the researchers find out that flouting occurs when the speaker does not obey the rule of the maxims. Those are maxim of quantity, maxim of quality, maxim of relevance, and maxim of manner. The researchers also find the way Sofia flouts the maxims are as follow: by giving too much information, by telling something which is lack of evidence, by telling something irrelevant, and the last is telling something disorderly.

A. INTRODUCTION

Language is a device for people to be able to change or transfer information and knowledge in different culture either written or spoken language. They use both spoken and written language to support their activities in communication. They use language not only to communicate but also to inform, to entertain, or even to persuade other. According to Michael Saw Findlay on his book *Language and Communication*, “Conversation is a form of discourse composed of informal verbal interactions among two or more speakers”. (Findlay, 1998: 38). The verbal interactions among two or more speakers in the transaction of changing information, persuade, command, or entertain is called as conversation. The conversation is a circumstances where there is a speaker, a hearer, and topic which is discussed together. During the process of conversation, it is possible for the speaker to get the topic well delivered or misunderstand the message. According to Grice, there are some requirements needed in speakers’s utterance to make conversational runs well. He proposed four maxim : Quantity, Quality, Relation, and Manner. In the application of these maxim, not all people obey the rule of principal conversation.

The researchers are interested in analyzing the flouting of conversational maxim because normally everybody must obey the conversational

maxim to produce good communication, but there is a phenomenon that when the conversational maxim is flouted, it may produce misunderstanding or it may produce humorous effect at the same time. By knowing this phenomenon, they want to understand more deeply about the conversational maxim and the violations. They take the talk show entitled “The Ellen Show” as the source of data because of some purposes. First, the atmosphere of the talk show is enjoyable so that almost all of the conversation is casual conversation. The second is the way Ellen handle the guest star during the show by giving a little bit humour leads her interlocutors to choose to obeying or flouting the conversational rules. Then they can find enough conversation as the data to be analyzed as a form of flouting the conversational maxim. They review some relevant theories in analyzing the data:

1. Discourse Analysis

He argues that discourse analysis, not only share particular meanings but, they also have characteristic linguistic features associated with them. What these meaning are, and how they are realized in language, is of central interest to the area of discourse analysis. (Paltridge, 2006: 3)

2. Contextual Features

Hymes in Brown and Yule (1983 : 38), sets

about the features of context which may be relevant to the identification of type of speech event which consist of participant, topic, setting, channel, code, message form, event, key, and purpose. However the writer only uses three features they are: participant, topic, and setting.

a. Participant

Participant is person who is involved in the speech event. Participants are “the persons participating in a speech event which can be divided into three kinds, those are addresser, addressee and audience” Brown and Yule (1983: 38)

b. Topic

Brown and Yule (1983: 38) stated that “topic is what is being talked about in a speech event”.

c. Setting

It is stated by Brown and Yule (1983: 38) that setting is “the terms of where the event is situated in place and time, and in terms of physical relations of the interactants with respect to posture and gesture and facial expression”.

3. Cooperative Principle

The cooperative principles are a must that the speaker’s contribution to the discourse should be as is required-neither more or less (Fromkin and Rodman, 2003: 225). According to Grice, there are cooperative principles which make the onversations run well. These principles are elaborated in four maxims of cooperative principle (Cutting, 2002:34-35) :

a. Maxim of Quantity

In the maxim of quantity, the speaker should be as informative as it is required, that they should give neither too little

information or too much.

b. Maxim of Quality

In the maxim of quality, the speakers are expected to be sincere, to say something that they believe corresponds to reality. They are assumed not to say anything that they believe to be false or anything which they lack evidence.

c. Maxim of Relevance

In the maxim or relevance, the speakers are assumed to give relevant answer to the topic being discussed.

d. Maxim of Manner

In the maxim of manner, the speakers should be brief and orderly, and avoid obscurity and ambiguity. In this maxim, people who involve in conversation should produce clear utterances. In this case the speakers must avoid obscurity of expression to produce utterances which are not confusing so that they can avoid ambiguous meaning and it must be done by producing brief and orderly utterances.

B. FINDINGS AND DISCUSSIONS

In this part, the researchers find that people may disobey the maxims during their conversation. The way they disobey the maxims is so various. In this study the writer finds variously kinds of maxim flouted and the way how people flouts the maxims. There are four kinds of maxims flouted by Sofia Vergara those are : the maxim of quantity, the maxim of quality, the maxim of relevance, and the maxim of manner. Sofia flouts the maxim of quantity six times, the maxim of quality three times, the maxim of relevance sixteen times, and the maxim of manner once. It is as shown below:

Fragmen t	Participants	Utterance	Kinds of Flouting Maxim	The Ways of Flouting Maxim
1	Ellen, Sofia	It's. I have a problem	Maxim of Relevance	Telling something irrelevant
2	Ellen, Sofia	But Now I kind of like - They're trying to convert me to watching the Steelers	Maxim of Relevance	Telling something irrelevant

3	Ellen, Sofia	Yes, He's a very hard-core Steeler's Fan.	Maxim of Quantity	Giving too much information
4	Ellen, Sofia	-No words--	Maxim of Relevance	Telling something irrelevant
5	Ellen, Sofia	No, I had not seen the movie	Maxim of Relevance	Telling something irrelevant
6	Ellen, Sofia	Again ? you always asks me just so you can put the pictures of him there.	Maxim of Relevance	Telling something irrelevant
7	Ellen, Sofia	Today we're during move, and it is being crazy. But I wanted to come you know, and see you	Maxim of Relevance	Telling something irrelevant
8	Ellen, Sofia	And I left him unpacking my things.	Maxim of Quality	Telling something which is lack of evidence
9	Ellen, Sofia	He reads any— everything. It's like, a lot of old books. New books	Maxim of Relevance	Telling something irrelevant
10	Ellen, Sofia	But they drive me crazy!	Maxim of Relevance	Telling something irrelevant
11	Ellen, Sofia	I was going to bring you your gift bag.	Maxim of Relevance	Telling something irrelevant
12	Ellen, Sofia	Yeah, the people that went. [audience laughing] But it is okay, I gave it to somebody else in my house.	Maxim of Quantity	Giving too much information
13	Ellen, Sofia	They were tipsy.	Maxim of Quantity	Giving too much information
14	Ellen, Sofia	A lot of food, a lot of flowers. A lot of, like, nice people. You missed a good party.	Maxim of Quantity	Giving too much information

15	Ellen, Sofia	we're almost done, and we have like two more months, and we're done	Maxim of Quantity	Giving too much information
16	Ellen, Sofia	I love going to work	Maxim of Relevance	Telling something irrelevant
17	Ellen, Sofia	Not a sin, like sin from the devil, no	Maxim of Quantity	Giving too much information
18	Ellen, Sofia, Twitch	I mean, I knew you were behind this	Maxim of Relevance	Telling something irrelevant
19	Ellen, Sofia, Twitch	I ate a lot of shrimp, so that's why it came into my mind. I was by the ocean	Maxim of Relevance	Telling something irrelevant
20	Ellen, Sofia, Twitch	Not really, not really, but it's okay let's go	Maxim of Quality	Telling something which is lack of evidence
21	Ellen, Sofia, Twitch	I don't know why I said that one, I don't even know where they're from, but—I knew that name was going to give me a hard time.	Maxim of Relevance	Telling something irrelevant
22	Ellen, Sofia, Twitch	your tricep, your quadricep, and your sauce	Maxim of Quality	Telling something which is lack of evidence
23	Ellen, Sofia, Twitch	The sauce is a muscle that is very understated. People don't really think about it when they have back pain. But goes from down here, and it	Maxim of Relevance	Telling something irrelevant
24	Ellen, Sofia	Can I say this in national TV ?	Maxim of Relevance	Telling something irrelevant

25.1	Ellen, Sofia	Well, I didn't really have to do anything. I just..I just rolled the window. And he was latin cop	Maxim of Manner	Telling something disorderly
25.2	Ellen, Sofia	No, I was in London. It was in London	Maxim of Relevance	Telling something irrelevant

The researchers analyze twenty five (25) fragments. From twenty five fragments, they find that the maxim of quantity is flouted six times, maxim of quality is flouted three times, maxim of relevance is flouted sixteen times, and maxim of manner is flouted once. They also find that maxim of relevance is flouted the most, that is sixteen times. Meanwhile the maxim of manner is less flouted, that is only once.

Eventually, there are four ways used by Sofia Vergara to flouts the maxims. The ways Sofia flouts the maxims by giving too much information applies six times, by telling something which is lack of evidence applies three times, by telling irrelevant thing applies sixteen times, and the last is telling something disorderly applies once.

C. CONCLUSIONS

It can be concluded that there are four ways used by Sofia Vergara. She flouts the maxims frequently. The ways Sofia flouts the maxims by giving too much information applies six times, by telling something which is lack of evidence applies three times, by telling irrelevant thing applies sixteen times, and the last is telling something disorderly applies once.

From those data, during the talk show in "The Ellen Show", she often flouts the maxim of relevance by being irrelevant in answering or responding something because it happens sixteen times. Finally, the most rare maxim flouted is maxim of manner by telling something disorderly.

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THE INTENDED MEANING OF SPEECH ACTS ON RIP PORTER'S CONVERSATION IN *LIKE DANDELION DUST* BY KAREN KINGSBURY

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Abstract

This study analyzes -The Intended Meaning of Speech Acts on Rip Porter's conversation in *Like Dandelion Dust* by Karen Kingsbury. The analyzing of communication relates to intended meaning of speech acts and also intended meaning of speech acts in the novel. Based on the background of the study, the research questions are: 1. What are the functions of speech acts on Rip Porter's conversation in *Like Dandelion Dust* by Karen Kingsbury based on intended meaning?, 2. How do the speech acts on Rip Porter's conversation in *Like Dandelion Dust* by Karen Kingsbury reveal intended meaning?, 3. Why is intended meaning applied on speech act of Rip Porter's conversation in *Like Dandelion Dust* by Karen Kingsbury?. This study uses the theory from speech acts and the description of the intended meaning. Speech acts can be drawn as function of speech acts, kinds of speech acts, type of speech acts and intended meaning based on data analysis. This study uses qualitative research to get the data in descriptive analysis. This study shows that Rip Porter uses intended meaning in his communication with Wendy Porter, Joey and Allyson Brower because Rip Porters would like to make people understand and the point of his speaking can be caught when he communicates and interacts each other.

Keywords: *Function of Speech Acts, Intended Meaning, and Communication*

A. INTRODUCTION

Language is a means of communication among people which holds at least speaker and hearer in conversation, has the role to know more and to introduce some things in communication, has an essential factor to transfer ideas and thought and also makes people familiar with others such as culture, pattern of life, and ethnicity in the world. Other role of this in society is to hold the relationship and cooperation among others. Language has two division, they can be written and spoken. It is called as written, if it shows the patterns of words until it becomes sentences and it is called as spoken, if it is spoken by speaker and heard by hearer until they produce the utterances. It is also a symbol or a pattern of culture in communication so that it produces speaker meaning. The speaker meaning will produce intended meaning of communication. According to Hatch (1992:1), language has often been defined as a system of arbitrary symbols used for human communication. It means that language is a system for communication which is

not only in speaking but also in arbitrary symbols for human being or people as usual. In this case, arbitrary symbol is a picture or things which has the essential meaning and can be used to make people understand, catches the meaning of languages, and has the objective meaning in communication.

Communication is a part of activity to make relationship by sharing some ideas and thoughts to produce the utterances. According to Owens (2005:11), communication is the process participants use to exchange information and ideas, needs and desires. It means that communication is where the people as speaker and hearer take part in speaking as a process of giving information, to exchange and to share some ideas, needs, and also to desire to fulfill comprehension need in communication. Thompson (2003: 10-11) gives the addition that communication involves transmitting not only information from one person to another, but also in communicating a relationship. Communication is that it is not only

a basic part of our everyday lives but an essential one, in the sense that we cannot –notll communicate. There must have two people in holding communication, they are speaker and hearer at least. It means that communication is not essential part of life, but it is very useful to hold some activities which has some basic to understand the speaker and the hearer in interaction, share some ideas so that produce utterances. It needs two actors at least such as speaker and hearer. Speaker is the one who speaks, delivers a speech to other one and gives the point of view in an utterance so that people can understand what speaker means. Hearer is the one who listens to people’s communication. Both of them cannot separate each other in communication because every communication needs speaker and hearer at least. The speaker utters to hearer some words and sentence so that they produce utterances. Utterance is the other name of speech acts.

Speech act is the speech which is done by action; it means that people are speakers who communicate to other people as hearer and to hold communication by using some kinds of utterances related to grammatical structure and words. According to Yule (1996:47), Speech act is actions performed via utterances. It means that people produce the language into some kinds of grammatical structures and words by using utterances. It is uttered by speaker to communicate and to catch the meaning by hearer. People use the utterances to understand speaker meaning. It is called as intended meaning. Speech acts consists of the labels which can differentiate utterances namely apology, complaint, compliment, invitation, promise, or request. Those are important to make utterances and to produce intended meaning.

The reason of choosing this title because it is *Like Dandelion Dust* by Karen Kingsbury produces and shows intended meaning and Rip Porter’s conversation relates to speech acts. Rip Porter’s conversation shows the intended meaning of speech acts such as the explanation of representatives, commissives, declarations, expressive and directives based on his conversation with Wendy Porter as his wife, Allyson Brower is as social worker and Joey is Rip Porter’s child. The intended meaning of Rip Porter’s conversation is very close to the speech acts so that there are contributions to take the problem of Rip

Porter’s conversation related to speech acts, to figure it out many things related to the intended meaning of speech acts on Rip Porter’s conversation, to suppose that it will appear it includes so many intended meaning of speech acts and the contribution in the Rip Porter’s conversation.

1. Intended Meaning (IM)

According to Searle (1979:117-119) that sentences have literal meanings. The literal meaning of a sentence is entirely determined by the meanings of its component words (or morphemes) and the syntactical rules according to which these elements are combined. A sentence may have more than one literal meaning (ambiguity) or its literal meaning may be defective or uninterpretable (nonsense). Sometimes the meaning of a sentence is such that its truth conditions will vary systematically with the contexts of its literal utterance. Meaning does not change from context to context; rather the constant meaning is such that it determines a set of truth conditions only relative to a context of utterance. The literal meaning of the sentence is the meaning it has independently of any context whatever; and, diachronic changes apart, it keeps that meaning in any context in which it is uttered. Based on Bach that Meanings were abstracted from the linguistic items that have them, and (indicative) sentences were often equated with statements, which were in turn equated with propositions. Here the example of expressing the intended meaning more fully based on Hurford et al (2007:19).

Magnus : ‘_When did Goethe die?’

Fred : Goethe died in 1832’

Based on Kreidler (1998:27), linguistic meaning, what is communicated by particular pieces of language, and utterance meaning, what a certain individual meant by saying such-and-such in a particular place, at a particular time, and to certain other individuals. Kreidler (1998: 26-27)also states that an utterance is an act of speech or writing; it is a specific event, at a particular time and place and involving at least one person, the one who produces the utterance, but usually more than one person. An utterance happens just once; a spoken utterance happens and then, unless it is recorded electronically, it ceases to exist; a

written utterance is intended to last for a short time in the case of a shopping list, for instance, or much longer, as in the case of a book.

2. Speech Acts (SA)

Speech act is the other name of utterance. Some people perform their communication via utterances. In the utterance, it consists of grammatical structure and also words in sentences. Yule (1996:48) states that speech act is the action performed by producing an utterance. Example:

- (1) -You're so delicious!
- (2) -You're welcome!
- (3) -You're crazy!

From the example above, it can be seen as speech acts, they are described by the examples (1), it talks about something about this food or others, and tell about the taste of food. The example (2), the speaker utters hearer speaks by answering the thank you expression or grateful expression. It is similar to (3), but in that example, the speaker claims the hearer that she/he is crazy. According to Black (2006: 7), the term speech act does not refer simply to the act of speaking, but to the whole communicative situation, including the context of the utterance (that is, the situation in which the discourse occurs, the participants and any preceding verbal or physical interaction) and paralinguistic features which may contribute to the meaning of the interaction.

3. Types of Speech Acts

There are two types of speech acts, they are direct speech acts and indirect speech acts.

a. Direct Speech Acts (DSA)

According to Black (2006:19), Direct speech act is these occur when there is a direct correlation between the grammatical form of an utterance and its illocutionary force (*Shut the door*, for example). Commonly however, the mapping is not straightforward:

1. -Stop it. Harry, why do you have to turn into a devil now?!
2. -I don't like to leave anything,' the man said. I don't like to leave things behind.!

(Hemingway, *The Snows of Kilimanjaro*, 1939/1964: 448)

In the example, they show about an

imperative, an interrogative and a declarative sentence, used appropriately though the illocutionary force of the question is a complaint rather than a request for information which is how Harry interprets it. In such a case, where there is no direct mapping between form and function, it is known as indirect speech acts. According to Yule (1996:54-55), whenever there is a direct relationship between a structure and a function, we have a direct speech acts. Here the example:

3. -It's cold outside -(declarative)
4. -I hereby tell you about the weather! (declarative)
5. -Move out of the way! (command/request)

From the example of Yule above, number (a) and (b), it tells about the temperature outside in a place, in the number (c), it tells about command which makes people to move out.

b. Indirect Speech Acts (ISA)

According to Black (2006:19), Indirect Speech Act is when people use one speech act rather than another, and leaves our hearer to work out the meaning we intend, we are dealing with indirect speech acts. They are often used for reasons of politeness. According to Yule (1996:55), whenever there is an indirect relationship between a structure and a function, we have an indirect speech acts. Here the example:

1. -I hereby request of you that you close the door! (command/request)
2. -Do you have to stand in front of the TV! (question)
3. -You're standing in front of the TV! (request)
4. -You'd make a better door than a window! (request)

According to Searle (1979:30-31) the speaker intends to produce in the hearer the knowledge that a request has been made to him, and he intends to produce this knowledge by means of getting the hearer to recognize his intention to produce it, such cases in which the utterance has two illocutionary forces,

are to be sharply distinguished from the cases in which, for example, the speaker tells the hearer that he wants him to do something; and then the hearer does it because the speaker wants him to, though no request at all has been made, meant, or understood, the cases in which one illocutionary act are performed indirectly by way of performing another.

4. Kinds of Speech Acts

Leech (1983:199) states that a fitting way to begin the study of speech act verbs is with the well-known distinction Austin makes between three kinds of speech act: a locutionary act (performing the act of saying something), an illocutionary act (performing an act in saying something), and a perlocutionary act (performing an act by saying something). According to Yule (1996: 54), he states that a different approach to distinguishing types of speech acts can be made on the basis of structure. A fairly simple structural distinction between three general types of speech acts is provided, in English, by three basic sentence types. There is an easily recognized relationship between the three structural forms (declarative, interrogative, and imperative) and the three general communicative functions (statement, question, command /request). Example:

1. -You wear a seatbelt (declarative)
2. -Do you wear a seat belt (interrogative)
3. -Wear a seat belt (imperative)

Here are the kinds of speech acts based on Black (2006:17-18):

a. Locutionary Acts (LA)

According to Black (2006:17), the locutionary act is the production of a well-formed utterance in whatever language one is speaking. It means that a locutionary act is the utterances which are formed in language for speaking. Yule (1996:48) also states that locutionary act is the basic act of utterance, or producing a meaningful linguistic expression. Here is the example: -I've just made some coffee. In that example, the speaker just determines what he / she wants and makes sure the hearer in a statement of speaking. According to Austin (1962:108), locutionary act is

which is roughly equivalent to uttering a certain sentence with a certain sense and reference, which again is roughly equivalent to meaning in the traditional sense. Here is the example:

1. He said to me, -You can't do that,
2. He said to me, -Shoot her!

In example (a) and (b), the speaker gets the hearer to do something or it can be called as imperative sentence. Levinson (1983:236) also give the addition, he continues that locutionary act is the utterances of a sentence with determine sense and reference.

b. Illocutionary Acts (IA)

According to Black (2006:17), the illocutionary act is the meaning one wish to communicate: the illocutionary force we attach to a locutionary act is the meaning we intend to convey. Related to Illocutionary Acts, Levinson (1983:236) also states that illocutionary act is the making of a statement, offer, promise, etc. in uttering a sentence, by virtue of the conventional force associated with it (or with its explicit performative paraphrase). In this case, Yule (1996:48) gives statement that illocutionary act is performed via the communicative force of an utterance. Based on Yule's statement, illocutionary is the utterance which is performed communicatively. Austin (1962:108) also states that illocutionary acts such as informing, ordering, warning, undertaking, & and etc. i.e. utterances which have a certain (conventional) force. Example:

- 1.) He urged (or advised, ordered, and etc) me to shoot her,
- 2.) He protested against my doing it.

In example (a) and (b), the speaker utters to the hearer to describe what he / she does.

3.) Perlocutionary Acts (PA)

According to Black (2006:18), the perlocutionary act is the effect of our words. If we say, please open the window and you do so, we have achieved our perlocutionary aim. Without entering into fruitless speculation about the intentions of authors, it seems that, in general terms, to look for

the perlocutionary aim of most literary works is pointless. Related to Levinson (1983: 236), perlocutionary act is the bringing about of effects on the audience by means of uttering the sentence, such effects being special to the circumstances of utterance. Austin (1962: 108) also states that perlocutionary acts what we bring about or achieve, by saying something, such as convincing, persuading, deterring, and even, say, surprising or misleading. Example:

- a. -He persuaded me to shoot her -
- b. -He pulled me up||
- c. -He Check mell

In the example (a), (b) and (c), they describe about the information to do something for anybody.

5. Function of Speech Acts (Illocutionary Acts)

Related to Black (2006:20-23), there are the classifications of illocutionary speech acts; here are functions of speech acts have been identified related to intended meaning:

a. Representative (Rep)

Representative speech acts are statements and descriptions. The speaker offers its view of the world as she understands it. Much fiction, like much ordinary language use, consists largely of representative speech acts; in particular, much of the narrator's activity consists of representative speech acts. An interesting problem may arise when, in a first-person narrative, the representative speech acts of the narrator suggest a world view at odds with our own. An interesting problem may arise when, in a first-person narrative, the representative speech acts of the narrator suggest a world view at odds with our own. According to Yule (1996:53), representatives are those kinds of speech acts that state what the speaker believes to be the case or not, statements of fact, assertions, conclusions, and descriptions. Example:

1. -The earth is flat|| (descriptions)
2. -Chomsky didn't write about peanuts.|| (statements)
3. -It was a warm sunny day.||

(descriptions)

In using a representative, the speaker makes words fit the world (of belief). According to Cutting (2002:17), these are acts in which the words state what the speaker believes to be the case, such as describing, claiming, hypothesizing, insisting and predicting.

b. Expressives (Exp)

Expressive speech acts are those that reveal the speaker's attitude, such as congratulating, condoling, or expressing pleasure. They have a strongly interpersonal function. One may therefore expect to find more of them in the discourse of characters within fiction than in the narratorial voice, though they are found here too. According to Yule (1996:53), expressive are those kinds of speech acts that state what the speaker feels. They express psychological states and can be statements of pleasure, pain, likes, dislikes, joy, or sorrow. They can be used by something the speaker does or the hearer does, but they are about the speaker's experience. Example:

1. -I'm really sorry!! (condoling)
2. -Congratulations!! (congratulating)
3. -Oh, yes, great, mmmm, ssahh!! (pleasure)

In using an expressive, the speaker makes words fit the world (of feeling). According to Cutting (2002:17), this group includes acts in which the words state what the speaker feels, such as apologizing, praising, congratulating, deploring and regretting. Searle (1979:15) states that expressives is the illocutionary point of this class is to express the psychological state specified in the sincerity condition about a state of affairs specified in the propositional content. The paradigms of expressive verbs are "thank", "congratulate", "apologize", "condole", "deplore", and "welcome", notice that in expressives, there is no direction of fit. In performing an expressive, the speaker is neither trying to get the world to match the words nor the words to match the world; rather the truth of the expressed proposition is presup-

posed. According to Searle (1979:23) that expressives characteristically require a gerundive transformation of the verb in the lower node S. In the example below:

4. -I apologize for stepping on your toell (apologizing)
5. -I congratulate you on winning the race (congratulating)
6. -I thank you for giving me the money. (pleasure)

c. Directives (Dir)

Directives are essentially commands again; these are more likely to be found within character to character discourse. Directives addressed to the reader occur rarely in the narrator's voice, for the obvious reason that readers exist outside the communicative framework of the fiction. According to Yule (1996:54), directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. They are commands, orders, requests, and suggestions. They can be positive or negative. Example:

1. -Gimme a cup of coffee. Make it black. (request)
2. -Could you lend me a pen, please? (request)
3. -Don't touch that. (command)

In using a directive, the speaker attempts to make the world fit the words (via the hearer). According to Cutting (2002:17), this category covers acts in which the words are aimed at making the hearer do something, such as *commanding*, *requesting*, *inviting*, *forbidding*, *suggesting* and so on. Searle (1979:13) states that directives is the illocutionary point of these consists in the fact that they are attempts (of varying degrees, and hence, more precisely, they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something.

d. Commissives (Com)

Commissives are acts which commit the speaker to some future course of action. They include promises (and their converse, threats: the difference depends on how the

hearer will be affected by the proposed act); they are common in the discourse of characters in fiction, but rarer in the narrator's discourse, though arguably the beginning of some novels functions as a commissive. According to Yule (1996:54) that commissives are those kinds of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends. They are promises, threats, refusals, pledges. They can be performed by the speaker alone, or by the speaker as a member of a group. Example:

1. -I'll be back (promises)
2. -I'm going to get it right next time. (promises)
3. -We will not do that. (refusals)

In using a commissive, the speaker undertakes to make the world fit the words (via the speaker). According to Cutting (2002:17) that this includes acts in which the words commit the speaker to future action, such as *promising*, *offering*, *threatening*, *refusing*, *vowing* and *volunteering*. Commissives then are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action. Relates to Searle (1979:22) about commissives, such sentences as "I promise to pay you the money", and "I pledge allegiance to the flag", and "I vow to getrevenge",

6. Declarations (Dec)

Declarations are a unique form of speech act in that their successful performance depends upon the status of the speaker, and the precise circumstances surrounding the event. They are institutionalized in a society. Declarations include sacking a worker, performing a marriage, and sentencing a criminal. It is given that a declaration is the one speech act that has an effect in the real world, in bringing about the state to which it refers, it can hardly occur within literary discourse except as a pseudo speech act, as when characters marry, or are sent to prison. According to Yule (1996:53) that declarations are those kinds of speech acts that change the world via their utterance. The speaker has to

have a special institutional role, in a specific context, in order to perform a declaration appropriately. Example:

- a. Priest : -I now pronounce you husband and wife.||
- b. Referee : -You're out!||
- c. Jury Foreman: -We find the defendant guilty.||

In using a declaration, the speaker changes the world via words. According to Cutting (2002:16-17), these are words and expressions that change the world by their very utterance, such as -I bet||, -I declare||, -I resign.|| Others can be seen in: -I baptize this boy John Smith||, which changes a nameless baby into one with a name, -I hereby pronounce you man and wife,|| which turns two singles into a married couple, and _this court sentences you to ten years' imprisonment', which puts the person into prison. According to Searle (1979:16-17), declaration is the defining characteristic of this class that the successful performance of one of its members brings about the correspondence between the propositional content and reality, successful performance guarantees that the propositional content corresponds to the world, example:

- d. If I successfully perform the act of appointing you chairman, then you are chairman;
- e. If I successfully perform the act of nominating you as candidate, then you are a candidate;
- f. If I successfully perform the act of declaring a state of war, then war is on;
- g. If I successfully perform the act of marrying you, then you are married.
Indeed, there appear to be several different syntactical forms for explicit performatives of declaration. I believe the following three classes are the most important. Here the example:
- h. -I find you guilty as charged||
- i. -I now pronounce you man and wifel||
- j. -I appoint you chairman||
- k. -War is hereby declared||
- l. -I declare the meeting adjourned||
- m. -You're fired||
- n. -I resign||

- o. -I excommunicate you.||

B. RESEARCH METHOD

According to Yin (2011: 82), he states that research design also defines the structure of a study. A major component in the structure, around which every empirical study pivots, consists of its unit of data collection. How much you want to attend to this matter is a third choice. In this research, a qualitative approach is applied to analyze intended meaning of speech acts on Rip Porter's conversation in *Like Dandelion Dust* by Karen Kingsbury because he collects his data in the form of words and makes some dialog or fragmenting and analyzes from the function of speech acts into intended meaning in a conversation of fragmenting. Relate to Yin (2011: 76), in qualitative research, how much design work is done beforehand is a matter of choice. Furthermore, even as you conduct your study you may give different parts of designs differential attention—possibly even ignoring some parts. Designs also can change during the course of a study. The main design conditions, including whether to do any design work ahead of time, are the subject of the present chapter.

Qualitative research does not need statistic generalization, but contain a form of description of events like in novel, drama, story, etc. qualitative researchers tend to analyze their data using particular facts and but that has not yet been proved to be true or correct. Descriptive method is used in this study to get some fragmenting about intended meaning of speech acts on Rip Porter's conversation in *Like Dandelion Dust* by Karen Kingsbury. The data collection is in the form of words and they are described in some quotations based on evidences from the source of data and he analyzes by using fragments in segmenting of sentences from the evidences of the novel.

C. FINDINGS AND DISCUSSION

a. The function of speech acts on Rip Porter's conversation in *Like Dandelion Dust* by Karen Kingsbury based on intended meaning

1. Representatives

Representative speech acts are statements and descriptions. A speech act of representatives is found in data 2 in

LDD # Ch.2 # Pg. 11-1, it can be drawn as sentences which indicate representatives.

- a. -Baby. ..|| (His voice was more gravelly than before). -It's me.||
- b. -Did you miss me?||
- c. -It's . . . been a long time, Rip.||

In those sentences, they describe and show the representatives of speech acts, it can be seen as number (a) baby, it is me. It means that Rip Porter indicates and represents himself to Wendy, (b) did you miss me?, it indicates that Rip Porter asks Wendy about her feeling, (c) It's been a long time, Rip. It indicates that Wendy states about the condition so far with Rip Porter because of the distance.

2. Directives

Directives are essentially commands again; these are more likely to be found within character to character discourse. It can be found in data 11 of LDD # Ch.2 # Pg. 17, the sentences of directives of speech acts below:

- a. -That Rip's kid in there?||
- b. -Well, I'll be . . .||
- c. -Poor kid. Future's already written with Rip as a daddy. Him sittin' in the pen and all.||

In the sentence, directives of speech acts indicates in (a) people give gesture and indicate that it is Rip Porter Kids, (b) people show the good condition in one situation, (c) people feel unhappy about kid's poor condition.

3. Commissives

Commissives are acts which commit the speaker to some future course of action. It can be found in data 10 of LDD # Ch.2 # Pg. 16, it can be drawn the sentences below:

- a. Rip's temper was under control and he had a steady job, they could have another child, maybe two or three
- b. Rip hated when she was late.

From the sentences, it can have the meaning such as (a) Rip Porter's temper can be controlled by Wendy.

She has a good role to make Rip Porter calm down, (b) Rip tells that he dislike when Wendy comes late, he likes being on time.

4. Expressives

Expressive speech acts are those that reveal the speaker's attitude, such as congratulating, condoling, or expressing pleasure. Here are the expressives of speech acts in data 4 of LDD # Ch.2 # Pg. 12, it can be drawn the sentences below:

- a. -I'm sorry, Wendy.||
- b. -What I did . . . it was wrong. You don't have to worry. It ain't gonna happen again.||

Related to the sentences, it can be drawn the meaning such as (a) Rip Porter asks Wendy to forgive him, (b) Rip Porter tries to explain about his mistakes with Wendy so far,

5. Declarations

Declarations are a unique form of speech act in that their successful performance depends upon the status of the speaker, and the precise circumstances surrounding the event. Here are the quotation can be seen in data of LDD # Ch.2 # Pg. 15, it can be drawn with the sentence below:

- A man with a temper like Rip's had a heap of changing to do before he could be any kind of father.

The sentence has meaning (a) Rip Porter can be a good father and he can eliminate his bad temper and become wiser and wiser every time.

b. The speech acts on Rip Porter's conversation in *Like Dandelion Dust* by Karen Kingsbury reveal intended meaning

1. Representatives

In these representatives of speech acts, the analysis are made of fragment from data quotation in function of speech acts, here are the explanations below: *Fragments 2 in LDD # Ch.2 # Pg. 11-12*

Rip : -Baby . . .|| My voice was more gravelly than before. -It's me
Wendy : -Rip?||

Rip : -Yeah, baby.¶ There was a tenderness in my voice, the tenderness that had attracted you so long ago. -Did you miss me?¶

Wendy : -It's . . . been a long time, Rip.¶

Rip : -hated having a long-distance relationship. Seeing you made the time pass too slowly. So how were you supposed to take that?¶

After the fragment above, it can be drawn Intended meaning from the conversation that Rip Porter feels a little sad and regretted about everything he has faced so far in his life. He misses the moment with Wendy Porter until he wants to eliminate his anxiety so far. He wants to come back in the first life he lives with his wife. He feels so lonely with Long Distance Relationship again

2. Directives

Fragments 11 in LDD # Ch.2 # Pg. 17

Rip : -That Rip's kid in there?¶

Wendy : -Of course it's Rip's.¶

-Well, I'll be . . .¶

The fragment above can be seen in Intended meaning that Rip Porter asks Wendy about Joey, and he gets information sooner from her.

3. Commissives

Fragments 10 in LDD # Ch.2 # Pg. 16

Wendy:-She flipped on the radio, gave each station three seconds to prove itself, and flipped it off again¶

Rip : -you flipped on the radio, gave each station three seconds to prove itself, and flipped it off again. Silence was better anyway. How were you going to bring up the subject, the idea that, hey, by the way, there was a baby and now he's living with another family?¶

Intended meaning of the fragment is that Rip Porter talks with Wendy about adopted son. He asks Wendy the condition of the son. He tells with a little joke.

4. Expressives

Fragments 4 in LDD # Ch.2 # Pg. 12

Rip : -I'm sorry, Wendy.¶

-What I did . . . it was wrong. You don't have to worry. It ain't gonna happen again.¶

Wendy : -I had been sorry before, right? Why would this be different? Crazy for Rip, in a way that didn't make sense. There would never be anyone for me but Rip.¶

The fragment can be seen in Intended meaning that Rip Porter asks sorry to Wendy about his mistakes so far. He tries to make sure Wendy that there is not trouble thing to worry. Wendy forgives his attitude so far.

5. Declarations

Fragments 8 in LDD # Ch.2 # Pg. 15

Rip : -I deserved more than round-the-clock day care and a father in prison for domestic violence.¶

Wendy : -I couldn't tolerate seeing my little boy hurt. And if Rip got out and fell into one of his rages. A man with a temper like Rip's had a heap of changing to do before he could be any kind of father.¶

From the fragment, it can be seen as Intended meaning that Rip Porter declare that he would rather stay in prison than he must be separate with Joey, his son and he cannot be a father again.

c. Reasons of intended meaning are applied on speech act of Rip Porter's conversation in *Like Dandelion Dust* by Karen Kingsbury

1. Representatives

In Fragments 2 in LDD # Ch.2 # Pg. 11-12, Rip Porter in this conversation shows the intended with assertions, and conclusions.

2. Directives

In Fragments 11 in LDD # Ch.2 # Pg. 17, Rip shows intended meaning in suggestion, orders, command, request and suggestion.

3. Commissives

In Fragments 10 in LDD # Ch.2 # Pg. 16, Rip shows intended meaning in threats.

4. Expressives

In Fragments 4 in LDD # Ch.2 # Pg.

12, Rip Porter shows intended meaning in apologizing.

5. Declarations

In Fragments 8 in LDD # Ch.2 # Pg. 15, Rip Porter shows intended meaning in declare and beg.

D. CONCLUSION

In Rip Porter's analysis, it can be drawn the analysis based on Rip Porter's conversation. Function of speech acts are found in Rip Porter's as Representative, directives, commissive, expressive and declarations. All of them explain how the sentences and words are analyzed by intended meaning. Function of speech acts are related to intended meaning with some kinds of analysis. Every function of speech acts have shown the specific part of meaning such as representative has shown in description, statement, assertion and conclusion. In directive, it has shown in suggestion, orders, command, request, and suggestion. In commissive, it has shown in threats, refusals, promises and pledge. In expressive, it has shown in apologizing, congratulating, condoling, and pleasure and the last is declaration, it has shown in declare.

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THE EDUCATIONAL ISSUE OF INDONESIAN ENGLISH CURRICULUM 2013

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Abstract

Curriculum is a system of learning as barometer for students to get the knowledge from education. Curriculum is the education system to help the students to reach the achievement. Curriculum 2013 is the new curriculum for education in Indonesia. Curriculum2013 has many complains and problems about the differences between curriculums 2006 or we can call KTSP and the curriculum 2013. The new curriculum 2013 will make a lot of changes for Indonesian education system in this age. That curriculum can be implemented for all stages of educational level in the school such as from elementary school until senior high school. The minister of education and art has legalized that this curriculum will be run in the academic year of 2013-2014. In the same case, the new curriculum produces some educational issues. Many people think that the new curriculum 2013 make an educational issue and unemployed especially for English teacher and also unbalanced system of teaching learning in the class. Whereas, until now many pro and contra in the new curriculum 2013.

Key words: educational issue, the new curriculum 2013

A. INTRODUCTION

In this year of 2013, minister of education has declared and already published the new curriculum for Indonesia's education. It is called "The curriculum 2013". That curriculum will change the before curriculum namely KTSP. In this changing of curriculum, the Minister expects that curriculum 2013 can increase Indonesia's education in this globalization era. Before the minister of education published that new curriculum 2013, the curriculum appears some issues especially for educational issues. It comes from formal education centers or schools which denied this change namely the changes of the new curriculum 2013. On the other hand, automatically, they must follow this change that has been made by the government by some purposes to make education in Indonesia more modern and guaranteed. From the reality before the curriculum 2013

declared and published, there are some people disagree about that because the curriculum 2013 will make teachers unemployed especially English teachers.

The reason is, the changes of new curriculum automatically will change some components in education system exactly, it can be seen from the changes on the subject taught in each school. In the primary school, there will be only six subjects; they are PKN, religion, Indonesia, Mathematics, Art and Culture (SBK), and Penjasorkes. In science subject or it is called IPA and also major society or it is called IPS are integrated in Indonesian, Local content like Javanese, and other regional language are integrated in SBK. So that's why, English in this case will be an extracurricular. From the explanation above, the English is not a

compulsory subject for elementary or primary school. Whereas, from the phenomenon in this world that English is an International language which is important for some people in the world if they go to some places. People can be helped by English when they master or understand it.

According to Crystal (1997), he explains that English is used as an official language or semiofficial language in over 60 countries and has a prominent place in further twenty (20) countries. It is either dominant or well established in all six continents. It is the main and essential language of books, newspapers, airports and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music, and advertising. Over more than two-thirds of the world scientists write in English. Over 150 million in 120 countries receive English radio programs. Over 50 million children study English as an additional language at primary level; over 80 million study it at secondary level. These figures exclude Chinese people because they use the character of hanzi or it can be seen in their shape.

So far, there are many English foundations which encourage developing teaching English namely the British Council, it helps a quarter of a million foreign students to learn English in various parts of the world. In the USA itself, 337,000 foreign students are registered in 1983. English is still in high demand because of its prestige. One is considered as a well - educated if she or he masters English in both theory and practice. Pennycook (1995: 40) argues that English has become one of the most powerful means of inclusion or exclusion from further education, employment, or social positions.

Related to the new curriculum 2013, I quote from tempo about the guarantee for new curriculum 2013, Deputy Minister of Education and Culture, Musliar Kasim, guaranteed that the 2013 Curriculum will still be relevant to be implemented in Indonesia up to 20 years ahead.

He claims that in the composition stage, the curriculum has been prepared to face the wave of globalization.

<http://en.tempo.co/read/news/2013/05/30/055484451/2013-Education-Curriculum-Guaranteed-Relevant-for-20-Years-Ahead>. In tempo with

difference date, Retno said that the Ministry of Education wants to be considered successful in applying the new curriculum to schools with adequate facilities. If the ministry's goal is to revamp the quality of Indonesia's education, Retno says that the target schools should not just be international standard and A-grade schools. The Education Ministry will implement the Curriculum 2013 on the next school year on July 15. Not all schools in Indonesia are targeted but only 6,325 schools will apply the new curriculum this coming school year.

<http://writer-hissha.blogspot.com/2013/05/indonesia-moves-toward-curriculum-2013.html>

B. DISCUSSION AND FINDINGS

1. Differences between KTSP and Curriculum 2013

Before the government implements the new curriculum 2013, it can be known that Indonesian use the curriculum 2006, it is called KTSP. KTSP is different from curriculum 2013 significantly. The most distinguished thing is the structures of those curricula. The curriculum 2013 will have a fewer subjects than KTSP. Total subjects for KTSP are 11 subjects but in the curriculum 2013 will only have 6 subjects. They are religion, civilization (PKn), Indonesian, mathematics, culture (SBK), and sport (PJOK). It is also science (IPA) and social (IPS) will be integrated into Indonesian subject. More-over, the ministry of education in the curriculum 2013 will apply a thematic learning method starts from 1st grade until 6th grade, in the other way, KTSP applies thematic learning method for 1st grade until 3rd grade and for 4th grade uses lesson approach. Furthermore, there is an

additi-onal time in the curriculum 2013 for elementary school. It was 26 hours but in the new curriculum it will be 30 hours every week. On one hand, KTSP and the curriculum 2013 also have similarities. First, they are discussed and arranged by the government, specifically the Department of National Education (Depdiknas). Second, some subjects in the KTSP are still taught in the curriculum 2013, for instances Indonesian, mathematics, religion, civilization, etc. Then the 2013 curriculum might be mentioned as one-fourth revision of the KTSP.

Implementation from curriculum 2013 has got some effects from several aspects. We can see from the good one. The advantages are the good standard competence, the constructive approximation method, and the continuing competence from elementary school to senior high school. Curriculum 2013 has been a way to spread of ideas and competence. Indonesian curriculums have tried to accommodate global challenge in the world. It has been widely believed that Indonesian curriculum revised to accommodate the development of knowledge. It has been widely believed that education has an ideal way to teach students how to behave and act like social norms and values on society. The recent of 2013, Indonesian Curriculum has accommodated that idea into core competences and standard competences, both should be integrated into teaching and learning activities. Education has become a vehicle to transform character and moral value to young learners. At least the Indonesian government has stated that the policy in curriculum 2013 is transferring knowledge. The knowledge that has transferred is knowledge that is useful to compet eat 21st century; it is where humankind has an opportunity to gain information on a single network. And finally, the policy in curriculum 2013 has focused on transferring knowledge and ideas.

Knowledge is the most essential things for people in the world. Knowledge can lead people to reach their bright future and dreams. Bright future can bring pride of life, happiness for good, satisfaction, wealth, and also the expectation to be welfare. Without knowledge, people will not get any closer to the bright future, people will never be better, it will be even worse. To prevent this issue, the government struggles to produce smart, clever, good, and bright people. The government always tries to make a new educational program in order to refresh the educa-tional things in their country according to world's development. <http://thaliamarten.blogspot.com/2013/05/educational-issues-in-indonesia-newest.html>. KTSP and the curriculum 2013 make some differences and resemblances. They can be a good side and a bad side indeed in order to control the unexpected impacts, well-preparation of the government is completely needed. In conclusion, the implementation of curriculum 2013 has faced many polemics. If the curriculum 2013 will be implemented in in the 2013/2014 academic year, the government, teachers, and every person included must support the change by doing considerably in their own authorities.

2. Educational Issues of the English New Curriculum 2013

The new curriculum has raised some controversies in relation to English Language Teaching (ELT) in Indonesia for young learners. The government has set up ELT for young learners became a local content in schools. This controversy has become controversial debates, some groups of linguist are agree while on the other side there are groups which are disagree to this decision. ELT for young learners in Indonesia has been rapidly growing up since the globalization. Global world has positioned English as an International communication language that is used to communicate across nation. Some groups

have thought that English is important to get the best education and position on a workplace. Bilingual schools for young learners that is used English and Indonesian language has settled up across Indonesia. Thus, private courses to improve young learners' English proficiencies have risen up in big cities and small town. The success of English language teaching and learning in Indonesia depends heavily on how the interconnection of the four determining factors: theories, research, policies and practices of English language education on the grounds that those factors are inextricably linked to one another.

With regard to the policy, the Indonesian government via the Ministry of Education and Culture has been currently advocating the curriculum 2013 which is potential to create some problems on the part of some related parties which include English lecturers, teachers, practitioners, students, policymakers, and others. To figure out the problems, it would be most thoughtful for all involved to sit together, share ideas and experiences with knowledgeable and distinguished speakers, decide the mainstream, and then implement the curriculum the way it is expected. Publicity about English is also easily found in Indonesia. Almost every national television in Indonesia has the English news programs once daily or weekly. English movie and song programs are often seen on the televisions too. In addition, there are two English newspapers, The Jakarta Post and The Indonesian Observer, and some English magazines, such as Djakarta, Hello, and Tempo, printed and distributed nationally in Indonesia. Some advertisements and jobs in the national newspapers are sometimes written in English and require English proficiency both oral and written. Some public and private institutions in the Internet and brochures also provide information both in Indonesian and English.

Lamb (2002) as cited by Jazadi (2004) points out that the increasing availability of information technology, especially through the Internet in Indonesian cities, exposes more and more people to a variety of information in English. Although the number of the English programs on television has been increasing, English programs for children are not seen yet. The usual language in these programs is originally English, and then it is dubbed into Indonesian. Written English can easily be found in electronic or other products. The politicians often use some English terms to express the opinions or make statements. This may relate with the prestige accorded to English. Among the Indonesian people, to some extent, one is considered as well educated if they can communicate in English.

3. Solving to Implement the New Curriculum 2013

In This regard, the government ought to focus on preparing many things to implement the new curriculum. At least, there are three important things must be fixed such as the minister of education and art makes textbook because it is very essential. If the curriculum is revised, and the textbook still does not change, the result of the new curriculum 2013 will look like a paper tiger. It means that something which seems as threatening as a tiger but it does not withstand a challenge. The government should prepare source books for teachers and students, and of course both contents are different. The next prominent readiness is teachers training.

In this case, the implementation of the curriculum is done step by step so that the teacher training will also be applied continuously. If the implementation starts from the 1st grade, the 4th grade, the 7th grade, and the 10th grade. The ministry has intended the stage of the education governance. For that reason, the education governance for the curriculum 2013 is also adjusted such as

the report administration book. Surely, changing of the curriculum 2013 will change four aspects namely the content standards, process standards, graduation standards, and assessment standards. All of these changes mean that the new curriculum 2013 really needs a big set-up to be done by the government.

C. CONCLUSION

Schools in Indonesia have a wide opportunity to teach English for young learners for their students or not. It is suggested for schools to decide their decision based on their students' environment. They have an opportunity to teach English for young learners if their students are able to access learning recourses. Indonesian schools have a choice to teach English as an elective subject if only some students can access recourses to learn English. The education policy in Indonesia has rapidly changed as if the following development of science. In the new curriculum 2013, ELT for young learners has become a controversy since the government placed ELT for young learners as local subjects in primary schools. It is suggested for primary schools their students have capabilities to access English learning recourses to teach English as their subjects. On the other perspectives, if only some students are capable to access learning recourses, it has been suggested to teach English as an elective course.

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**A PSYCHOANALYSIS UNDERGONE BY LINDA
IN PAULO COELHO'S *ADULTERY***

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STIBA Satya Widya Surabaya

Abstract

This research focuses on the study of psychoanalysis found in Paulo Coelho's novel entitled *Adultery*. The writer uses Sigmund Freud's theories concerned with the psychoanalysis focuses on human sources of suffering and the effect of psychoanalysis on individual human being. The aim of the study is to classify the kinds of psychoanalysis effects on the main character, Linda who has a good fortune for her life. She lives in the most secure and harmless country in the world.

Keywords: Psychology, Psychoanalysis, Psychoanalytic approach, Psychonarration

A. INTRODUCTION

People in the world produce different feelings for every moment in their life and it becomes their experiences when they pass it by in their lives. Unconsciously, the psychological experience often drives their behavior. People merely think about how emotional involvement really affects their life path. People choose to do things, but mostly they don't really know what kind of psychological trigger which leads them into making choices. Human personality grows through steps defined by some internal psychological conflict.

Theory of psychoanalysis was created from science of psychology and refers to theories of the mind and psychotherapeutic techniques from Sigmund Freud. The theory consists of explanation about conscious, preconscious and unconscious mind. According to the theory, a lot of emotions within a human are emulated by their experience in the past and it cannot be controlled. Freud's ideas about human personality had huge impact on societies through many different disciplines, not only psychology but also literature, philosophy, cultural studies, art, and many other academic subjects.

In Sigmund Freud's extreme insight, the human's desires are driven by things they

unconcerned: fears, needs, and conflicts within themselves. Their memoir and despair with those guilty desires, fears, and unresolved problems drive people behavior in ways that will grant them to „act out“. The unconscious is a dynamic essence that engages people to the deepest level of their being, means that human behavior are a reflection of the contents of the unconscious part of mind. It builds when people are young through repression of some deep unhappy psychological events (Tyson, 2006: 12).

Until they find a way to know and acknowledge to themselves the true cause(s) of their repressed wounds, fears, guilty desires, and unresolved conflicts, people hang onto them in disguised, distorted, and self-defeating ways.

B. DISCUSSION AND FINDINGS

Paulo Coelho in his „*Adultery*“ describes the conflict between Linda and people around her. Linda has a good fortune for her life. She lives in the most secure and harmless country in the world. She simply goes with her life, buy and wear the best clothes, and she arouses people's desire. But perfect life does not mean she is free from problem. Deep down, she starts feeling to suffer inside. There is one detail presented that written:

When I got home and entered the enchanted realm of my domestic world, everything would seem marvelous for a few hours, until everyone went to bed. Then, slowly, the nightmare would begin. I think that passion is strictly for the young. Presumably, its absence is normal at my age, but that isn't what terrifies me. Today I am a woman torn between the terror that everything might change and the equal terror that everything might carry on exactly the same for the rest of my days. (p.4)

Every time she is at home, staying alone in quiet situation in her mind, the thought of suffering comes into her state. Her problem is not the lack of love from her husband or the uncaring family. The point is, what makes her suffering is the opposite problem. Her straight path of life created by her husband and her children, starts to make her afraid. She is afraid that her life would be full of boredom and it leads to depression for her. It is hard to keep the same passion after years of routine life.

When there is something unpleasant happens, people try to search another alteration to keep them happy. Life circumstances are not always goes as people wish. In Psychoanalysis, mental process frames the life events into two states: unpleasant moment and pleasurable moments, means that mental events or moments does not always filled with happy events. In some other times when it faces unhappy events, it can cause unpleasant tension in human mind. Thinking about her monotonous life creates a tension in Linda's mind. She is aware that she does not have control over her life because the circumstances are also created by her family.

Linda's perfect life is not born from her home environment only. But it is an effect from her job environment too. She works in a respected newspaper in Geneva. She works as a highly regarded journalist which puts her in privileged life. It seems like everyone sees her as an ideal figure. Every event is distressing. It is bounded

with unpleasant event framed in her mind. Freud admits that happiness is something not easy to achieve. This happens because there are a lot of disappointment and hopelessness in life. A lot of aspects in life cannot be controlled as the way people wish. For Freud, when a person feels happiness, in fact it is just a deflection of the suffering experienced.

In psychoanalysis, Freud believes that human can shift the suffering in some ways like searching for substituting satisfaction to create a new source of pleasure or seeking psychotropic substances (drugs) to reduce the pain and ignore the suffering. Psychoanalysis also explains that happiness can easily come from the unexpected satisfaction for needs that being repressed for years. In Linda's case, to replace the hole inside her soul built by her comfortable routines, she tries to find another kind of joy to bring back her passion and desire. Fortunately, she meets someone she once loved as a teenager unexpectedly, Jacob König, which later turns as a great way-out for her no problem and boring life.

Paulo Coelho illustrates the emotion in "Linda" in such a detail description. There are lots of clearly statements from Linda. Jacob becomes an object of pleasure to Linda but later turns as a source of stress for Linda too. Her greed, desire, and lust lead to another suffering. Linda illustrates her pain such as "*I feel disgusted,*" "*I feel nothing,*" "*I'm sick of it,*" "*I can't stop crying,*" and "*I'm tired.*" The reader sees Linda characters as a painful soul. It is emphasis on her suffering whether she is alone or with someone else.

Linda is in the process of finding her true happiness. She is seeking happiness in Jacob whom she thinks can give her fire within herself. Her desire needs to be fulfilled and she tries to find the best way even if it means destroy her perfect life. The reader might think that Linda is such an unthankful human being. But following her journey, reader will get the answer what is the

best form of happiness that can truly filling her soul.

C. CONCLUSION

Reading Paulo Coelho's *Adultery* answer some question posed by readers. Linda represent event that might be happened in another. There is an issue within her life that becomes big reason why she tried to find another source of happiness that different from what she has. Linda convinced herself that a dream is always risky. In the name of love, her desire leads her to do insane things. But in the end, one clear thing for sure, committing a relationship with someone else than legally partner gradually can guide someone like Linda, to another source of suffering. Running away from problem by creating new relationship is not answer. Every choice someone takes may leads to another destruction and suffering.

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PETUNJUK BAGI PENULIS

1. Tulisan yang dimuat diutamakan tulisan-tulisan ilmiah Bahasa & Sastra Inggris serta pendidikan Bahasa Inggris, yang ditulis dengan Bahasa Inggris. Tulisan dapat berupa analisis, kajian pustaka, hasil penelitian atau resensi buku, dan gagasan penelitian.
2. Tulisan belum pernah dimuat dalam media cetak lain.
3. Setiap tulisan harus disertai :
 - a. Judul
 - b. Identitas penulis, nama lembaga, dan email.
 - c. Abstrak (50-100 kata) dengan ketentuan
 - d. Kata-kata Kunci (3-5 Kata).
 - e. Pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan.
 - f. Methodology (apabila berupa hasil penelitian)
 - g. Temuan (Findings) dan pembahasan (Discussion) (Untuk gagasan penelitian hanya pembahasan (Discussion) saja).
 - h. Simpulan atau Penutup.
 - i. Daftar pustaka.
4. Tabel dan gambar diberi keterangan yang jelas dibagian atas.
5. Catatan pustaka harus berkesesuaian dengan Daftar Pustaka
6. Daftar Pustaka ditulis dengan urutan sebagai berikut :
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Misalnya :
Utami, Ayu. 1999. *Saman*. Jakarta : Kelompok Populer Gramedia.
7. Naskah diketik dengan program Microsoft word, huruf Times New Roman dengan font ukuran 11, spasi 1.5.
8. Ukuran kertas A4.
9. Panjang naskah 8-15 halaman (sudah termasuk Daftar Pustaka)
10. Penulis harus menyertakan disket naskah disamping print out naskah atau dikirimkan lewat E-mail : p3m@stiba-satyawidya.ac.id