



ELITE JOURNAL:

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Literature, and Education

Aninda Nidhommil Hima and Teguh Hadi Saputro

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The Implementation of Task-Based Language Teaching (TBLT) and English for Specific Purposes (ESP) Context in SMK Muhammadiyah 1 Malang

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ABSTRACT

The Internal Community Service Program (PPMI) managed by the University of Muhammadiyah Malang was designed and developed to help the partner school, SMK Muhammadiyah 1 Malang to overcome the problems faced by the school. The results of the pre-observation or situation analysis have shown that the school faces a major problem from the aspect of teaching performance of English teachers. To overcome this problem, the project team proposed best practices in teaching English using the Task-Based Language Teaching (TBLT) approach as an innovative teaching approach in the context of English for Specific Purposes (ESP). Furthermore, the results of the preliminary study were used as a reference for the preparation of four learning meetings in each class. In this program, the teachers are shown how to 1. Prepare for teaching and learning process, starting from designing lesson plans including the ESP materials, media and evaluation instruments, 2. Implement the teaching and learning process by using TBLT, 3. Evaluating students. It is hoped that with the methods proposed in this program, the English teachers from the partner school can improve their teaching skills which then have a positive effect on improving the quality of the school in creating a more effective learning environment for students.

Keywords: TBLT, ESP, Teaching English, Community Service Programs

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INTRODUCTION

Program Pengabdian Masyarakat Internal (PPMI) is a community service program managed by The Directorate of Research and Community Services, Universitas Muhammadiyah Malang (*DPPM-UMM*). This program is designed to 1. Develop a group of people as potential entrepreneurs who are economically independent; 2. Help to create peace, and comfort in community life; and 3. Improve thinking, reading and writing skills or other skills needed (UMM, 2018). This program requires the team to get a project partner or a partner school to overcome its problems related to the team expertise. As the team is the expert of education especially in English Language Education then the selected School Partner is SMK Muhammadiyah 1 Malang

SMK Muhammadiyah 1 Malang is one of the vocational high schools in Malang under the Muhammadiyah organization as one of the forms of Muhammadiyah Charity Enterprises. There are six majors that are designed and developed in this school, namely: (1) *Teknik Pemesinan (Machinery Engineering)*, (2) *Teknik Kendaraan Ringan (Light Vehicle*

Engineering), (3) *Teknik Instalasi Listrik (Electrical Engineering)*, (4) *Teknik Bisnis Sepeda Motor (Motorcycle Engineering)*, (5) *Teknik Komputer Jaringan Computer and Network Engineering*) and (6) *Asisten Keperawatan (Nursing Assistants)*. Since the focus in the current community service program is the teaching and learning activities of English subject, some information has been collected to know more about the problems faced by the school during the process of teaching and learning for English subject.

English Subject in this school is taught by three female teachers with a bachelor degree in English Language Teaching. With an average age of 40 years, these teachers have taught English in school for about 15 years. They should teach English Subject to the students in those 6 different majors mentioned before. Based on the results of observations and interviews with the principal and the English teachers, several problems have been identified as follows.

First, a problem related to the *curriculum* implemented in the school. There are two curricula implemented in this school: the Revised Version of 2013 Curriculum and the 2013 Curriculum. The English language competences intended for vocational schools stated in these curriculums are almost the same as the targeted competences for senior high school. Surprisingly, the coursebook and the national examination for the vocational high school students are the same as those given to senior high school students. These facts seem to be a problem for vocational English subject teachers since Senior High School and Vocational High School have a different target for the graduates. Senior High Schools target the graduates to enter higher education while vocational high schools prepare the graduates to enter workplaces based on their fields (Syafrizal and Rohmawati, 2017). It can be said that English language learning in vocational high school should be focused on the specific English (ESP) not the general ones (GE).

Second, the problem related to the teachers' technique of teaching. Based on the observations, it was found that English is still taught in old ways. This can be seen from the teacher's teaching techniques which were dominated by giving tests, translating texts, and explaining more grammar. These old teaching modes will not help the students very well to comprehend and apply the knowledge into practice (Li, 2017)

Further, the problem about the teaching resources or materials delivered in the classroom is also found during the observations and also from the interviews. The teachers have relied on the course books designed and developed by the government. As already mentioned before that the books are still problematic because they have the same content as senior high schools while for vocational schools there must be more specific material that is relevant to the particular fields. In this case, the teachers realize that they need to provide materials specifically related to the field of students to prepare students with specific English language skills. However, the teachers find it difficult to find, choose and develop specific material related to the fields. It may happen due to (1) unavailability of financial support from their institution, (2) the limitation of time, and (3) the lack of understanding on how to develop or design the teaching materials for a specific field (Mahbub, 2018).

From in-depth interviews, it can also be known that English teachers have difficulty in evaluating students' performance. The teachers said that they only do testing as

evaluation criteria instead of having an assessment process. Because assessment must consist of test and non-test aspects (Safa and Goodarzi, 2014; Norris, 2016), the teachers acknowledge that they often experience confusion and difficulties in understanding and formulating the assessment framework in the classroom, especially in the non-tests aspects.

During the interview, it can be seen that the teachers also do not fully understand the recent knowledge of English teaching including communicative language teaching. With these constraints, it is accepted that teachers do not implement communicative language teaching (CLT) in their classrooms. Consequently, it affects the way of their teaching which is limited to preparing students to succeed in the National Examination.

Meanwhile, the classroom observations resulted that the students have low motivation in learning English. The project team assumes that the traditional way of teaching English conducted by teachers and also providing general English rather than specific English is the main cause that might lead to students' low motivation in learning English. Therefore, there must be an improvement made by teachers so that it can provide a better learning environment for the students.

From the problems identified above, the project team then concludes if the main problem is about the teacher's teaching performance in the classroom. Teaching performance here includes (1) understanding goals and objectives, (2) designing and developing relevant materials, (3) delivering the materials and (4) assessing students' performance (Richard, 2001; Nation and Macalister, 2010). In this case, the project team seeks to provide a solution to reshape the teachers' teaching performance which includes the four aspects mentioned above by conducting best practices in teaching English Language using the Task-Based Language Teaching (TBLT) technique that also uses the materials containing English for Specific Purposes (ESP). In other words, here will be shown directly how the learning process involves both aspects (TBLT and ESP).

The need to bring ESP context in the classroom is deemed necessary. As mentioned above, the purpose of vocational high school is to provide graduates who are ready to enter the workplaces rather than continue their study to a higher level of education. The students should be provided with relevant materials and situations that they will encounter in their profession (Isaksen, 2018). This fact affects the need for materials delivered in the classroom that should be focused on specific English (Basturkmen, 2010; Li, 2017; Syafrizal and Rohmawati, 2017; Isaksen, 2018). However, the English teachers are accustomed to teaching general English to the students that may make them difficult to understand since it is too far from the situation of their field. Therefore, the project team includes ESP context into the curriculum modification without changing its principle. It is important to do to facilitate more student needs. (Crabbe, 2007)

Given that the teaching English in Vocational High School tends to be more communicative, the learning strategies used in the classroom should facilitate the students to real language experience, training and practice opportunities (Zhang, 2014). Due to the reason, the project team proposed Task-Based Language Teaching (TBLT) technique to be implemented in the process of teaching and learning English. Hismanoglu & Hismanoglu (2011) agreed that TBLT is a powerful approach for succeeding language learning and teaching. It is considered to be effective teaching approach to stimulate, engage students'

interaction and facilitate L2 learning well through tasks (Ellis, 2003; Willis and Willis, 2007; Calvert and Sheen, 2015; Cho, 2018). Further, it also enables students to work collaboratively with others well (Guo and Martina, 2016). Therefore, the project team believes that this approach will be relevant and appropriate to be implemented in SMK Muhammadiyah 1 Malang.

RESEARCH METHOD

The procedure of doing the community service program that is giving best practices in teaching English using TBLT and ESP context includes three different stages that are: 1. Planning, 2. Implementing and 3. Evaluating.

Table 1. The Procedure of the Community Service Program

Meeting	Aspects	Details
1	Planning	- formulating goals and objectives
2		- compiling tasks
3		- compiling assessment instruments
4	Implementing	- best practice 1
5		- best practice 2
6		- best practice 3
7		- best practice 4
8	Evaluating	- assessment 1
9		- assessment 2

In the *planning* stage, the project team and the English teachers designed the lesson plan for 4 basic competences namely KD 3.7, 3.8, 4.7 and 4.8 to be taught in 1 class X TBSM and 1 Nursing class where each class contained approximately 30 students. This stage was done in 3 meetings.

In the *implementing* stage, the project team put the lesson plan into practice for 4 meetings in both classrooms. In this activity, the teacher also participated in the class to see and also evaluate the teaching and learning process carried out by the team to the students. In other words, the teacher was involved as an observer during the KBM process.

In the last stage, the project team with the English teachers evaluate the students' performance by using the instruments that have been prepared in the previous planning stage. The evaluating stage was done in 2 meetings. In brief, the program was delivered in 9 meetings

FINDING AND DISCUSSION

As mentioned earlier, this community service program focuses on implementing English teaching best practices using the TBLT approach and ESP material to help partner schools, in this case, SMK Muhammadiyah 1 Malang in providing solutions related to teaching and learning activities in the classroom. The implementation of these best practices carried out for 9 days (meetings) includes 3 main activities, namely: 1. Planning; 2. Implementation; 3. Evaluation.

1. Planning

This stage was carried out in 3 meetings. The first meeting was on March 4, 2019, which was focused on deciding goals and objectives. The second meeting was on March 11, 2019, which was focused on the designing of tasks. The last meeting was on March 18, 2019, the agenda was focused on the preparation of assessment instruments. At the stage of formulating goals and objectives, the project team and the teachers agreed to bring the 4 basic competencies (KD) that namely KD 3.7, 3.9, 4.7 and 4.9 to be taught in 1 class of X TBSM and 1 class of X Nursing class.

Tabel 2: The Basic Competences.

No	Descriptions
3.7	differentiate the social functions, generic structures, and language features from oral and written recount texts by giving and asking for information regarding historical events under the context of its use
4.7	recount text – historical Event
4.7.1	obtain contextual meaning related to the social functions, generic structures, and language features of oral and written recount texts related to historical events
4.7.2	make short and simple oral and written recount texts, related to historical events, taking into account social functions, text structures, and language features, correctly and contextually
3.9	interpreting social functions and linguistic elements of song lyrics related to the high schoolers live
4.9	convey the meaning related to the social functions and language features of song lyrics related to the high schoolers' lives contextually

From those basic competences, it can be seen that the materials delivered to the students in this program are *recount text and song lyric*. From those basic competences, the team formulated goal and objectives.

At the next meeting, the project team together and the teachers began to focus on the task design for 2 different majors namely Motorcycle Engineering and Business (TBSM) and Nursing. In arranging tasks to be given to students, the team and the teachers looked for texts that are appropriate with their fields. TBSM students are given a text entitled "The First Day Joining Internship Program" while for Nursing students were given a text entitled "My Favorite Experiences During Clinical" for Recount text learning activities (KD 3.7 and 4.7). The reason why these texts are chosen was that they had followed Praktek Kerja Industri/ PRAKERIN (Internship Program) so that it is easier for them to imagine the plot of the story and it is hoped that they would not have difficulties in getting information from the text even if it is in English. Furthermore, the song used for teaching basic competence 3.9 & 4.9 for Motorcycle Engineering (TBSM) students was the song of "Best Day of My Life" and "Cancer" for Nursing students. After the text form was agreed upon, the tasks began to be compiled for 4 meetings.

Tabel 3: The Goal dan Objectives.

no	BC	Materials	Goal	Objectives
1	$\frac{3.7}{4.7}$	Recount Text	Students are able to understand recount texts.	Students are able to retell the story of a recount text.
2	3.8	Song Lyric	Students are able to understand songs.	Students are able to role-play the songs.

2. Implementing Stage

The teaching and learning process was carried out for 4 meetings covering 2 different topics namely Recount text and song lyric. Each topic was taught in 2 face-to-face sessions by the project team in two different classes namely X Nursing and X TBSM. The description of the activities in each meeting in each class is as follows.

A. Nursing Department

a. *The first meeting - March 25, 2019*

The focus of this meeting was teaching and learning recount text. First, the students were asked the question of how a nursing student can become a professional nurse. In answering this question, the students were asked to discuss in groups. Next, they were asked to make a list of what they have to prepare for clinical work before they showed their list to the other groups and presented it in front of the class. After that, they were asked to create a group of 5 students and asked to predict a text about a student when doing clinical work. The text contained several vocabularies such as Chemotherapy - my nurse preceptor - a patient - anaphylactic reaction - a blood pressure - emergency kit - short of breath - lower back pain - IV - physician. Next, they were asked to draw their predictions in a storyboard. After they finished their writing, each group chose one of its members to be a "traveler" who will come to each of the other groups to tell their predictions.

b. *The second meeting - April 8, 2019*

This meeting was a continuation of the previous meeting which was about recount text. At this meeting, the project team started the class by asking several students to tell their story prediction in front of the class. After that, they were given a text and given a few minutes to read before they were asked to make a mind map. They were then asked to retell using the mind map they had made before. At the end of the meeting, the teacher and students discuss the use of past tense in the text.

b. *Third meeting - April 15, 2019*

Students were shown a picture of someone who is doing cancer therapy. They were asked to make a list of the appearance and clothing worn by the patient. After that, they exchange their list with other students. Then, some students were asked to mention their list in front of the class and the other students gave comments. Next, they were asked to discuss in a small group to answer the following questions:

- How is their emotional condition?
- How is their relationship with the family?
- How is their relationship with their significant other (a boyfriend, girlfriend, husband or wife)

d. What are they afraid of the most?

They were asked to write the answer on a piece of paper and then exchange it to others to let them read the answer. Then the project team played a song and asked the students to fill in the blanks in the song. The song is played 4 times. After that, ask students to discuss their answers before they are shown the correct lyrics.

c. *The fourth meeting - April 22, 2019*

At this follow-up meeting, the teacher plays back the song that was played at the previous meeting. Then the students were asked to make a 2-minute role play that describes the situation described in the song. Then each group performed in front of the class. At the end of the meeting, the teacher gives feedback about their grammar and pronunciation.

B. Motorcycle Engineering

a. *The first meeting - March 25, 2019*

This meeting is the first face to face to discuss text recount. First, the students were given a picture of a group of students repairing a motorcycle in a workshop. Students were asked to make a list of what they do when doing an internship program (PRAKERIN) individually before they were asked to show their list to others and talk about it. After that, students were asked to create a group of 3 and were asked to predict a text about a student when doing practical work. The text contains several vocabularies such as Motorcycle Repair Shop - the Head of the Motorcycle Repair Shop - mechanics - motorcycle components --spark plugs - air filters - alternator - battery - brake pads - oil filters. Next, they were asked to write their predictions in a storyboard. After their writing is finished, each group appoints one of its members to be a "traveler" who will tour each of the other groups to tell the students the story predictions.

b. *The second meeting - April 8, 2019*

This meeting was a continuation of the previous meeting which was about recount text. At this meeting, the project team started the class by asking several students to tell their story prediction in front of the class. After that, they were given a jumble of text and given a few minutes to rearrange and read before they were asked to make a mind map. After that, they were asked to retell using the mind map they had made before. At the end of the activity, the teacher and students discuss the use of past tense in the text.

c. *Third meeting - April 15, 2019*

The students are shown a picture of someone who is in a happy moment. They were asked to make a list of the appearance. After that, they exchange their list with other friends. Then, some students are asked to mention their list in front of the class and other students comment. Next, they were asked to discuss in a small group to answer the following questions:

1. How is their emotional condition?
2. How is the situation around them?
3. How is their expressions?
4. How do they express their feeling to the others?

They were then asked to write the answer on a piece of paper and then exchange it with another friend after they finished answering it. Then the students are played a song and ask students to complete the text of the hitching provided by the teacher. The song is played 4 times. After that, ask students to discuss their answers before they are shown the correct lyrics.

d. The fourth meeting - April 22, 2019

At this follow-up meeting, the teacher plays back the song that was played at the previous meeting. Then students are asked to make a roleplay that describes the situation described in the song. Then each group presented it in front of the class. At the end of the meeting, the teacher gives feedback about their grammar and pronunciation.

3. Evaluating Stage

In evaluating students' ability in comprehending both topics that have been taught, the teacher and project team have made instruments such as assessment sheets (the prompts and scoring rubrics) and monitoring sheet. The assessment sheet is used to assess students' ability to understand recount text material, in retelling the contents of the story through the mind map they have made before. To evaluate the students' understanding of the topic of song lyrics, the scoring was based on their performance in doing role play in front of the class. Furthermore, the monitoring sheet was designed to measure the level the cooperation of students in the class is participating in the teaching and learning process in the classroom. The evaluation on recount text was conducted on April 8, 2019, and April 22, 2019, for song material.

To succeed the community service program to help the school partner overcome the problem related to English teachers' teaching performance, the project team bring best practices in teaching English in 3 different stages: Planning, Implementing and Evaluating. In designing the lesson plan, the project team and the teachers provide the materials that are suitable with the students' need and relevant to the curriculum (Khosiyono, 2016). As the school partner is vocational high school which has purposes at preparing the graduates that have supporting skills and ability of any careers appropriate with their majors (Khosiyono, 2018), it is deemed necessary to provide the relevant situations and materials that can facilitate the students to be familiar with the workplace context based on their fields (Isaksen, 2018). Thus, the students can relate the new information with their background knowledge with ease and the input will be more comprehensible for them. However, the existing textbook and the English materials used in the school are not authentic and appropriate for the students. Therefore, the project team and the teachers design materials that are focused on ESP context (Basturkmen, 2010; Li, 2017; Syafrizal and Rohmawati, 2017; Isaksen, 2018).

To reshape the old teaching mode, the project team also proposes TBLT approach be applied in the classroom. TBLT is a powerful approach to succeeding in language teaching and learning (Hismanoglu & Hismanoglu, 2011). This solution is taken into account since the teaching English in Vocational High School should engage the students to be more communicative as well as get the real language experience, training and practice opportunities (Zhang, 2014). Therefore, the teaching scenario stated in the lesson plan is dominated by giving tasks to the students. It is effective to stimulate, engage students'

interaction and facilitate L2 learning well through tasks (Ellis, 2003; Willis & Willis, 2007; Calvert & Sheen, 2015; Cho, 2018).

In the evaluation stage, the innovation brought by the project team is providing test and non-test. Although testing is a common evaluation technique, the teachers need to have an alternative assessment to ensure that test anxiety or an inability to perform on tests do not lead to a misunderstanding of a student's abilities (Norris, 2016; Safa & Goodarzi, 2014).

CONCLUSION

To overcome the school partner's major problem in the aspect of teachers' teaching performance in teaching English, the project team proposed to give best practices in teaching English using the Task-Based Language Teaching (TBLT) approach in the context of English for Specific Purposes (ESP) that falls into three stages: Planning, implementing and evaluating. In the planning stage, the teachers and the project team determining the goals and objectives of the 4 basic competencies (KD) namely KD 3.7, 3.9, 4.7 and 4.9 that are about recount text and song lyrics. The text selection is also adjusted to the student's majors, namely motorcycle engineering and nursing assistance considering that this program carries the context of ESP. Furthermore, the process of designing tasks for the teaching and learning process is carried out with the English teachers. Since the context of TBLT is proposed in this program, the preparation of tasks is focused on providing strong inputs since the students at this school are considered at a low level of proficiency. The preparation of teaching instruments is also equipped with the scoring instruments to evaluate the students' understanding of recount text and song lyric. After the teaching instruments are developed and refined, the teaching and learning process runs for four meetings (where each material is delivered in 2 times face to face). During the teaching and learning process, students seemed enthusiastic to follow the instructions from the service team. Likewise, during the process of evaluating student performance, students become less anxious when they have to show their understandings as they have mastered the materials well.

Although the ability of students in this school is relatively low, the service team found that if the materials provided were following their level and major, the students would easily follow and master the materials given. Therefore, it is suggested to the teachers to continue the teaching and learning process by using the context of ESP and TBLT as the students are proven to be more enthusiastic in participating in the KBM process using this context. It is hoped that by using the method proposed in this program, English teachers from the partner school can also improve their teaching skills which then have a positive effect on improving school quality in creating a more effective learning environment for the students.

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Politeness Principles in Traditional Market Interactions

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ABSTRACT

This research outlines how the interaction among Javanese women takes place in traditional markets from a linguistic stand point. It aims primarily at describing the politeness principles in the speech of Javanese women taking place at Karangploso traditional markets in Malang city, East Java Province. There is evidence that women dominate the interaction of selling and buying that occurs in traditional markets considering their role in the domestic domain. The speech act of Javanese women in traditional markets in Malang city was analyzed based on Leech's politeness principles. These principles consist of six maxims namely generosity maxim, tact maxim, approbation maxim, agreement maxim, modesty maxim, and sympathy maxim. The Javanese women's speeches were classified on the basis of all of the maxims' characteristics. The method used is a qualitative method in accordance with Bodgam and Tailor theory. The results showed that all maxims of politeness principles were found in the interaction involving women in traditional markets in Malang city. More importantly, the use of high Javanese language as a means of communication containing the realization of politeness principles may reduce the probability of verbal abuse occurring in the interaction among Javanese women in Kaarangploso traditional markets in Malang city.

Keywords: Javanese women, Politeness Principles, Traditional Market

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INTRODUCTION

Communication strategy between speaker and hearer is pivotal in order for both to achieve the goals. Successful strategy may result sincere attention to the speaker. Moreover, according to Huang (2008) in communication with others, it is best to consult what is appropriate in act and culture in order to avoid misunderstanding which is caused by culture differences. It means that different social and culture setting needs different communication strategies to get communication benefits. Furthermore, the use of communication strategies are also depicted in the life of Javanese women.

The central role of Javanese women can be seen in two areas i.e public and domestic domains in which their involvement is irrefutable. In relation to their role in public and domestic domains, interaction among Javanese women may take place in various settings from a community hall to traditional markets. To fulfill their daily needs and the equipments for ceremonies, most Javanese women go to the traditional markets

considering that the price for fruits, young coconut leaves and traditional cakes which are often needed to make offerings is cheaper.

The research on the interaction among women taking place in traditional markets demonstrates interesting finding. Ambarwati (2013) argued that traditional markets are one of the places where verbal abuse often happens. There is evidence that women dominate the interaction taking place in traditional markets involving two parties namely sellers (Slr) and buyers (Byr). Interaction in the form of transaction process between sellers and buyers is reflected from the speech acts and gestures. The speech events in traditional markets may result in inconvenience like the expression of anger, pressure, anxiety, or an insult that sometimes happens during the process of bargaining. Take for example if a buyer wants to bargain in her way that causes disappointment of the seller. Having done the analysis, then, Ambarwati (2013) classified five factors that influence verbal abuse in several traditional markets like intention to convey something, to express mood, to express one's feeling concerning environment, particular situation and the state of social level.

Despite the research finding on the existence of verbal abuse in traditional markets posed above, it is this paper that tries to investigate the realization of politeness principles that may create new opposing atmosphere in the interaction among Javanese women in traditional markets. The research was conducted based on the assumption that women are potential social beings who may respect each other through the language they use to exchange information. In addition, it is clear that in the study of speech act, politeness is part of speech event that is variously proposed by several linguists with the aim of describing the principles of showing politeness between the speakers and the hearers. Thus, this study aims at outlining how the interaction among Javanese women takes place in traditional markets from a linguistic stand point. It aims primarily at describing the politeness principles in the speech of Javanese women taking place in several Karangploso traditional markets of Malang city.

LITERATURE REVIEW

Yule (1996) stated that the concept of politeness is strongly related to how people as human beings interact to each other and show their politeness within a particular culture. Two possibilities that may be clearly seen in defining the concept of politeness is that (1) the term "politeness" is understood and believed as a fixed concept related to a phrase etiquette or 'polite social behavior', within a culture, (2) politeness shares a number of various wide-ranging principles to be polite in social interaction inside a particular culture. Politeness principles can be seen as being modest, tactful, generous, and sympathetic toward other people. Before specifying what politeness is, Yule (1996) assumed that people who are involved in the interaction setting are commonly aware that there are norms and principles that should be obeyed in the society. Based on the setting where it is realized, politeness exists in different places like, for example, in a work place. The concept of "face" which means the public self-image of a person is related to the principles of politeness since the term refers to the self social sense and emotional owned by anyone which is to be recognized by others. Politeness in a communication is used as a means of demonstrating awareness of another person's face. Frequently, this awareness is the realization of respect

in a socially distant interaction. Meanwhile, the realization of friendliness, camaraderie or solidarity is the equivalent awareness in a socially close situation.

Leech's Politeness Principles

The term politeness is the reflection of manners, etiquette or custom meaning the custom of respecting others in a civilized society in order to maintain a good relationship between human beings (Sibarani, 2004). Politeness principles are maintained between two parties in a particular setting of speech event. These principles include the involvement of participants that play their roles as speakers and hearers. Among many linguists who discussed politeness in a speech event, Geoffrey Leech formulated six maxims which represent the features of polite behavior in an exchange of information. Leech's politeness principles demonstrate how language should be understood and produced on the basis of politeness. The six maxims proposed by Leech are respectively presented as follows:

1. The Tact maxim

This maxim represents the effort of expressing politeness by making other's cost minimum and making maximum benefit to other. Leech emphasized that the tact maxim may be found as the impositives that make the hearer do something. The tact maxim is realized in the utterance that shows the intention of showing politeness by asking someone indirectly.

2. The Generosity Maxim

The maxim of generosity is realized by minimizing benefit to oneself and maximizing cost to others. This maxim focuses on the one as a speaker that should maximizes cost to the hearer. It is usually realized in an advice utterance and impositives. Simply said, the generosity maxim is to reduce benefit of the speaker and add the benefit of the hearer. By utilizing this maxim, the speaker is expected to respect others by declining the profits for him/herself and incline benefits for others. (Rahardi, 2005)

3. The Approbation Maxim

The realization of the approbation maxim is when one minimizes dispraise of other and maximizes praise of other. In particular, this is such an effort to avoid expressing unpleasant words/things about the listener. Unlike the tact maxim and the generosity maxims that often occur in the the form of impositives, the approbation maxim is realized in assertives/ representatives and expressives. Through assertives/representatives and expressive, there are chances for the speaker of utterances to say the true propositional as well as to show the speaker's feeling. A good example of this maxim is the courtesy of congratulation and giving compliment to others.

4. The Modesty Maxim

The maxim of modesty gives a chance for the participants to lower praise of oneself and maximize or escalate the dispraise of the hearers. Similar to the maxim of approbation, this maxim is used in assertives/ representatives and expressives to demonstrate the speakers' expression on the levels of bad or good evaluation of oneself or other. To represent the effort of minimizing praise of oneself and

maximizing dispraise of hearers, the maxim of modesty is often represented by the apologies.

5. The Agreement Maxim

The agreement maxim is realized by maximizing agreement between interlocuter and interlocutee and minimize disagreement between self and other. The expression of regret and partial agreement are the examples of this maxim. It is usually expressed in assertives/representatives that is intended to be more polite. In the case of exchanging information from speaker to hearer, such politeness will give effect to those who hear the utterance.

6. The Sympathy Maxim

Mostly applied in assertives/representatives, the maxim of sympathy aims at reducing the antipathy between interlocuter and interlocutee and escalating sympathy between interlocuter and interlocutee. This maxim usually occurs when one has reached an achievement and others should express their sympathy through the courtesy of congratulation. The sympathy or condolences must also be given when the calamity occurs to others. The sympathy maxim sometimes is also used to maintain the solidarity between the speaker and the hearer.

RESEARCH METHOD

This study is a qualitative descriptive research since it aims at finding out the lingual phenomenon of the Javanese women when the research is undertaken, particularly the realization of politeness principles. The method used is a qualitative method in accordance with Bodgam and Tailor (Moleong, 1999). Qualitative method enables the production of descriptive data either in written or in verbal forms. In this study, the data were collected naturally by involving the researchers to the interaction with Javanese women in their roles as sellers and buyers in traditional markets.

The data were obtained through observation method and interview method (Seale, 2012). In addition to gaining the validity, note taking technique (Sudaryanto, 1993) with its range to sort the data to determine reaction and the level of audibility was also applied. The speech of Javanese women were observed through the activity of selling and buying between the subject of the reserach i.e the Javanese women as the sellers and the reserachers as the buyers. In the results and discussion, the conversation showing the realization of politeness principles is presented with the seller abbreviated as (Slr) and the buyer abbreviated as (Byr) in different settings of Karangploso traditional markets in Malang city.

FINDING AND DISCUSSION

All principles of politeness including tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim and sympathy maxim are realized in the interaction of Javanese women in Karangploso traditional markets in Malang city. The following is the classification of Javanese women utterances produced in the transaction process that usually takes place in four traditional markets chosen as the site research.

(1) The Tact Maxim

Through the principle of maxim of tact that is reducing cost to other and adding benefit to hearers, speakers can show good manners to avoid envy and jealousy to others. (Rahardi, 2005). The tact maxim implies the attitude of “being wise” to show respect to others as an effort to maximize benefit to other. The conversation below demonstrates the realization of tact maxim taking place between a woman who wanted to buy young coconut leaves for a ceremony.

Data (1) Dialogue with a young coconut leaves seller

Byr : Pinten Januripun setunggal iket?

How much is a bunch of young coconung leaves?

Slr : Butuh pinten? Kaleh ewu mawon

How many do you need? Two thousands five hundreds only (rupiahs)

Byr : Wah, reginipun sami kalian wonten jawi. Tingali janure, teksih enem sanget wonten janur alit ten lebet

Wow, it is the same as in stall (outside the markets). See the coconut leaves. They are young leaves. They are small (leaves) inside

Slr : **Nggih, butuh pinten? Saget kirang sekedik**

Yes, how much do you want to buy? You can bargain

Byr : Ngapunten, mboten siyos, januripun alit-alit

No, I won't take them. The leaves are small

The principle of being wise is applied by the seller through her attitude of respecting the buyer. This conversation shows the effort of the seller to reduce cost to hearers and maximize benefit to hearers. In the conversation posed above, the tact maxim can be found in two situations involving the seller and the buyer in the big traditional market in Malang city named Karangploso market. First, despite the negative sense in the buyer's statement, “Wow, it is the same as in the stall (outside the market). See the coconut leaves. They are young leaves. They are small (leaves) inside.”, the seller was not offended. Instead, she shows her patience by continuing the conversation to maximize the benefit of the buyer by saying, “Yes, how much do you want to buy? You can bargain.” The directive “you can bargain” demonstrates clearly that the seller applied the tact maxim in order to establish good interaction with the buyer. As initiated by the seller, the realization of the tact maxim in the conversation above will avoid the possibility of verbal abuse because one of the participants involved in speech event tried to be polite and wise toward others.

(2) The Generosity Maxim

The concept of generosity maxim is to show the feeling of being generous by minimizing benefit to oneself and maximizing cost to others. This maxim is mostly applied in an advice utterance and impositives. The generosity maxim is to reduce benefit to the speaker and add the benefit of the hearer. The realization of this maxim makes the speakers show respect to others by reducing the profits for themselves and maximize profits for others. (Rahardi, 2005). Data (2) demonstrates

the application of the generosity maxim when the seller gives a friendly response to buyer who buys tomato.

Data (2) Dialogue with vegetable seller

Byr : Bu, punopo wonten tomat nggih

Bu, do you sell tomato?

Slr : wonten, kagem pinten?

Yes, how much do you want?

Byr : **Gangsal ewu. Pangapunten nyuwun pilihaken ingkang sae nggih
Ten thousand (rupiahs). Please, choose the good quality tomato.**

Slr : nggih....

okay...

Byr : Here is the money

Ini uangnya bu

Slr : Makasi nggih

Thank you

In accordance with Sibarani (2004) who proposed that politeness equals to manners or etiquette or custom that exists in a civilized society to maintain a good relationship between human beings, the realization of generosity maxim is found in the conversation between the buyer and the seller. This conversation took place in Karangploso traditional market as one of the research sites. The vegetables seller and the buyer talked to each other by means of high Javanese language. Such a conversation demonstrated polite speech level presented by both the speaker and the hearer. The specific characteristic of generosity maxim is to establish mutual respect involving the participants of the speech event. The generosity maxim is found to be applied in the utterance, "Please, choose the good quality tomato" which is an idiomatic translation for, "Pangapunten nyuwun pilihaken ingkang sae nggih" This utterance shares a polite directive from the buyer to the seller by using the high Javanese language.

(3) The Approbation Maxim

In a speech event, the approbation maxim is applied when the speaker tries to decline dispraise of the hearer and incline praise of the hearer. The realization of the approbation maxim is, in fact, an effort to avoid expressing something unpleasant about the interlocutee or hearer. The characteristic of approbation maxim is different from the maxim of tact and the maxim of generosity that are mostly found in the form of impositives, assertives/representatives and expressives. The use of assertives/representatives and expressive often lead someone to say the true propositional and to express the speaker's feeling. The courtesy of congratulation and giving compliment to others are the two real examples of the approbation maxim.

Data (3) Dialogue with a seller who offered goods

Slr : Pinarak **Bu Hajah**, tahunipun putih-putih enggal saking pabrik

Please come here, **Hajah Lady**.

The tofu is white and just now produced from factory

Byr : Matur nuwun Bu..., sampun wonten
Thanks, bu but I have had it.

Although the dialogue presented above does not take much time, the sellers and buyers interact in a convenient atmosphere in which the characteristic of the approbation maxim is realized. The seller addressed the prospective buyer by the phrase “Bu Hajah” which literally means Hajah Lady (a call for woman who has gone for hajj in Mecca). It aims at establishing comfort and convenience to the hearer. Based on the observation, “Bu Hajah” is usually used to greet attractive young women who come to the traditional market. The seller’s way of calling the buyer and the women who passed in front of the seller by the term of address “Bu Hajah” can be classified as an effort to apply the characteristic of approbation maxim. This maxim may reduce the possibility of insulting others. Conversely, it increases praise of the hearer as an expression of politeness to other.

(4) The Modesty Maxim

The modesty maxim is realized through to the concept of minimizing dispraise of the hearer and maximizing praise of the hearer. This maxim is usually expressed in assertives/ representatives and expressives to show the speakers’ expression on the degree of good or bad evaluation of other or self. The apologies are appropriate examples to represent the effort of reducing praise of self and increasing dispraise of self. Data (4) presents the conversation between Javanese women conducted in the process of bargaining for a pair of sandals. Apologies are implied in the dialogue that makes it strongly presents the characteristic of the modesty maxim.

Data (4) Dialogue with a sandals seller

Slr : Pados sandal nggih?
Are you looking for sandals?
Byr : Inggih, pinten ingkang niki, Bu? Nggadah ingkang cemeng?
Yes, how much are these (sandals), Bu? Do you have the black ones?
Slr : Meniko Rp 30.000,- Ngapunten, dalem namung nggadahi ingang abrid, **Umi**
They are Rp 30.000,- sorry, I have only the red ones, **Umi**
Byr : Kulo remen sakmeniko, empuk Bu. Angsal kirang?
I like the sandals. They are comfortable, Bu. Can I bargain?
Slr : Ngapunten, sampun regi pas, namung Rp. 25.000,- sampu mirah meniko
(Sorry), it has been good price. Just take them Rp 25.000,-.
It is cheap price.

Based on the theory, the principle of modesty maxim is demonstrated by reducing praise of oneself, and add to the praise of others. This maxim is often referred to the situation when speakers are expected to keep a low profile by reducing the praise to himself/herself. Apologies are proper examples of the modesty maxim that may be established in a situation when the seller felt sorry that

she did not have the alternative colour asked by the buyer. In addition, the seller also called the buyer using the term of address “Umi” which is usually used as term of address to a Javanese woman from a high social statues including those who has done hajj in Mecca, who are well educated, who has profesional job, and who has special position in society or being wife of someone important in society. In the dialogue, the two topics including the apologies and term of address can be interpreted as an effort to reward the hearer.

(5) The Agreement Maxim

Maximizing agreement between self and other and reduce the disagreement between speaker and hearer is the specific characteristic of the agreement maxim. The statement or expression of regret and partial agreement are the examples of this maxim. It is usually expressed in assertives/representatives that are used to show politeness. The conversation below presents the realization of the agreement maxim in order to keep the interaction flowing which gives effect to the hearer.

Data (5) The setting is in a fruit seller:

- Slr : Pinarak Bu, monggo dipun tumbas apelipun kersane kulo saget wangsul
Come here, beautiful lady, please buy the fruits here so I have money
to go home
- Byr : Pinten niki Bu?
How much is it?
- Slr : **Rp. 10.000, mawon Bu**
It is (fixed) Rp 10.000, Bu
- Byr : **Rp. 8.500 nggih, kulo mendet tigang kilo**
Can I have it Rp. 8.500?, I take 3 kg
- Slr : **Inggih.. Monggo Bu..**
Yes, you can take them.

Principally speaking, the agreement maxim is applied to increase agreement between speaker and hearer. In data (5), the principle of agreement maxim is realized when the buyer bargained the fixed price of the corn that was firstly offered by the seller. The utterance in Javanese “Rp. 10.000 mawon, Bu” implies that the price offered for a kilogram of apple was just Rp. 10.000. It seems that there is no chance for bargaining. However, the buyer tried to propose new price supported with the intention to buy more than 1 kilogram of apple. Then, they met the agreed condition as the application of the agreement maxim through the utterance, “Inggih... Monggo bu,” that idiomatically means, “Yes, you can take them.” The expressive “yes, you can take them” can be interpreted as the agreement maxim which is particularly realized by the seller in response to the buyer’s proposal. Meeting the agreement that satisfies the involved parties is a form of mutual respect for each other. In addition, concerning the language used as a means of gaining the agreement, both the seller and buyer utilized the high Javanese language that makes the quality of respecting other who is higher.

(6) **The Sympathy Maxim**

The main idea of the maxim of sympathy is reducing the antipathy between ourselves with others and increasing self sympathy with others. It is interesting to present the conversation below as the representation of the sympathy maxim.

Data (6) The setting is in the spices seller

- Byr : Pinten setunggal bungkusipun, Bu?
How much is a pack of the spices, Bu?
- Slr : Sedoso Bu
Ten thousand (rupiahs) Bu
- Byr : Lah, sakniki sedanten langkung awis nggih Bu.
Wow, everything is expensive now, Bu.
- Slr : Nggih, Bu
Yes, Bu
- Byr : Bisanaipun namung gangsal ewu..
It used to be five thousands
- Slr : Saniki sampun benten, punopo-punopo sampun awes
It's different now. Everything is expensive.
- Byr : Menawi mekaten, setunggal bungkus mawon
Well, give me one (pack) then
- Slr : Niki, bu
Here you are
- Byr : Niku penjanengan tambahi lombok ageng setunggal nggih
Give me a chili. Add to the spices (I buy)
- Slr : Mboten saget Bu, lombok ageng inggih awis
No, chili is expensive now
- Seller's Sister : **Paringi, lah wong namung nyuwun lombok ageng setunggal.
Give her one. She just ask for one chili.**
- Byr : Matur nuwun bu.... Kulo biasa langganan mriki
Thanks, I usually buy the spices here

The sympathy maxim is expressed to reduce antipathy among the participants in a particular speech event. Although the utterance is not in the form of courtesy of congratulation and condolences, the speech act of the seller's wife can be interpreted as the application of the sympathy maxim. This maxim is also used to maintain the solidarity between the interlocuter and the interlocutee. The seller's sister expressed his sympathy to the buyer through her utterance showing the effort of avoiding antipathy. The utterance in Javanese "Paringi, lah wong namung nyuwun lombok ageng setunggal" refers to the expression of sympathy to others when the buyer wants to get a chili as her "free good" as she usually comes to the seller to buy spices. Thus, the sympathy maxim may not always be either in the form of courtesy of congratulation nor in the form of condolences. This maxim

can also interpreted based on the situation of the speech event that make it possible to be applied.

CONCLUSION

From a linguistic stand point, the interaction among women is worth analyzing since the activities of selling and buying involves the exchange of information from one party to another party taking place by means of a language used to make communication happens. More specifically, the speech act of Javanese women in conducting the interaction as sellers and buyers, or among buyers and seller themselves can be analyzed from politeness principles that cover six maxims namely sympathy maxim, tact maxim, approbation maxim, generosity maxim, modesty maxim, and agreement maxim.

All principles of politeness are realized in the interaction of Javanese women in Karangploso traditional markets in Malang city. The politeness principles are found to govern most interactions as, basically, there is politeness underlying the communication involving people within various cultural backgrounds. It is the politeness that is considered as part as social attitudes that generally exist in most interactions. The principles are believed as the representation of human behavior to meet the harmony among participants every time they are performing social interaction. More importantly, the use of high Javanese language as a means of communication containing the realization of politeness principles may reduce the probability of verbal abuse occurring in the interaction among Javanese women in Karangploso traditional markets in Malang city.

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Analyzing Code-Switching in George Bernard Shaw's *Pygmalion*

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ABSTRACT

This paper is identifying the factors that cause code-switching among the characters in George Bernard Shaw's work, *Pygmalion*. The method used in this research is descriptive analysis method starting from collecting data, organizing them based on classification, then analyzing them. The result shows that the condition of speakers, listeners, changes from formal to informal, changes the topic of conversation are the causes of code-switching which can be seen from the dialogue in the drama. The author found code switching corpus that occurred because of the differences of status, education, relationship, and purposes. The form of speech covers the aspect of sociolinguistics, pragmatics, variety of language, speech act, registers, and rhetorics.

Keyword: code-switching, speech act, registers, rhetoric

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INTRODUCTION

The use of language in heterogeneous social societies leads to a variety of languages which gives rise to code-switching that gives an indication of the language situation that speakers do, differences in status or social position, level of familiarity, level of formality and topic of conversation. These things lead to the choice of code by speakers. In this case, code refers to particular dialect, language, style and register (Wardough, 1986:86). It gives us the conception that code-switching can be viewed on monolingual sides, changing the style of its language.

Code-switching is not only occurred in spoken but also in written communication such as in a drama written by Bernard Shaw, *Pygmalion*. In this study, the writer is interested in discussing code-switching in the *Pygmalion* drama text which occurs because of differences in social status and position, level of intimacy or intimacy, situation and topic of conversation. The purpose of the utterances spoken by the characters causes different interpretations depending on the ability of the listener in understanding the meaning of the speech. Tarigan (2009:30) says that this is related to pragmatics, the field of science which examines specific utterances in special situations and is primarily focused on a variety of ways where various social contexts occurred and influence interpretation.

In *Sosiolinguistik Perkenalan Awal*, Agustina and Chaer (1995: 143) say that dialogue in drama texts is the focus of analyzing the code-switching caused by speakers, listeners, changes in situations and the presence of third people, changes from formal to informal or otherwise, and changes in topics talks. These factors are a unity that affects the process of

interaction or ongoing conversation. In *Pygmalion* there is a fairly clear code-switching especially caused by the existence of social levels, nobility and social position, changing topics, and places of speech. Based on these descriptions, the writer is interested in finding out factors influence the characters in *Pygmalion* applying code-switching in the view of sociolinguistics and pragmatic theory.

LITERATURE REVIEW

Regarding the cause of the emergence of code-switching in the dialogue drama *Pygmalion*, the author presents several theories. The differences in the social status of the characters in *Pygmalion* can be seen from the use of variations in the language used. In *Language in Education: Theory and Practice 4 Code-switching and the Classroom Teacher* is stated that everyone uses the language according to certain sociolinguistic rules. Part of belonging to a speech community involves knowing what to say, when to say it, how formal, friendly, or intimate to be, and under which circumstances to speak or to remain silent.” (Valdes Valis, 1978: 4).

In doing a communication, speaker and listener will cooperate with each other. Grice (in Levinson, 1983: 101-102) calls it as cooperative principles which consist of four sub-principles called maxims: quality, quantity, relation, and manner. In communication, language is used to perform action which called speech act. Cutting (2008: 13) as quoted from Austin define speech act (locution, illocution, and perlocution) as the action performed in saying something. In addition, register cannot be avoided when communication is done. Halliday, McIntosh, and Stevens (in Hudson, 1980: 84) say that the term register which consists of field, mode, and tenor, is widely used in sociolinguistics to refer to varieties.

In *Pygmalion*, The language used by the characters with higher education is different from those with low education. In this regard, Trudgill (1874: 17) says the English standard is also the variety which is normally spoken by educated people. It shows that the differences cause code-switching. In addition Chidambaram (2000: 1) says that in social set up, people are drawn from social group and different geographical background, and hence language varies according to ethnic group, social status, etc. Relating to code-switching in monolingual situation, Chidambaram (2000: 4) divides it into diglossic code-switching and dialectal code-switching. The first means mixing or shifting from standard variety to low standard variety or vice versa depending on the social and psychological situations. It is common in casual situation. For example, someone speaks to an educated person or a respectable person in the community, he uses standard varieties. At the same time, when he speaks to people who are socially inferior status, he uses low varieties. But, when he talks with his family friends or other related people, it mixes high and low language variations. In ordinary conversation situation, there will be a mixture of both codes. while, the dialectal code-switching is someone who knows more than one dialects will use standard variation in formal situation and change one code to the other assuming that the listeners aware of it.

RESEARCH METHOD

The method used to collect the data is library or documentary study. The method of analyzing data is sociolinguistic and pragmatic identity where the analysis is conducted from the form and the factor influencing the code-switching.

The research subject is code-switching carried out by the characters in Bernard Shaw's *Pygmalion* drama. The *Pygmalion* consists of five rounds featured nine characters, namely Elizabeth Doolittle, Mr. Doolittle, Henry Higgins, Mrs. Higgins, Colonel Pickering, Mrs. and Miss. Eynsford Hill, Freddy, and A Bystander.

RESULT AND DISCUSSION

A. Code-switching Caused by Speakers

1. The mother: *You really are very helpless, Freddy. Go again and don't (sic) come back until you have found a cab.*

Freddy: *I shall simply get soaked for nothing.* (P 8)

Statement "Go again; "You don't have to come back until you have found a cab" said the mother (speaker) because she was very angry at Freddy (the listener) who had not managed to get a taxi. In the statement the speaker used a threat phrase that the speaker asked the listener to go again looking for a taxi and could not return before getting the taxi. She uses the expression of anger that contains the threat because the listener is her own child. Another case when the speaker expresses anger to the listener (the flower girl) who is unknown. She uses more polite language: "The mother: I heard you call him. Don "t try to deceive me." In this statement the speaker expressed her anger with no added threat.

Judging from the illocutionary acts, the statement "Go again; and don't come back until you have found a cab "included in the conflictive illocutionary speech act which means a threat. The statement in the form or meaning of this threat will only be made by a speaker who has close acquaintance and has a close relationship of intimacy with the listener. In this case, the statement is in accordance with the theory of the tenor type register, that is, what is put forward by a mother to her child. This also means that a mother has more power than her child because this statement will be of disrespectful value if spoken by a child to her mother or by a servant to her employer. When viewed from social status, a mother has a higher position than her child.

Freddy's answer: "I shall simply get so for nothing.", Indicating that Freddy was reluctant to go looking for a taxi again. This means that Freddy has violated the maxim of cooperation by not doing what his mother intended. It can be concluded that the switching code used is diglossic code-switching, the code commonly used in casual situation.

2. Higgins: *(brusquely, recognizing her with unconcealed disappointment, and at once, baby like, making an intolerable grievance of it) Why, this is the girl I jotted down last night. She's no use: I've (sic) got all the records I want of the Lisson Grove lingo; and I'm not going to waste another cylinder on it. (to the girl) Be off with you: I don't (sic) want you.*

The flower girl: *Don't (sic) you be saucy. You ain't heard what I come for yet. (To Mrs. Pearce, who is waiting at the door for further instructions) Did you tell him I come in a taxi?* (P 22-23)

The statement "Be off with you: I don't want you." Spoken by the speaker (Higgins) shows that speakers do not accept the flower girl's arrival because speakers assume that she is useless. This harsh statement is said by the speaker because he knows that the listener is an uneducated flower seller. Unlike the case when the listener is educated, he switched to use polite language and accepted the existence of the listener opponents by saying: "I shall miss you, Eliza. (He sits down near her on the ottoman,). I have learned something from your idiotic notions: I confess that humbly and gratefully. And I have grown accustomed to your voice and appearance. I like them, rather." In the statement it appears that there is a change in the dialect used by Mr. Higgins. The flower girl has become an educated person and she named Eliza. Hence, the switching is dialectal code-switching.

Judging from the illocutionary acts of speech, the statement "I don't want you." Includes conflictive illocutionary acts that contain insulting. This statement also contradicts the maxim of compatibility because the speaker feels that he is not suitable for the flower girl.

3. Pickering: *Well, this is really very nice of you, Miss Doolittle.*

Liza: *I should like you to call me Eliza, now, if you would.*

Pickering: *Thank you. Eliza, of course.* (P 94)

Judging from the illocutionary acts, the statement "Well, this is very nice of you, Miss. Doolittle" belongs to the act of convivial illocution which means 'welcome' where the speaker tends to please Eliza.

The statement of "Thank you, Eliza, of course." shows the existence of cooperation between the speakers and the listener of speech, namely speakers do what the listener wants. The code-switching that occurs is diglossic that is occurred on the social and psychological demands that the listener wants to be called "Eliza" not "Miss Doolittle" to be in a casual and more informal situation.

B. Code-switching Caused by Listeners

1. The mother: *I heard you call him by it. Dont (sic) try to deceive me.*

The flower girl: *Who's trying to deceive you? I called him Freddy or Charlie same as you might yourself if you was talking to stranger and wished to be pleasant.* (P 9)

The statement "Who is trying to deceive you?" is spoken by the listener (flower girl) as a form of protest against the speaker who thinks she has lied. In the statement, the flower girl uses a crude expression. This is because she is not an educated person who does not know how to behave well. But after she has obtained education she understands how to behave politely and speak good language. As when she protests Mr. Higgins, she says: "Nothing wrong-with you. I've won your bet for you, haven't I? That's enough for you. I don't matter, I suppose. I don't think that is a problem for

me." This dialogue shows the switch from one dialect to another. Then, it is categorized as dialectal code-switching.

2. The mother: *(on her daughter right)* Not so long. But he ought to have got us a cab by this.
A bystander: *(on the lady's right)* He wont get no cab not until half-past eleven, missus, when they come back after dropping their theatre fares. (P 7)

The statement "He does not get the cab not until half past eleven, ..." is said by the listener (the bystander) in an informal situation that is when he is sheltering from raining in front of the church of St. Paul. This informal situation leads to the emergence of informal conversations as well. In the statement, the listener uses non-standard language. This can be noticed from the use of the word 'not' which is excessive. If the conversation situation is formal then the statement that should be said is "He won't get a cab until half-past eleven, ..."

Judging from the illocutionary speech act, the statement "He won't get the no cab not until half-past eleven, ..." is included in the collaborative illocutionary action which means 'inform' the listener inform the speaker that Freddy won't get a taxi until 12:30. This collaborative statement is a response to the statement of the speaker. From the description it can be concluded that the switching code that listener does is dialectal code-switching.

C. Code-switching Caused by Changes from Formal to Informal

1. Higgins: *You let her alone, mother. Let her speak for herself. You will jolly soon see whether she has an idea that I havn't (sic,) put into her head or a word that I havnt (sic) put into her mouth. I tell you I have created this thing out of the squashed cabbage leaves of Covent Garden; and now she pretends to play the fine lady with me.*

Mrs. Higgins: *(placidly)* Yes, dear, but you'll sit down, won't you? (92)

The statement "Yes, dear; but you'll sit down, won't you?" spoken by the speaker (Mrs. Higgins) in this formal situation shows the agreement and the request that the speaker (Henry Higgins) be willing to sit down. The statement is said in a subtle tone and in a formal situation. While the word "dear" in the statement shows intimacy between the listener and the speakers. Another case if a meaningful statement of request is said in an informal situation, such as in another dialogue: "Mrs. Higgins: Henry! Henry! " The statement uttered by the speaker (Mrs. Higgins) was a quite gruff statement, asking Henry Higgins to be quiet.

Judging from the illocutionary acts of speech, the statement "Yes, dear; but you'll sit down, won't you " include competitive illocutionary acts which mean 'ask' and the word 'dear;' will only be uttered by the person who has a close relationship with the speaker. In this case, the statement is in accordance with the tenor type of register theory. Thus it can be concluded that it is diglossic code-switching, the speaker uses standard language in formal situation and in the demand of social and psychological situation that she wanted Henry to sit down and to ease his emotions.

2. *The parlor-maid returns, ushering in Pickering.*

The parlor-maid: *Colonel Pickering. (She withdraws).*

Pickering: *How do you do, Mrs Higgins?*

Mrs. Higgins: *So glad you've (sic) come. Do you know Mrs Eynsford Hill-Miss Hill? (Exchange of bows. The Colonel brings the Chippendale chair a Eynsford little forward between Mrs Hill and Mrs Higgins, and sits down). (P 55)*

The statement "So glad you've come." Which was spoken by the listener (Mrs. Higgins) in this formal situation showed a pleasure on the arrival of the speaker (Pickering) as well as introducing the speaker to the guests who were present. The statement is said in a subtle tone and in a formal situation. Another case when the statement is pronounced in an informal situation, such as "Mrs. Higgins: No, you two infinitely stupid male creature: the problem is what to do with her afterward. " The statement aims to advise Pickering and Henry Higgins whom she considered having done things without considering the consequences.

Seen from the illocutionary act, the statement "So glad you've come." Is included in illocutionary acts of vivial which means 'welcome' and the phrase "you two infinitely stupid male creatures" is spoken because Mrs Higgins is already familiar with Pickering and Henry Higgins. The code-switching occurred is diglossic code-switching where the social and psychological situation demands her to be informal.

D. Codes Switching Caused by Changes of Topics

1. The daughter: *Sixpence thrown away! Really, mamma, you might have spared Freddy that. (She retreats in disgust behind the pillar).*

An elderly gentleman of the amiable military type rushes into the shelter, and closes a dripping umbrella. He is in the same plight as Freddy, very wet about the ankles. He is in evening dress, with a light overcoat. He takes the place vacant by the daughter.

The gentleman: *Phew!*

The mother: *(to the gentleman) Oh, Sir, is there any sign of it stopping?* (P 9-10)

The question "... is there any sign of its stopping?" spoken by the speaker to the gentleman who just arrived is a question with a new topic because formerly the mother and her daughter talking about money that thrown away by the flower girl. This topic change was intended to avoid unpleasant situation.

Judging from the illocutionary acts, the question "Oh, is there any sign of its stopping?" includes the act of convivial illocution which means "greeting" and this question was asked by the speaker with the intention of creating friendship with the man who just arrived. The switching occurred is a diglossic code-switching due to the psychological and social demand.

2. Pickering: *Yes. It's a fearful strain. I rather fancied myself because I can pronounce twenty-distinct vowel sounds; but your hundred and thirty beat me. I can't (sic) hear a bit of difference between most of them.*

Higgins: *(chuckling, and going over to the piano to eat sweets) Oh, that comes with practice. You hear no different at first; but you keep on listening, and presently you find they're (sic) all as different as A from B. (Mrs. Pearce looks in: she is Higgins' housekeeper). What the matter?*

Mrs. Pearce : *(hesitating, evidently perplexed)* *A young woman asks to see you, Sir.*

Higgins: *A young woman! What does she want?*

Mrs. Pearce: *Well, Sir, she says you'll (sic) be glad to see her when you know what she come about. She quite a common girl, Sir. Very common indeed. I should have sent her away, only I thought perhaps you wanted her to talk into your machines. I hope I've (sic) not done wrong; but really you see such queer people sometimes-you'll excuse me, I'm sure, Sir- (P 21)*

Mrs. Pearce brings the news that there was a woman who wanted to meet Higgins. Higgins Statement "A young woman! What does she want? " which showed curiosity about the purpose of the woman's arrival had changed the topic of the previous conversation. Initially Higgins and Pickering talked about ways to master the language.

Judging from the illocutionary act, the statement "A young woman! What does she want? " included in the competitive illocution that the man asked the lady to tell him the purpose of the young woman's arrival. The switching occurred here is a diglossic code-switching.

CONCLUSION

From the analysis, the writer concludes that the conversations occurred in speech communities with different backgrounds can lead to the occurrence of code switching. Code switching in the Pygmalion drama occurs because of language variations caused by the differences of the status, education, relationship, and purpose. The writer finds two kinds of code switching, diglossic and dialectal, and four causes of code switching, namely speakers, listeners, changes from formal to informal or vice versa, and changes the topic of conversation. All of them analyzed through sociolinguistic and pragmatic theories.

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Students' Perception of the Implementation of the Integrating of Four Skills in Teaching Pronunciation

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ABSTRACT

Pronunciation is one important aspect which determines the intelligibility of spoken language. The aim of this study was to identify the students' perception of the integrating of four skills in teaching pronunciation, especially in teaching past tense verbs. The participants of the study included 30 students of English education department, Faculty of Education and Teacher Training of UIN "SMH" Banten. Collecting the data, the researcher used Likert-scale questionnaires. The questionnaire covered some aspects of basic principles of integrated lesson proposed by Oxford (2001). The data then analyzed using the descriptive statistical analysis to find out the percentage of each item of the questionnaire. The result showed that the majority of the students were comfortable with the integration of four skills in teaching pronunciation and enjoyed the activities and tasks in the classroom. The study also revealed that learning pronunciation integrated with other skills such as reading, writing, listening, speaking, was very useful to enhance the students' communicative competence. Repetition combined with the use of audio-based resources as well as authentic materials were still considered very helpful for the students to practice pronunciation.

Keywords: Integrated Teaching, English Skills, Pronunciation

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INTRODUCTION

In the English as a Foreign or Second Language (EFL/ESL) teaching, pronunciation takes a specific role since it is directly related to the development of students' communicative competence, language proficiency as well as comprehensibility. Pronunciation is one of the language elements that are very crucial in learning second or foreign, especially in spoken language. Pronunciation constitutes so many aspects such as individual sounds, sound and spelling, pitch, intonation, and stress. Unquestionably, pronunciation constitutes one of the most relevant aspects of oral communication. The quality of pronunciation impacts to a large extent, the intelligibility and comprehensibility of speech. Good pronunciation contributes to successful and effective communication. According to Harmer (2007) knowing aspects of pronunciation will give some advantages both for oral production as well as recognizing English speech. It is very crucial to take into consideration then intelligibility as the central goal of pronunciation instruction.

In fact, some students consider that pronunciation is one of the language aspects that are quite difficult to learn. It is clearly important that having accurate pronunciation of

foreign language could be a helpful way for one's speech is understood by others. However, during the process of learning pronunciation of English, students often fail to get adequate pronunciation. There are many kinds of errors committed by the students when they learn and practice pronunciation because they have not reached the concept of pronunciation. Pronunciation errors could result in critical decay in communication process. It is more irritative to its effect than to its grammatical or lexical aspects. Explaining about error, Brown (1980) adds that an error refers to an apparent difference from the adult grammar of an English native speaker, which represents the inter-language communication of the learners. Students who commit errors usually do not aware and would not be able to correct them.

There are many kinds of errors committed by the students because they have not accomplished the English skills or the students' knowledge of the foreign or second language is still limited. The phenomena of committing errors among the students happened due to lack of pronunciation knowledge. There are aspects or elements of foreign language that the students missed to apply in a proper way. One of the mistakes that are often committed by the students is miss-pronouncing the word endings in past tense forms. In English pronunciation system, past tense forms especially for the regular verbs are indicated by the affix *-ed* at the end of the main verbs. The pronunciation of each affix is also different depending on the last sound of the main verbs it attaches. The *-ed* ending may be pronounced differently such as /t/, /d/, and /Id/.

Meanwhile, in the Indonesian language as the majority of the students' native language, there is no specific affix attached to the main verbs to indicate the past tense form. In Indonesian language, only the use of adverb of time is added to the sentence to indicate the past tense form. In *Bahasa Indonesia* or Indonesian language, only adverb of time is added to the sentence to indicate the time of occurrence, such as *yesterday, last week, last year, a few minutes ago*.

Due to this difference, it is obvious that the students often fail to pronounce the word ending with the correct pronunciation. Potential problems students may have with this aspect would be the students may pronounce *-ed* as a syllable /ed/ rather than a single sound /t/, /d/, or /Id/. Moreover, students may also omit the word endings pronunciation itself. Less of practices and intervention from the students' native language system could also worsen the condition since it can impede the intelligibility and disrupt the meaning of speech. The errors that the students commit in pronouncing the verbs in past tense forms will certainly become a serious problem in communication. Moreover it will impede the intelligibility and clarity of the speech.

There are many strategies and approaches to teaching pronunciation that aims to overcome the errors that students commit in the classroom. Pronunciation lesson should be planned comprehensively if the teachers want to teach pronunciation successfully. There are various alternatives to teaching pronunciation that are available to choose, one of them is integrated teaching. This kind of teaching approach focuses on pronunciation aspects as an integral part of a lesson. Teaching pronunciation in an integrated way builds a vital aspect of the language learning process and production. The language is presented and practiced with other skills within the lesson.

According to Brown (2001), integrated-approach “is a whole language approach where if a course deals with reading skills, then, it will also deal with listening, speaking, and writing skills.” Based on Brown’s statement, it can be concluded that learners actually have been experiencing the integration of these four skills in real life. So it is not only for academic purpose but also for real communication purpose. In another word, the term integrated teaching can be interpreted as learning activity where all four skills occur at the same time facilitated by the instructor, the learners, and learning circumstances.

Many studies have been done for fostering integrated teaching in the EFL classroom. Most of the study claims that integrated teaching which includes the four skills of English such as reading, writing, listening, speaking, is very important to foster students’ communication skills. Most of the study focuses on how important is integrated teaching for motivating the students to develop their communication skill but little attention was paid to the aspect of pronunciation. It is obviously stated before that good pronunciation will determine intelligibility, and intelligibility is the key to communicate effectively. Akram & Malik (2011) have claimed that integrative learning could assist a teacher build such a tranquil and peaceful condition in the classroom, so that foreign learning instruction becomes more meaningful. The role of the teacher in the classroom is to equip the learners with need-based activities that would integrate all the four skills for enhancing the learners’ proficiency. They argue that when a teacher teaches a language by introducing appealing and interesting class activities, it enhances the focus on real communication. It also motivates the students to learn the language and makes them be more enthusiastic in classroom activities.

Meanwhile, Bastías, et.al. (2011) have found that the integration of the four skills of English apparently could give influence to the students’ performance. The study focuses on the students’ performance in reading and listening. In his research, he argues that it is not only a matter of integrating the four skills of the English, but how to integrate them in a lesson so the communication goal of the instruction could be accomplished. The study also reveals that teacher takes important role in the success of the integrated lesson. That is how the teacher manages the classroom, uses of the voice (such as the volume, the intonation, the stress pattern etc.), and uses of English language in the lesson.

It is clear that whatever the context is, the application of integrated teaching brings advantages to the learners, especially to foster communication skill in English. The students are being exposed to authentic language which will challenge them to interact authentically with the language. Learning English is not only for academic purposes but also for developing communication skills in a real communicative setting. Integrated teaching also allows the teacher to keep track of the students’ language progress and performance in various skills within the same moment of instruction. This gives advantage for the teacher for saving much time. (Oxford, 2001).

Pronunciation, as one of the aspects of the English language should be taught in integrative way. Integrated pronunciation teaching along with the study of other English skills has greater advantages that learners will realize the significant role of pronunciation to accomplish the ultimate goal in communication. Based on the reason that has been discussed previously, this study wants to investigate the students’ perception of the

implementation of integrated lesson in teaching pronunciation. Thus, two research questions will be proposed: (1) How is the integration of English skills being employed in teaching past tense regular verbs?, and (2) How is students' perception on the integration of English skills in teaching past tense regular verbs?

This research will be valuable as a reference for other teachers or lecturers for improving teaching strategy especially in teaching pronunciation. Besides, through integrated lesson students are encouraged to develop their pronunciation skill as well as other skills through practices within the lesson.

LITERATURE REVIEW

a. Definition of Integrated Teaching

Integrated teaching is not a new trend in teaching-learning issue. This approach has been introduced to respond to the situation in which the students' native language is different from the language of teaching instruction. The integrated teaching approach basically is derived from one of the teaching approaches, which is called *Content and Language Integrated Learning* (CLIL). CLIL describes a dynamic approach of instruction in which a non-native language is used to teach the lesson as a medium of teaching instruction. In *Content and Language Integrated Learning* (CLIL), teaching instruction uses another language for delivering and explaining the lesson contents as well as the language itself. In the teaching and learning process, both language and lesson contents are given the same emphasis in which these two aspect intertwine. They intertwine each other even though at certain circumstance the emphasis is greater at one.

In another definition *Content-and-Language-Integrated-Learning* (CLIL) is referring to educational settings wherein a classroom setting a foreign language is used other than the learners' first language as a language of instruction. For the most part, the object of CLIL could be any second or foreign language. The CLIL approach is not a new phenomenon in language education field. CLIL is a renewal integration of both delivering the subject and language at the same time. In CLIL various elements of educational practices are closely connected. Some examples of these practices - such as bilingual education and immersion class program - have been implemented for many periods by some countries with various purposes and contexts. CLIL is a content-based instruction and it is quite different from other language teaching methodologies. The language learning experience in CLL is expanded. The learners have more opportunity to interact with the language not only for the language learning solely but also for gaining other knowledge.

Richards and Schmidt (2002) refer to the teaching of integrated skills as the integrated approach, as "the teaching of the language skills of reading, writing, listening, and speaking in conjunction with each other as when a lesson involves activities that relate listening and speaking to reading and writing." Meanwhile, Oxford (2001) describes English instruction as a process that comprises the four skills of reading, writing, speaking, and listening, which when intertwining well through the integrated-skill approach during instruction, learners can use English effectively for communication.

From the definition above, it can be concluded that integrated teaching tries to engage the students with the content being studied. Students will experience learning new thing at

the same time practicing their language skills. Thus, English will be the medium language of any activity. Thus, the roles of the teachers are more effective since at the same moment the teachers can deliver the materials of English skills as well as the content lessons of another subject. The teachers can monitor the students' language proficiency progress immediately and the students' have many opportunities in the classroom to develop their true language competence.

b. Integrated Teaching Principles

The Integrated Language Teaching principles can be performed at English foreign language classes, where integrated lessons will prepare the students to learn the content area of a specific subject as well as to enhance their English skills. This approach can enforce the students to develop literacy competence while they are learning another subject or lesson. To be successfully performed the integrated lesson which is incorporated with another subject in a teaching instruction here are some principles that should be considered by the teachers in designing the lesson plan: (From Enright, D.S. & McCloskey, M.L., 1988).

1. The language skills such as reading, writing, speaking, and listening must be taught in an integrative way not in a divergent way.
2. To develop language skills, the students use the target language as a medium to accomplish the tasks not as a main subject to study.
3. The teachers must create the learning contexts that are interesting and interactive and these contexts must enforce the students to use the target language naturally.
4. Using the skills of reading, writing, speaking, and listening in integrative ways in solving the problems and accomplishing the tasks will contribute significantly to the students' language proficiency better than if the students use these skills in divergent ways.
5. The students explore their prior knowledge and experiences of a certain topic or lesson by using the target language.
6. The students must practice all the language skills in various activities and strategies as the native speakers do in real communication to enforce language proficiency.
7. The development of the students' language proficiency depends on the supportive atmosphere in the classroom.

c. The Advantages of Integrated-Skill Teaching

Initially, the concept of an integrated approach has focused on using language skills in integrative ways. In integrated teaching classroom the students have chances to explore the language skills through a topic discussion and interact with the language skills naturally. The main goal of integrated lesson instruction is to reach communication competence among the students. Through some various activities designed by the teacher, the students learn and practice the multi-language skills which are used for real communication. Moreover, this approach focuses on English as a tool of communication not as an academic object or a passing grade of a certain examination.

Instead, the students use English a means of interaction and communication among people. This approach let the teachers monitor the students' language proficiency progress

in various skills at the same moment. In a more specific way, integrating the language skills also promotes the learning of a natural context, not just the separation of some language units. Finally, the approach can be implemented appropriately to any level of students with various different backgrounds of age and knowledge. According to Van de Craen, et.al (2008) there are many advantages of applying the integrated teaching approach in the classroom. The advantages will be described as follow:

- (1) Integrated teaching develops self-confident among the students and it can foster students' academic development and communication competence.
- (2) Integrated teaching encourages cross-cultural understanding and community values among the students.
- (3) Integrated teaching allows the students to gain more varied vocabulary in the target language.
- (4) Integrated teaching gives chances to the students to gain proficiency degree in reading, writing, listening, and speaking in the target language.
- (5) Integrated teaching enforces the students to be active cognitively throughout the learning session.¹

RESEARCH METHOD

The study employed a descriptive qualitative approach with a case study as its specific method. This case study was focusing on the description of integrated lesson being applied in teaching past tense verbs. It also revealed the students' perception of the application of integrated four skills in teaching past tense regular and to see whether this strategy could assist them in learning pronunciation. The participants of the study included thirty students of the third-semester students of English education who enrolled for Pronunciation subject. This study was conducted at English Education Department, Faculty of Education and Teacher Training, State Islamic University of *Sultan Maulana Hasanuddin* Serang city, Banten province.

In order to obtain the data, the researcher used a questionnaire as the main instrument. To facilitate the teaching process, the researcher as well as the teacher herself, designed a lesson plan, as a supported instrument. The lesson plans consisted some steps that reflected integrated lesson strategy. The lesson plans were designed for four meetings. To monitor the teaching-learning process, the researcher also conducted an observation. After conducting four meeting lessons, the students were asked to fill in the questionnaire. The questionnaire was designed to obtain information about the students' perception of the application of integration of the four skills in Pronunciation class. The questionnaire consisted of ten items of integrated teaching aspect proposed by Oxford (2001). The data on the questionnaire was elicited through five options which ranged from 1 — "Strongly disagree" to 5 — "Strongly agree" (Dörnyei, 2003). The participants were instructed to choose one of the choices which reflected their thoughts.

¹ Van de Craen, P, Mondt, K , Allain, L and Gao, Y (2008). Why and How CLIL Works, retrieved from www.univie.ac.at/Anglistik/Views_0703.pdf in University of Cambridge.

To analyze the data of the questionnaire, the researcher used a simple statistical analysis. By using percentage, the researcher calculated students' answer from each item of the questionnaire compared with the total participants to get the percentage of each item. The end result shows the average students' choice from every questionnaire items. The simple formulation of the analysis will be described as follow:

$$\text{Answer (\%)} = \frac{\text{Amount of students answer}}{\text{Total students}} \times 100$$

FINDING AND DISCUSSION

a. The Implementation of Integrated Lesson in Teaching Past Tense Regular Verbs

To get the data on how integrated teaching being implemented in the classroom, the researcher did teaching activity using a designed lesson plan. The lesson plan contained integrated teaching steps and procedures that should be followed by the teacher. There were four teaching sequences which covered different topics of discussion but still the focus was on the pronunciation of past tense verbs. Not all four skills of English (reading, writing, listening, speaking) could be integrated into one teaching sequence. Also, not all elements of language (vocabulary, spelling, syntax, meaning, and language usage) could be integrated into one lesson. The integration was in much of variation in every lesson sequence due to limitation of time and a matter of big class size.

In the following part, it will be discussed how the integrated lesson plan being employed in the classroom. As it has been stated before that there were four sequences of lessons. Due to the limitation of the spaces in this article, the writer will describe only the first teaching sequence, which basically reflects the same teaching sequence as the three other lessons. The differences only lie at the topics being discussed and the language skills being integrated. Here is the example of the lesson plan (adapted from Kelly, 2000).

Example of an Integrated Lesson Plan

- I. Main objective: to practice regular simple past tense verbs' pronunciation
- II. Additional objectives: to give students listening and speaking practice
- III. Language element:
 - a. Structure: Regular simple past verb
 - b. Function: Narrating
 - c. Vocabularies: Arrested, collected, crossed, started, walked, stopped, turned
 - d. Pronunciation: *-ed* endings are pronounced in a variety of ways:
crossed /krɒst/, turned /tɜ:nd/, headed /hedId/
- IV. Potential problems may the students encounter: Students may use *-ed* as a syllable, so crossed /krɒst/ becomes /krɒsed/
- V. Language skills
 - a. Main skills: Listening, speaking
 - b. Sub skills: Listening for specific information
 - c. Skill and work integration:

- Initially presented and practiced verbs all appears in the listening activity
- Students construct short narrative sentences as an extension of the listening activity

VI. Procedures:

- a. To set the context
 - Teacher (T) shares a narrative text with several empty spaces
 - T shows the list of vocabulary to be filled into the empty spaces in the text
 - T tells the students (Ss) they will hear a story about “*Strange but True*”
- b. To elicit/practice vocabulary
 - Ss (students) Practice the vocabulary in the past tense regular verb and look for the meaning
 - Ss Practice/drilling the pronunciation of each word ending *-ed* in past tense regular verb
- c. To listen for specific information
 - Ss listen to a recording of a “*Strange but True*” story
 - While listening, Ss choose the words from the vocabulary list and fill in into the empty spaces in the text
 - T plays the recording again for two times and more if necessary
 - T and Ss correct the answer together
- d. Further practice
 - T creates groups of three students
 - T asks the group to create a similar short narrative story using past tense regular verbs
 - Each member of the group takes a turn practicing the text
 - T monitors and corrects the pronunciation of *-ed* verbs as relevant

According to the lesson plan, before teaching, the teacher brainstormed or activated the students' background knowledge that might have a connection to the lessons that were going to be delivered. The teacher had to make sure that the students were ready to do learning activity. This activity engaged the students with the learning environment. In this phase, teacher usually proposed some questions to check the students' background knowledge. The topics of the questions were still connected with the topic that was going to be discussed in later activity. To activate students' background knowledge teacher used supporting teaching materials to the classroom such as pictures or videos.

In the next step, after the students were ready, then the teacher came into the main activity. The main subject that will be discussed then elaborated with other skills with many varieties of activity. To engage the students in authentic communication, the teacher used learning sources from authentic sources such as from a newspaper or internet-based sources.

In the main teaching activity the teacher focused on the main subject that was the pronunciation of past tense regular verb. The subject was delivered integrated with other skill such as grammar and vocabulary. The main subject was also integrated into the four

skills of English, namely reading, listening, writing, and speaking. From the teaching practice in the classroom, it was found out that not all skills and language elements could be integrated all together at the same session. For example in the first lesson there were only two skills being integrated, they were listening and speaking. In the other lesson, two other skills were being integrated, they were reading and writing. However, since the main lesson was about pronunciation of past tense regular verb, so the element of vocabulary would be the main focus in every lesson. In every lesson, vocabulary practice/drilling became the major concern, whether it was done individually, in pairs, or classical.

In further practice or extended activity, the teacher invited the students to work with their critical thinking activity. Usually, in this extended activity the students were given tasks that elaborated their critical or analytical thinking or problem solving-based tasks. For example, the students were asked to speak up their opinion about issues that came up from the reading text or created the story based on their own life experience.

The focus of this study is on teaching pronunciation skill integrated with other skills. More specifically, the skill that would be the main lesson is on the past tense regular verb pronunciation. The regular past tense word usually indicated by has affix *-ed* at the end of the verbs. This *-ed* ending has different sounds in pronunciation. So, students must be trained or be familiarized with these sounds in order to produce an accurate pronunciation.

One strategy to teach this kind of skill is through integrated teaching. Integrated teaching is very suitable to engage in a more communicative environment. It is in accordance with the study conducted by Munos et.al., (2011) that states the integration of the four skills is the key for creating a classroom environment as authentic as possible in order to teach English in a way close to a real communicative situation. Jing (2006) also reveals that integrated skills leads to focus on realistic language and can therefore lead to the students' all-round development of communicative competence in English.

This context of the study emphasized on pronunciation skills (*-ed* ending pronunciation), but it was integrated with other skills such as reading, listening, speaking, and writing in order to create a communicative classroom environment that engaged students to improve their language abilities. So practically, it was not only teaching *-ed* ending pronunciation but also teaching reading and listening comprehension with oral and written expression. At the end of teaching activity, it was hoped that the students had communicative and language competence at the same time. This was also stated in one of the principles of integrated language teaching proposed by Enright & McCloskey (1988) which states that language skills are developed when language is being used as a tool to accomplish a task or reach a goal, not when the language itself is the subject of study. With careful planning and selection, the teacher could integrate the language skills (reading, writing, speaking, and listening) and strengthen every aspect of language teaching and learning such as the students' interest, the use of authentic materials, and classroom activities.

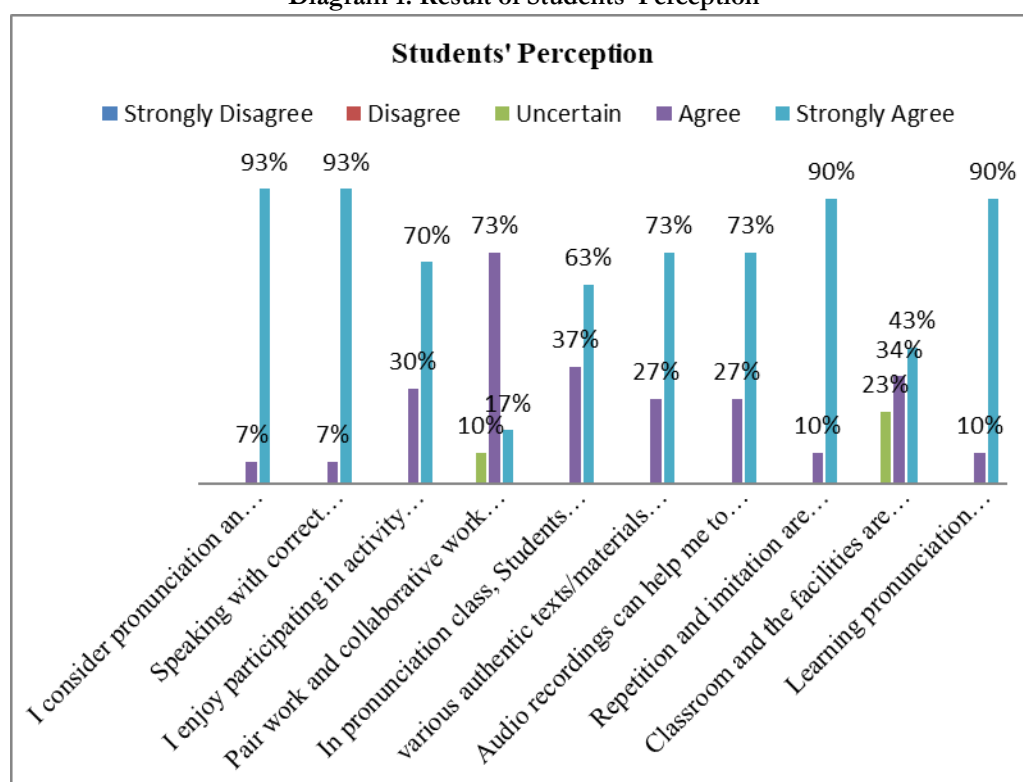
b. The Students' Perception of The Integration four skills Teaching Past Tense Regular Verbs

The following discussion will be the result of students' perception on the implementation of integrated four skills in teaching pronunciation. The questionnaire used to obtain the data on the students' perception covered some aspects such as from students' aspect, teacher aspect, classroom environment aspect, learning resources aspect, and classroom activities aspect. The result indicated that the majority of the students were quite comfortable with the integrated lesson in teaching pronunciation and enjoyed the activities and tasks in the classroom. To sum up, the overall result of students' perception will be presented in the following table and diagram.

Table 1. Students' Perception Result

No.	Statement	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
1.	I consider pronunciation an important subject in my degree	-	-	-	7%	93%
2.	Speaking with correct pronunciation is very important for communication	-	-	-	7%	93%
3.	I enjoy participating in activity and tasks in the English pronunciation class.	-	-	-	70%	30%
4.	Pair work and collaborative work are very useful for me in the pronunciation class	-	-	10%	73%	17%
5.	In pronunciation class, Students are encouraged and given more chances to speak	-	-	-	37%	63%
6.	various authentic texts/materials provided by the teacher can help me to learn pronunciation better	-	-	-	27%	73%
7.	Audio recordings can help me to practice English pronunciation.	-	-	-	27%	73%
8.	Repetition and imitation are important aspects in learning pronunciation.	-	-	-	10%	90%
9.	Classroom and the facilities are very supportive in pronunciation class	-	-	23%	34%	43%
10.	Learning pronunciation integrated with other skills (reading, writing, listening, speaking) is useful to enhance my communicative competence	-	-	-	10%	90%

Diagram 1. Result of Students' Perception



It can be seen from the diagram that students choose 'agree' (26,2%) or 'strongly agree' (70,5%) in every statement of the questionnaire. Meanwhile, only 16,5% of the students choose 'uncertain'. None of the students chose 'disagree' and 'strongly disagree'. This result indicated that the majority of the students were quite comfortable with the integrated lesson in teaching pronunciation and enjoyed the activities and tasks in the classroom. Integrated teaching strategy could also enforce and help the students to learn and comprehend pronunciation better. This conducive teaching environment would finally arouse students' interest in learning.

Another advantage of integrated teaching is proposed by Tajzad & Ostovar-Namaghi (2014). Their study showed that integrated teaching encourages simultaneous use of all the language skills and creates conditions that are conducive to real communication as opposed to illusive practice of isolated skills. Through this study the students are encouraged to use language to communicate the topic of discussion among themselves and it gives benefit for the students' language proficiency in advance. As Oxford (2001) says that the success English language teaching depends on many aspects such as characteristics of the teacher, the background of the students, the teaching-learning setting, and the relevant languages. Besides those aspects, Oxford also adds, one of the most crucial aspects consists of the integration of the four primary skills of listening, reading, speaking and writing. Another aspect includes another sub-skills vocabulary, spelling, pronunciation, syntax, meaning and usage. Teacher and the students can get optimal result if all those aspects are tied up together during the teaching-learning process. As this study shows that the teacher has successfully integrated at least two until three skills of English to

accomplish the students' pronunciation competence. The students show great interest in pronunciation since it is learned through fun and interactive ways. Various activities were done to solve the problems and to do the task using multi-skills of English and language elements.

CONCLUSION

In summary, the implementation of integrated lesson employed by the teacher with an adequate lesson plan and well preparation would result in conducive and enjoyable teaching-learning process. It was revealed that students felt enthusiastic when engaging in an integrated lesson. Students had more opportunity to explore their English skills, meanwhile at the same time they could practice their pronunciation skill. The use of authentic materials and various audio-based materials were still considered important to support the students' learning. Repetition was also still needed as one of activities in teaching pronunciation through integrated approach. The integrated lesson can also be one alternative strategy in teaching pronunciation which can evoke students' motivation, creativity, and critical thinking skills. Finally, further research related to integrated teaching which focuses on specific elements of language would be considered valuable.

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Metaphor Play between Jokowi and Prabowo in the Last Battle

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ABSTRACT

Metaphor is many times a spontaneous expression to pack a person's feeling on a phenomenon. This is obvious in a political contest between Jokowi and Prabowo in the last presidential election in Indonesia. Both always exchange statements to respond over a thing or one to another. Their statements flower with the use of metaphors to represent and to emphasize their subjective perception. This research is a content analysis making use the texts from Indonesian media recording the statements of the two contestants. From the data source, the metaphor is selected and analyzed using theory of conceptual metaphor (Lakoff & Johnson: 1980) of which meanings are seen from CDA's concept of Teun van Dijk (2001) and Lynne's (2008) affective effect of metaphor. After the analysis, it was found out that the metaphor functions to emphasize the topics in question, like the importance of Indonesian unity as in "menjalin dan merawat...persaudaraan", to distance the topics, "sedikit kesulitan", and to evaluate positively, "kue ekonomi digital". Both sides agree that unity is important, but they blame each other as being the culprit of the broken unity. In other issues, both sides make use of their opposing ideas to hyperbolize others' negativity and to conceal others' positivity.

Keywords: Metaphor, Politics, Topics, Election

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INTRODUCTION

Metaphore is commonly present in daily talks, especially in adult discourses. They include formal and informal discourses, involving either inter-personels or a personal to a mass of people. Metaphore is always there in the talks between the people having some emotional charge. It is also made use a lot in the talk of a speaker before a big of mass, like political campaign, in person or via social media in virtual world. It becomes effective tools to evoke "a deep feeling", "new ideas", and even more "a white bitterness of reality". With it, the abstract concepts can be sent and absorbed in ease and meaning density.

In political discourse, metaphore is also the piece of language to settle and to uphold a political identity. *"Metaphor ...encourages the receivers to spell out a variety of implications, subtly persuades them to recognize the prominent values and preferences, and ultimately helps construct their political identity"* (Mammadov, 2010: 72). It developes meaning implications, turns into persuasive devices, and finally makes up a certain identity in political construct. This fact is very obvious in the main discourses in the Indonesian media in the times of the last

presidential election in 2019. Abundant use of metaphores seem to be painstakingly crafted to make them a viral piece in public domain. It is like that metaphore is adopted to be “marketing tool” for their political ideas to be choosen by the public as the voters.

The studies in political metaphor have been done by many researchers (Pasaribu: 2016; Pilyarchuk and Onysko: 2018; Borcic, Kanizaj, and Krsul : 2016; Xu:2015; Ivanovic:2017). Ivanovic (2017) compared the metaphors in political speeches between US and British in leader inaugurations. A similar study was done by Pasaribu (2016) focusing in Jokowi’s victory speech after he won his first presidential election. The series of political speeches from Trump is also the object of the study by Pilyarchuk and Onysko (2018). All of the studies focus on the conceptual metaphors in the texts. The similar focus is also found in other studies (Borcic, Kanizaj, and Krsul : 2016; Xu:2015) though the two have different objects; Xu (2015) made use of more general political discourses including debates and Borcic et.al (2016) took the data from political interviews broadcasted in TV program. All the findings show that metaphors and the politics are really connected. The metaphors have important functions to build public trust through various mechanisms. Moving from the similar belief, the present study will use the conceptual metaphor theory to see the political metaphors from two competing candidates of Indonesian president. Presented this way, metaphors are then depicted like a battle field by which the victory is partly determined. The metaphors were then interpreted from critical discourse analysis.

RESEARCH METHOD

This is a discourse analysis, employing the data from Internet sources, especially news. The news were retracted from two internet sites: www.okezone.com, and www.dream.co.id. The news taken are those containing the statements from Jokowi and/or Prabowo, particularly those issued around the general election 2019. The news were then selected based on their metaphor contents, which are the focus of this study. Five (5) extracts of news from each candidate were chosen based on the metaphors contained there; it can be more than one in each. The data of metaphors were analyzed using Lakoff and Johnson’ (1980) conceptual metaphore which was also categorized in terms of their affective effect (Lynne: 2008). Then they were interpreted from CDA (van Dijk :2001).

FINDINGS AND DISCUSSION

In this part the conceptual metaphor of the metaphorical expressions made by the subjects will be explained, and then they were categorized by their functions in the speeches. To ease the discussion flow, the division is based on the subjects, Jokowi and Prabowo.

Metaphors in Jokowi

There are several metaphors identified in Jokowi’s statements, one of which is about the importance of the unity and brotherhood among the members of the nation, as seen in two extracts below.

"Marilah kita selalu bersatu, setelah pileg dan pilpres kali ini, **menjalin dan merawat kembali persaudaraan kita rakyat Indonesia**," jelas Jokowi saat menyampaikan tanggapan dari kemenangan sementara versi quick count, di Djakarta Theater.

(Rabu 17 April 2019 17:15 WIB)

Jokowi 2 (J2)

"Inilah sekali lagi perbedaan-perbedaan **keragaman** yang kita miliki **kebhinekaan** yang kita miliki yang harus kita **rawat** dan **jaga** sama-sama, sanggup? Perlu kita ingat dasar negara kita, ideologi kita Pancasila, NKRI, Bhinneka Tunggal Ika, UUD 1945 sudah **final**, **harga mati** dan tidak bisa diganggu gugat, siapa yg setuju tunjuk jari, siapa setuju angkat jempol," lanjut dia. (Sabtu 13 April 2019 20:13 WIB)

The metaphor "...*menjalin dan merawat kembali persaudaraan kita rakyat Indonesia*" is drawn from a concept of A COUNTRY IS A UNIT OF DIFFERENT ITEMS. And the unit must be carefully maintained to keep it stacked. With the euphoria of general election, the unity has split up into various factions. With the end of the election, Jokowi reminds the people that they should be united again as a country, as a big family of brotherhood, in spite of the differences they naturally have, including the difference of political orientation as it is implied in metaphors in the extract 2.

Jokowi 3 (J3)

"Perlu saya tegaskan sore ini bahwa negara Indonesia **negara kita tidak akan bubar**," ucap Jokowi di Konser Putih Bersatu,

"Kita sudah berada pada jalan dan track yang benar," sambungnya.

"Memang kadang-kadang ada kesulitan **ada sedikit kepahitan** menuju Indonesia maju. Jangan semua instan dan disediakan langsung sejahtera. Tak ada dalam negara sebesar Indonesia. Percaya saya. **Dengan jalan yang sudah benar** kita optimis negara kita akan lebih maju," urai Jokowi (Sabtu 13 April 2019 16:22 WIB)

In this extract, there are three conceptual metaphors identified. The expression of "negara kita tidak akan bubar" is derived from perceiving "A COUNTRY IS A UNIT OF THINGS" that Indonesia as country consists of many elements making it up. With that situation, the elements may be broken up and the country then ceases to exist. Jokowi, as the president and a running mate, asserted that this country will stay and survive, it will stack for good. To convince his idea, Jokowi elaborated his belief by giving evidences in other metaphors telling that he has led this nation "on the right track." In the next section, "Dengan jalan yang sudah benar..." (being in the right path), he is sure that Indonesia will develop well. The two metaphors are from the conceptual metaphor "LIFE IS A JOURNEY", to include a life of a country. The journey of a country is a long trip to reach its ideals. With these metaphors, Jokowi want the people to believe that the development programs he led so far are right to achieve the goals of the nation.

Besides, there is another metaphor derived from a different concept. A metaphor "...ada sedikit kepahitan" refers to the problem which exists in a life of country. This indicates a conceptual metaphor that "PROBLEM IS NOT GOOD". Here "bitterness" is commonly agreed to be something not nice, as the opposite of being sweet like chocolate or candy which most people like. Meanwhile medicine is bitter, of which people will

consume only for their illness—they do for some reasonable purpose, not because they like it. Thus, the problem is seen something not nice for many. The selection of bitterness here implies that the problem also functions as a medicine. This is emphasized more by the use of euphemistic adjective, a few, and adjunct, sometimes, meaning that the existence of the problems in the country is de-emphasized by the incumbent. It subtly persuades the mind of the public, while it does not neglect the actual problem there.

Jokowi 4 (J4)

Kita tahu pada tahun 2018 **kue ekonomi digital** telah mencapai USD27 miliar,” ujar Presiden saat acara Silaturahmi dengan Mitra Juara Gojek, di Ancol, dilansir dari laman Setkab, Jumat (12/4/2019). (**Jum'at 12 April 2019 16:13 WIB**)

TRADING IS A FOOD is a conceptual metaphor underlying the expression of “kue ekonomi digital” (cake of digital economy). “Cake” here refers to the profits from doing a business, particularly the one on Internet basis. Thus, in another case when the trading does not make a profit, the food can be replaced with something not delicious. The use of “cake” here is to ease the visualization of how lucrative is the digital business today with its fast growth. In another, “cake” represents an extra food, given as an additional course, meaning that the field is not the major player in general economy. Yet, it does not have any sense of undermining the potential. The money of USD 27 billion is not a little, about IDR 378 trillion.

Jokowi 5 (J5)

"Lima hari lagi jangan sampai masyarakat **goyah** karena hoax, kabar fitnah, kabar bohong. Kalau ada tetangga **goyah** tolong **luruskan**. Saya 4,5 tahun dijelekan, difitnah, dicaci saya diam. Tapi jelang Pilpres harus dijawab jangan didiamkan, sabar boleh tapi ada batasnya," katanya. (**Jum'at 12 April 2019 13:22**)

From this extract, two verbs “goyah” and “luruskan” are abstracted from the concept that MIND IS AN OBJECT OF CHANGE. “Goyah” (shakes) here means change not to choose Jokowi, “luruskan” (Uphold) refers to returning to its previous position to vote for him. Here, Jokowi asserted that the people can change because of the wrong information they receive, the hoax. He believes that bad news about him and his government must be wrong and deceiving. Meanwhile the people are regarded to have no access to judge the truth. That is why they can change their votes. Here, Jokowi tries to make a negative label to vote against him, as “goyah”, and a positive label for his voters, “luruskan or lurus”.

This kind of strategy is clearly seen in the use of literal expressions to describe the bad deeds he feels to be done by his opponents, “Saya 4,5 tahun dijelekan, difitnah, dicaci saya diam.” Jokowi makes use of literal words to elaborate what he has experienced along 4.5 years. It means along his presidency these subjects always do bad deed to him. Though the subjects are hidden, it is clear he refers to all parties who do not support him in the election. That is to say that what the opponents campaign about has been done since the break of his throne—which is not true. A sort of playing victim is emphasized more in the last part, “saya diam” (I don’t do anything to respond). He continues that to be silent is not right for the moment. This is seen by the arrest of the people who openly challenges him.

Lots of politicians, clerics, and intellectuals have been dragged to trials in times prior to and after the election.

Metaphor does create a certain persuasive effect on the audience. In one hand, it may distance negative topics on speaker's part, meaning it functions as euphemism. Metaphor, thus, open a space for claiming something negative by minimizing one's face threat. In another, metaphor can do otherwise, exaggerating negative facts on others or positive values on the selves—as seen in the analysis above. In the next part, the analysis is focused on metaphors identified in Prabowo's statement as the political competitor to reach the presidency.

Prabowo's metaphor

Prabowo 1

"Pernyataan AM Hendropriono yang menyinggung masalah keturunan WNI dimana kami melihat bahwa pernyataan tersebut bersifat rasis, dan berpotensi untuk **mengadu domba dan pecah belah** antara anak bangsa," katanya.

"Kami mengimbau semua pihak untuk **tetap sejuk, tenang, tidak emosional, tidak mengambil tindakan-tindakan di luar hukum...**"

"Juga upaya untuk **membungkam pernyataan sikap dari tokoh-tokoh masyarakat** dan unsur dalam masyarakat," ucapnya. (Kamis 09 Mei 2019 06:15 WIB)

This conceptual metaphor, EMOTION IS TEMPERATURE, produces an expression like "sejuk" (cool), meaning not angry. Seeing it as a temperature, "not emotional" is seen as "low temperature", and other wise, "anger" is like fire, having high temperature. The same expression is also found in extract 2. In the extract 1, Prabowo used the metaphor to prevent any overreaction from the public to a statement saying that a negative point about Arabic-descendant citizens. This implies a suspicion on this group, meaning that the point has made factions in the nations, "mengadu domba dan pecah belah". These two expressions are extracted from the concept of ...

Prabowo 2

"Hal ini lebih memprihatinkan karena juga terdapat **nada ancaman**. Kami lihat bahwa ini dilakukan oleh seorang yang dekat dengan **lingkaran kekuasaan** saat ini. Untuk itu, kami menyatakan keprihatinan kami," ucap Prabowo.

"Kami menyampaikan pandangan kami karena kami yang **sering disudutkan** dengan dituduh bahwa kami membela suatu aliran Islam yang garis keras, bahwa kami membela HTI dan sebagainya. Dari tuduhan-tuduhan ini kami anggap sebagai upaya **yang tidak menguntungkan kita**. Kita ingin **suasana kondusif, sejuk**," tutur Prabowo.

(Rabu 08 Mei 2019 19:54 WIB)

In this extract, Prabowo made an euphemistic metaphor, functioning to distance a topic of threat by putting it as the property of the statement, "nada ancaman" (a tone of threat). This expression is drawn from the concept of "STATEMENT IS MUSIC". Literally the statement is a threat itself. However, saying it as it is means a frontal attack on others, which may have a certain backfire. Thus, metaphor here plays as a "mask" partly a form of 'kehati-hatian'.

Another metaphor is also identified in this part, “lingkaran kekuasaan”. Yang terlahir dari metafora konsep, “POWER IS GEOMETRICS”, dari konsep ini kita mengenal sebutan, “kekuasaan yang makin meluas”, atau pun sebaliknya. In another, we know the term like “ring satu”, meaning the people who are really close to the top authority. With this expression, Prabowo wants to say that the threat comes from people who are part of the ruler. Again it is identified the use of hedge, “dekat dengan”, making it not straight to the point. Such a strategy is surprising because Prabowo was a general who are very well known for his firm and strong attitude and stand. This implies his weak position or in another he is not so confident.

This weak position is also seen in the use of “disudutkan” meaning “put in a difficult situation”. This expression is grown from a concept of “SITUATION IS A SPACE”. When it is easy, then it is a wide space, like we have a saying of “diberikan kelonggaran”. Thus, difficult condition makes “a narrow space” as the passive “disudutkan”. Here, Prabowo states that he is *frequently* put in such a difficult situation. He emphasizes by using high modulation about the situation he has.

Prabowo 3

“ Kalau ada *unicorn* ini akan **mempercepat uang kita lari** ke luar negeri,” kata dia. (Senin, 18 Februari 2019 13:13)

The statement in this extract is a response to the Jokowi’s stance about digital economy in extract 4 of the previous section. Here Prabowo focuses on the unicorn, for whom it will make the money of Indonesian people run away to abroad, “uang kita lari ke luar negeri”. This metaphor puts money as something animate that it can run. Because it is alive, it can do activities like animal or human being. This shift is abstracted from a concept of “MONEY IS A LIVING THING”.

As an idea, Prabowo’s statement is surely contradictive to Jokowi’s belief. Prabowo suspects that the emergence of start ups which open a foreign capital inflow will in time absorb the profit of Indonesian big market. The foreign investors will get lots of benefit by making use of the big consumers in this country through the online shops of which the goods are also imported from the foreign countries. In such a situation, Prabowo does not see the digital business as something promising for the country. Meanwhile, Jokowi only sees the big share of the growing market in the business, which is potential to develop.

Prabowo 4

“ Tidak boleh **tebang pilih** pada suku apapun, **menyimpang** pecat,” tutur Prabowo saat debat capres dan cawapres di Hotel Bidakara, Jakarta, Kamis 17 Januari 2019. (Kamis, 17 Januari 2019 21:15)

The expression of “tebang pilih” (...) is from a concept of FAIR IS EQUAL TREATMENT. This is like a response to the actions made by the ruler, which is implied in Jokowi’s extract 5 (*tidak boleh tinggal diam*). Some cases of firing from a job or post are identified in the election. The officers or officials who show a support for the opposing party, PNS or BUMN, are being fined or being fired by the government with a reason that they have violated the rule. However, if the staffs supports the ruling party, though they have done the similar things, the ruler just let them go. It has been a public secret that

unfair practices over all the government officials levels have been used as a means to win the last election. They even make use of all the resources. Some even do the campaign in their uniform, but the cases are untouched by the hands of the justice.

Prabowo 5

"Kalau kita mau main sepak bola di tingkat kampung pasti ada aturan. Hakim garis harus jujur, wasit harus jujur. Kalau aturan main tidak dipatuhi, biasanya nggak mau diakui hasil pertandingan itu. Itu di sepak bola tingkat kampung," kata Prabowo saat berorasi di hadapan massa buruh KSPI, Tennis Indoor Senayan, Jakarta, Rabu (1/5/2019).

Rawe-raue rantas

Malang-malang putung

Mereka yang curang ahlaknya seperti lutung (Rabu 01 Mei 2019 14:41 WIB)

In the last extract above, Prabowo highlights a sort of dirty play in the election. He compares the election to football game in rural areas. The game has a rule and the referee and line keeper must stick to it and they should be fair and honest. This long expression is derived from the concept of "GENERAL ELECTION IS A GAME". Prabowo was worried much about the officials organizing the election. He is afraid that they cannot uphold the fairness and honesty, and then they neglect the dirty plays he believes to be rampant in the last election. He especially uses the word "kampung" (village or rural areas), emphasizing that fairness and honesty are very important even in the "kampong" of which the people are traditional and not intellectual, but they respect much to the values. At the end, he makes a mocking rhyme to the people doing a dirty play by comparing them with monkey's behavior.

In this part, the meanings of metaphorical expression are discussed from its function and discourse effect. For the aim, quotation below is important to be considered in this regard.

Metaphors carry not only ideational content but also something of speakers' attitudes and values in respect of that content. ...Three dimensions of affect help to analyse how speakers' choices of metaphor vehicles contribute to the affective work of metaphor: alignment-distancing; positive-negative evaluation; emphasis-de-emphasis(Graumann, 1990). (Cameron, 2008:203).

The theory above will be a guide for seeing the metaphors used by the competing candidates in the Indonesian presidential election. Besides, the evaluation, either positive or negative, on the issue in the question is used to elaborate the metaphors in terms of critical discourse analysis (CDA).

Table 1. Affective function of the metaphors in the statements

No	Metaphors	Alignment-Distancing	Evaluation	Emphasis
Jokowi				
1	Menjalin dan merawat persaudaraan	+		
2	Keragaman...kebinekaan kita rawat dan jaga	+		
3	Negara kita tidak akan bubar			+
4	Pada jalan dan track yang benar			+
5	Ada sedikit kepahitan	-		

6	Kue ekonomi digital	+	
7	Masyarakat goyah...luruskan	-	+
Prabowo			
1	Mengadu domba dan pecah belah		+
2	Tetap sejuk, tenang	-	
3	Membungkam pernyataan sikap	-	
4	Nada ancaman...lingkaran kekuasaan	-	-
5	Sering disudutkan		+
6	Mempercepat uang kita lari ke luar negeri	-	
7	Tembang pilih,		-
8	Menyimpang pecat		+
9	Kalau...main sepakbola...ada aturan...wasit harus jujur		+

At glance, it is seen that Jokowi's metaphors have more positive affective function. In other words, they tend to align, evaluate positively on the topic, and to emphasize on the issues delivered to the public. There are three topics implied in the metaphors above. The first is the unity of the nation, to which the metaphors made to align, to get closed to the topics, making the audience convinced about the importance of being one as a big nation. Seen from the perspective of social practice level, the unity is like an ideology as always echoed in the saying "NKRI Harga Mati" (see Fairclough, 123-124:2001, van Dijk, 114-115:2001). This has become a tagline for the campaign along the periods before the presidential election campaign. It was stronger after the nationalist was lost in the Jakarta governor' election. They claim that their faction is the group who will keep this nation intact, implying their opponents will break the country into pieces.

Actually Prabowo also share the same concern. He is worried that the Indonesian people will break, especially by the statement of a former head of National Intelligence Bureau that many Arab descendants become a provocateur. Mentioning a certain community is a racist, and Prabowo respond that such a statement potentially break the unity of this country. Thus, both sides actually agree that the Indonesian unity is very important. However, the ways to realize the goal are very different from one to another.

The idea is optimistically declared by Jokowi as saying that the country has been on the right track. In other words, it has been managed well and it runs unto its goal to lead its people to prosperity. Though, in explaining the situation, Jokowi also mentions the problems coming up. He uses the metaphor of "kepahitan" to represent the problem, which functions to deemphasize the topic.

The second topic is digital economy, represented by a metaphor of "kue" (cake), meaning the speaker positively evaluates the topic. Jokowi believes that economic activities are good for the people. The fast growth of the starts up in Indonesia has

drawn lots of investment to the country. With that trend, he supports the Indonesian youths to participate actively to be players and make use of the vast market in the country. Meanwhile, Prabowo is not very optimistic about the issue; he is worried that the foreign investment in the field will make the money from this country fly away. He also worried that the product sold in the digital market are imported ones, which will threaten the small and medium businesses belong to the Indonesian people.

CONCLUSION

Based on the analysis, it can be concluded that both parties try to persuade the people by making use of metaphor as one of the strategies. Metaphors there represent the emotion of the speakers regarding the situation they have especially in the competition to win people vote. The main topics are identified, i.e. Indonesian unity, digital economy, the hoax, and the fairness. Jokowi tends to use metaphor positive way in terms of three affective functions, meanwhile Prabowo takes its negative affect. However, both sides agree that the unity of the country is very important.

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Labelled Bracket in Constructing Noun Phrase of College Students' Narrative Compositions

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ABSTRACT

The main core in sentence is noun phrase because of its important functions as subject, object, and complement. In constructing noun phrase based on the functions, it has characteristics of components structure. Thus, its functions and the components have to be understood by second language learners well to create and compose a good sentence. This article investigates the constructions of English College Students' Compositions at IAIN Ponorogo. In analyzing that problem, qualitative research was conducted and the documentation of narrative texts of 24 TIA students were collected and syntactical analysis with labelled bracket was applied to analyze the construction of noun phrase. The findings revealed that there were 479 sentences in students' writing compositions and four types of noun phrase constructions found in those sentences. They were 469 sentences constructed from pre-modifier and head, 453 sentences were head itself, 25 sentences were constructed from head and post-modifier and pre-modifier, head and post-modifier were defined in 113 sentences. Noun phrase has different forms and functions in sentences which the college students have to understand well. Indeed, the students are able to identify the parts of noun phrase easily through labeled bracket.

Keywords: Syntactical Analysis, Noun Phrase, Narrative Composition

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INTRODUCTION

The powerful units in sentence are determined by noun phrase and verb phrase. Indeed, noun phrase is the principle fundamental in constructing a sentence. Furthermore, Debileje (2016: 45) argued the relationship between functions and types text, the complexities of noun phrase are the components in constructing sentence which the English college students have to pay more attentions. Since, the level of complexity in phrases reflects to the syntactic complexity of English language and it is produced in the usage of various patterns of noun phrase. Generally, noun phrase can be defined in two terms such as simple noun phrase and complex noun phrase. In addition, those terms bring the crucial effects in specifying characters, objects, and situation in sentences. Procedurally, English college students conceive the construction and the functions of noun phrase.

Confirming to the reason above, it can be underline that noun phrase becomes an interesting object to be analyzed since the main determinant part in a sentence. Syntactically, noun phrase takes crucial parts in sentence for instance, in determining

subject, object, and complement. Because of those different functions, noun phrase can be constructed from various patterns. Whether noun or pronoun is able to determine noun phrase as head and they are also modified by pre-modifier and post-modifier. For instance, the subject pronouns can reflect noun phrase as a single word (Debileje, 2016: 54).

Furthermore, pronouns and denomination of person, animal, place, and things cannot be modified by other elements, as the result that form is determined as full phrases (Gelderen, 2010: 39). On the other hand, noun phrase is also arranged from head noun then modified with pre and post-modifiers (Jeffries, 2006: 113). Because of the complicated forms of noun phrase, the English college students must be aware the functions and the better construction of noun phrase in sentences by determining headword correctly. That condition assists the college students in overcoming their writing problems and they are able to form and produce sentences into paragraph without issuing some errors. Furthermore, this research provides the English lecturers and teachers about the usage of noun phrase constructions in their writing class. This contribution is useful to explore students' capability in composing paragraph.

Before conducting this research, pre-research was taken to identify the phenomena of noun phrases that were used by English College students in composing narrative paragraph through labelled bracket. The fourth semester students of English Education Department at IAIN PONOROGO became the subject of this research. The following is the examples of noun phrase construction on students' narrative compositions that evaluated through labelled bracket.

The first example is "**The old woman** opened **the door**" (Sulistiani, 2018: 2). It can be seen that there are two noun phrases were modified by head noun and pre-modifier. The first noun phrase construction is **the old woman**. That noun phrase can be identified by using labelled bracket as follows

The old woman => [NP [_{The}] [DESCRIPTIVE-ADJ _{old}] [N _{woman}]]

The head noun of this phrase is **women**, then it was modified by definite article **the** and pre-modifier **old** concerning descriptive adjective. In this sentence, that construction took part as subject. Moreover, the next noun phrase **the door** has the function as object. It was constructed from headword and pre-modifier. The following is labelled bracket model in identifying noun phrase

The door => [NP [DEFINITE-ART _{the}] [N _{door}]]

The headword was signed by the using of noun **door** while definite article **the** is as pre-modifier.

The other example was taken from the narrative compositions of English College Students at IAIN Ponorogo such "**They** had got married **for a long time**, but **they** did not have **a baby** (Sulistiani, 2018: 3)." It can be underlined four constructions of noun phrases occurred on that sentence and they also have distinctive constructions. The first noun phrase is signed by pronoun **they** that has the function as headword and it also can be said as full phrase because pronoun cannot be added by other forms. In this case, **they** represented as subject of the sentence. The labelled bracket is shown below

They => [NP [PRON _{they}]]

Then, the next noun phrase is in the form of prepositional phrase (PP). The form of prepositional phrase in this sentence is adjectival phrase. Prepositional phrase can be constructed from preposition and noun phrase. Furthermore, *from* was used to show preposition and noun phrase was constructed from three elements such *time* as head noun, indefinite article *a* and the word *long* as descriptive adjective were defined as pre-modifier. In this sentence, noun phrase took position as complement. Its construction can be described clearly using labelled bracket as follows

for a long time => PP [PREP *for* [NP [INDEFINITE-ART *a*] [DESCRIPTIVE-ADJ *long*] [N *time*]]

The third construction was shown by the usage of pronoun *they*. Pronoun cannot be modified by other forms whether pre or post modifier. Here, pronoun *they* has the function as subject. The term of noun phrase can be formulated through labelled bracket such as follows

They = [NP [PRON *They*]]

The last construction of noun phrase was formulated by pre-modifier and noun. Pre-modifier was signed by indefinite article *a*. Then, the headword of this phrase was *baby*. This noun phrase took place as object on the sentence. The following is the description of noun phrase by using labeled bracket

a baby = [NP [INDEFINITE-ART *a*] [N *baby*]]

Bracketing is used to identify the grammatical constituents affected the understanding of those constituents grouping. Label is needed to point out each element which mention in bracket (Weker and Liliane, 1985: 8). The way in giving appropriate notion in bracket to explain grammatical elements is known as labelled bracketing. This technique is commonly used square bracket [] to mark each entity of noun phrase from noun phrase level to word level. By using labelled bracketing, the grammatical elements of noun phrase can be mentioned appropriately. Indeed, labelled bracket help students to point out the ambiguous sentence sources (Mudhsh,2015: 4).

Confirming to the previous phenomenon, the researchers conducted the study at IAIN Ponorogo and fourth semester students were taken as the object. As the consideration, the researchers decided to choose TI A essay writing class of English Education Department since the students mostly were showing great interest joining essay writing class, becoming an active students by asking questions, delivering ideas and comments, and TI A students have great score in essay writing than others. Furthermore, fourth semester students had joined linguistics subject such as morphology and syntax with the result they understand the theory in constructing noun phrase and able to apply that theory practically in their writing.

LITERATURE REVIEW

A. Noun Phrase

There are some relevance points of views that can be underlined about noun phrase. A phrase can be said as noun phrase if it has headword such noun and modified with pre and post modifier (Morley, 2000:53). On the flip side, noun phrase can be determined by the using of pronoun though the usage cannot be added by other forms of words (Gelderen:

2010, 39). In addition, pronouns and denomination of person, animal, place, and things cannot be modified by other elements. As the result, that form is determined as full phrases (Gelderen: 2010, 113)

In keeping with the statements before, the researchers consider that whether noun or pronoun can be designed as noun phrase if it is in form of single word of noun self as head noun and or modified by pre and post modifier.

B. Syntactical Analysis

This term is used to construct the syntactical units that described grammatical level and its function specifically. Furthermore, syntactical analysis is used to investigate the words hang together become phrase, clause and sentence (Radford: 2009, 1).

In line Wekker and Haegemen (1985: 5) assume that syntactical analysis is used to signify the entities of sentence and explain those structurally. Constituents describe the entities of sentence. In short, syntactical analysis covers the construction of syntactic units by explaining the entities grammatically and determining those entities based on the function in specific term.

C. Labelled Bracket

The way to appoint the entities of noun phrase conventionally is by using Labelled bracketing. This technique is commonly used square bracket [] to mark each entity of noun phrase from noun phrase level to word level. Indeed, labelled represents the entities of syntactical unit that mention into bracket (Weker and Haegemen, 1985: 8).

According to Yule (2006: 80-81), there are some steps in illustrating the patterns of noun phrase such as putting the bracket to cover the entities side by side, and other brackets are given to each entity that mark up together. For instance, the description of *the beautiful girl* (Sulistiani: 2018, 14) can be illustrated by using that procedure [[The] [beautiful] [girl]]. The first procedure is categorizing each distinctive entity of the noun phrase are mentioned from the word level [_{the}], [_{beautiful}], [_{girl}] to the noun phrase level [The beautiful girl]. The next procedure is giving a label to each entity using abbreviated grammatical term as follow

the beautiful girl => [NP [DEFINITE ART _{the}] [DESCRIPTIVE-ADJ _{beautiful}] [N _{girl}]].

It can be seen the label NP indicates noun phrase while N tends to noun.

RESEARCH METHOD

a. Research Design

In analyzing noun phrase in students' compositions through syntactical analysis, qualitative descriptive were conducted. In addition, Miles and Huberman (1994: 1) stated that researcher preserves chronological flow; see precisely which events led to which consequences and derives fruitful explanation. This means that, in this research, the researchers explored noun phrase which were written by the English Education department students in short narrative paragraph through labelled bracket.

b. Subject

Participant in this research was the College students of English Education Department at IAIN Ponorogo in academic year 2017/2018. They must be the fourth

semester and taken essay writing class. As the consideration, the researchers took TBI A as the object in this research since the learners showed great attention in class and they also reached the highest score than others. There were 24 students in this class.

c. Instrument

This study employs data of documentation. In collecting the data, narrative paragraph were written as the requirement text.

d. Data Analysis

According to the nature of this research, syntactical analysis was applied as the analysis method. All collected data was clarified clearly as the purpose of this research in analyzing the construction of noun phrase in students' compositions. In line with Wekker and Hagaemen (1985: 5) the relevant components of linguistic analysis in determining parts of sentence and describing those grammatically is syntactical analysis.

FINDING AND DISCUSSION

The forms of noun phrase typically are taken place as subject, object and complement in a sentence. Here, the researchers defined 4 constituents of noun phrase on 479 sentences that taken from 24 college students in writing narrative compositions that analyzed through labelled bracketing. On the other hand, immediate analysis had already conducted to analyze sentence, but it cannot divide the smaller unit of word without labelled bracket (Mudhsh, 2015: 4). In hence, to synthesize the construction of noun phrase effectively, Lesley's theory was applied. It covered functional elements of noun phrase such as pre-modifier, headword and post-modifier through labelled bracket as mention clearly in the following discussions

a. Pre-Modifier and Head

Pre-modifier is defined as the element that modified headword of a noun phrase and taken in backwards of the head. Generally, the terms of determiners represent the existence of pre-modifier in noun phrase such articles, demonstrative adjective, indefinite quantity adjective, possessive and numeral (Jeffries: 2006, 111) and all types of determiners were defined in students' compositions. In this case, the researcher identified 367 sentences were formulated from pre-modifier and headword.

b. Articles

In this study, the data shown pre-modifier occurred in college students' narrative compositions was article. The article can be identified into two categories namely definite and indefinite article. There were 111 noun phrase constructions of indefinite article *a/an* while definite article *the* occurred on 200 noun phrase constructions. Both definite and indefinite represented pre-modifier. The following discussions were taken from students' compositions

[1] Then they went home and left **the snow girl** (Sulistiani: 2018, 28)

[DEFINITE-ART the] [N snow] [N girl]

It can be seen that the head noun in **the snow girl** is *girl*, and it was preceded by pre-modifier of definite article **the** and noun **snow**. In this sentence, that construction took part as object.

[2] Perfectly he had **a beautiful wife** (Sulistiani: 2018, 28)

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[INDEFINITE-ART a] [DESCRIPTIVE-ADJ beautiful] [N wife]

The noun phrase of that sentence is *a beautiful wife* and it has the function as complement. It was constructed from headword and pre-modifier. The headword was signed by the using noun *wife*. Meanwhile, indefinite article *a* and descriptive adjective *beautiful* represented pre-modifier.

c. Demonstrative Adjective

The form of demonstrative adjective as pre-modifier rose in this research. The researchers identified 9 noun phrases that constructed from this form as the following examples

[3] **That night**, Romeo who's an ordinary young man from Montague saw the party

(Sulistiani: 2018, 30)

[DEMONSTRATIVE-ADJ that] [N night]

The noun phrase of that sentence is *that night* and it has the function as complement. It was constructed from headword and pre-modifier. The headword was signed by the using noun *night*. Meanwhile, demonstrative adjective *that* was as pre-modifier.

[4] He thought **that caps** had been stolen by somebody then he began to weep (Sulistiani:

2018, 30)

[DEMONSTRATIVE-ADJ that] [N caps]

It can be seen that the head noun is *that caps*, and it was preceded by pre-modifier of demonstrative adjective *that*. The noun *snow* was as head noun. In this sentence, that construction took part as relative clause.

[5] **That night**, the donkey went out of his stable. (Sulistiani: 2018, 30)

[DEMONSTRATIVE-ADJ That] [N night]

The sentence above indicates the noun phrase is *that night* and it has the function as complement. It was constructed from headword and pre-modifier. The headword was signed by the using noun *night*. Meanwhile, demonstrative adjective *that* was taken place as pre-modifier.

d. Indefinite Quantity Adjective

There are 7 forms of noun phrase that in term of indefinite quantity adjective as pre-modifier. The samples of data are explained briefly as follows

[6] **Every minute**, they prayed to God begged for a baby but their dreams never came true

(Sulistiani: 2018, 31)

[INDEFINITE QUANTITY ADJ Every][N minutes]

It can be seen the head noun is *every minutes*, and it was preceded by pre-modifier of indefinite quantity adjective *every*. In this sentence, that construction took part as complement.

[7] He had a huge ship and **many ship crews** (Sulistiani: 2018, 31)

[INDEFINITE QUANTITY-ADJ N many] [N ship] [N crews]

The sentence above indicates the noun phrase is *many ship crews* and it has the function as an object. It was constructed from headword and pre-modifier. The headword was signed by the using noun *crews*. Meanwhile, indefinite quantity adjective *many* and the usage noun *ship* represented pre-modifier of noun phrase.

- [8] The following day, the woodcutter cut down the Bayan tree but he did not find **any gold** (Sulistiani: 2018, 31)

[INDEFINITE-QUANTITY-ADJ any] [N gold]

The noun phrase of that sentence is **any gold** and it has the function as object. It was constructed from headword and pre-modifier. The headword was signed by the using noun **gold**. Meanwhile, indefinite quantity adjective **any** was as pre-modifier.

e. Possessive

In this study, the data shown pre-modifier defined in college students' narrative compositions was possessive. Possessive can be identified into two categories namely possessive adjective and possessive pronoun. There were 116 noun phrase constructions of possessive adjective while possessive pronoun occurred on 10 noun phrase constructions. Those possessives represented pre-modifier. The following discussions were taken from students' compositions

- [9] The girl said that she is Snow Maiden, **her daughter**. (Sulistiani: 2018, 32)

[POSS-ADJ her][N daughter]

The noun phrase of that sentence is **her daughter** and it has the function as complement. It was constructed from headword and pre-modifier. The headword was signed by the using noun **daughter**. Meanwhile, possessive adjective **her** was as pre-modifier.

- [10] **Her mother** tried to entertain **Snow Maiden's friends** and asked them to make a new Snow Maiden. (Sulistiani: 2018, 32)

It can be seen there are two noun phrases were modified by head noun and pre-modifier. The first noun phrase construction is **her mother**. That noun phrase can be identified by using labelled bracket as follows

[POSS-ADJ N Her] [N mother]

The head noun of this phrase is **mother**, and it was modified by possessive adjective **her** as pre-modifier. In this sentence, that construction took part as subject. Moreover, the next noun phrase **snow Maiden's friends** has the function as object. It was constructed from headword and pre-modifier. The following is labelled bracket model in identifying noun phrase

[POSS-PRON Snow Maiden's] [N friends]

The headword was signed by the using of noun **friends** while possessive pronoun **Snow Maiden's** was as pre-modifier.

f. Numeral

There are 46 forms of noun phrase that in term of numeral as pre-modifier. The samples of data are explained briefly as follows

- [11] **Once upon a time**, there lived a couple in a village (Sulistiani: 2018, 33)

[MULTIPLIER Once] [ADV upon] [INDEFINITE-ART a] [N time]

The head noun of this phrase is **time**, and it was modified by numeral multiplier **once**, adverb **upon** and indefinite article **a** were as pre-modifier. In this sentence, that construction took part as complement.

- [12] **One day**, Snow Maiden played with her friends (Sulistiani: 2018, 33)

[CARDINAL-NUM One] [N day]

The example above indicated the usage of numeral as pre-modifier that used to describe noun. The head noun of this phrase was **day**, and it was modified by cardinal number **one** as pre-modifier. In this sentence, that construction took part as complement.

g. Head

Noun phrase is the principal part of a sentence. The essential part of noun phrase must occur is head. The headword could in terms of pronoun and noun, though they cannot be modified by other elements such pre-modifier and post modifier. In this case, the researcher identified 367 sentences which constructed from headword.

h. Noun

In this study, the data shown headword defined in college students' narrative compositions was noun. There were 192 sentences used noun to construct noun phrase. The following discussions were taken from students' compositions

[13] Then they went **home** and left the snow girl (Sulistiani: 2018, 35)

[_N home]

It can be seen the head noun **home** but it stands self since noun cannot be modified by pre-modifier and post-modifier. In this sentence, that construction took part as object.

[14] One day, **Snow Maiden** played with her friends. (Sulistiani: 2018, 35)

[_N Snow Maiden]

The example above indicated the usage of proper noun **Snow Maiden** represented head noun. It indicated the head must stand alone without other constitutions as modifier. In this sentence, that construction took part as subject.

i. Pronoun

There are 261 forms of noun phrase that in term of pronoun. The samples of data were taken from college students' composition are explained briefly as follows

[15] **They** had got married for a long time but **they** did not have a baby (Sulistiani: 2018, 36)

[_{PRON} They]

The noun phrase of that sentence was **they** and it has the function as subject. It was constructed from head noun itself without modifier. The headword was signed by the using personal pronoun **they**.

[16] But her friends forced **her** to jump on (Sulistiani: 2018, 36)

[_{INDEFINITE-PRON} her]

It can be seen the head noun represented objective pronoun **her**. In this sentence, that construction took part as object.

[17] The following morning, **someone** knocked the door (Sulistiani: 2018, 36)

[_{PRON} someone]

The sentence above indicates the noun phrase was **someone** and it has the function as subject. It was constructed from headword itself. The head was signed by the using indefinite pronoun **some**.

j. Head and Post-Modifier

Post-modifier is defined as the element that modified headword of a noun phrase and taken in forwards of the head. Generally, post-modifier was formulated by

prepositional phrase and relative clause. In this case, the researchers identified 24 sentences formulated from headword and post modifier.

k. Noun and Prepositional Phrase

In this study, the data shown post-modifier occurred in students' narrative compositions was prepositional phrase. There were 21 noun phrases that were constructed within noun and prepositional phrase. The following discussions were taken from students' compositions

[18] Juliet's father made a huge party and introduced **Valiant Paris to Juliet** (Sulistiani: 2018, 37)

N [N Valiant Paris] Prepositional Phrase PP [PREP to] [N Juliet]

It can be seen the main construction of noun phrase was noun and modified by prepositional phrase. The head noun **Valiant Paris to Juliet** is **Valiant Paris**, and it was modified by post-modifier in term of prepositional phrase **to Juliet**. It meant there were proper noun and preposition formulating prepositional phrase. Proper noun **Juliet** represented head word. In this sentence, that construction has a function as object.

[19] He would give **gold to the woodcutter everyday** (Sulistiani: 2018, 37)

N [N gold] Prepositional Phrase [PREP to] [DEF-ART the] [N woodcutter] [ADV everyday]

The sentence above indicates the noun phrase was **gold to the woodcutter everyday** and it has a function as complement. It was constructed from headword and post-modifier. The main headword was signed by the using noun **gold**. Meanwhile, post-modifier was constructed from prepositional phrase **to the woodcutter** and adverb **everyday**. Indeed, noun phrase also occurred in constructing prepositional within the head noun **woodcutter** and definite article **the**.

l. Noun And Relative Clause

There are 3 forms of noun phrase in terms of noun and relative clause. The samples of data were taken from college students' composition are explained briefly as follows:

[20] That night, **Romeo who's an ordinary young man from Montage** saw the party (Sulistiani: 2018, 37)

It can be seen there were two noun phrases modified by head noun and post-modifier. The first noun phrase construction is **Romeo who's an ordinary young man from Montage**. The function of that construction in sentence was subject. That noun phrase can be identified by using labelled bracket as follows

N [N Romeo] RC [ordinary] [RELATIVE-PRON who] NP [INDEFINITE ART an] [DESCRIPTIVE-ADJ ordinary young] N man] PP [PREPOSITION from] [N Montage]

The head noun of this phrase was **Romeo**, and it was modified by post-modifier in term of relative clause. Noun phrase also occurred on relative clause which was constructed from relative pronoun **who**. Furthermore, in relative clause, there were two kinds of noun phrases. The first was arranged from pre-modifier and head noun. Indefinite article **an** and descriptive adjective **ordinary young** represented pre-modifier. The head noun was signed by the word **man**. The second one was built from prepositional phrase within the head word **Montage**.

Moreover, the next noun phrase **the party** has a function as object. It was constructed from headword and pre-modifier. The head noun of this phrase was **party**, and it was modified by definite article **the**. The following is labelled bracket model in identifying noun phrase

[DEFINITE-ART the] [N party]

The following example was also taken from students' compositions in narrative text

[21] The bear came to **Toni who** was lying **on the ground** (Sulistiani: 2018, 38)

N [N Toni] RC [RELATIVE-PRON who] PP [PREP on] [DEFINITE-ART the] [N ground]

There are two noun phrases were modified by head noun and post-modifier. The first noun phrase construction was formulated by noun **Toni** as head word and relative pronoun **who**. The second noun phrase was arranged from prepositional phrase. Preposition **on** and definite article **the** represented pre-modifier to modify head noun **ground**.

m. Pre-Modifier, Head and Post-Modifier

In this study, nouns were modified by pre-modifier and post-modifier. There were 113 sentences used those constructions to build noun phrase up. The following discussions were taken from students' compositions

n. Noun Phrase and Prepositional Phrase

In this study, the data shown noun phrase was constructed from pre-modifier, head, and post-modifier. There were 95 noun phrases that modified by this construction. The following discussions were taken from students' compositions

[22] He ate **the food on the table** and picked a rose from the garden (Sulistiani: 2018, 38)

NP [DEFINITE-ART the] [N food] PP [PREP on] [DEFINITE-ART the] [N table]

It can be seen the main construction of noun phrase was **the food on the table** and it modified by pre-modifier also prepositional phrase came after. The head noun was **food**, and it was modified by pre-modifier in term of definite article **the**. This construction took place as object in this sentence. Furthermore, the previous noun phrase directly was followed by prepositional phrase. Here, the form noun phrase occurred after preposition **on** and was formulated by definite article **the** and head word **table**. This noun phrase has function as complement.

[23] She always helped **her father in the farm** (Sulistiani: 2018, 38)

NP [POSS-ADJ her] [N father] PP [PREP in] [DEFINITE-ART the] [N farm]

The example above indicated the usage of possessive adjective as pre-modifier that used to describe noun. The head noun of this phrase was **father**, and it was modified by possessive adjective **her** as pre-modifier. In this sentence, that construction took part as object. Moreover, prepositional phrase was taken afterward and took the function as complement. Preposition **in** and definite article **the** as pre-modifier were used to modify head word **farm** in this sentence.

o. Noun Phrase and Relative Clause

There are 18 forms of noun phrase that constructed from pre-modifier, head noun and post-modifier. In this case, post-modifier was constructed by noun phrase and relative clause. The samples of data are explained briefly as follows

- [24] One day, Malin Kundang saw **a merchant's ship which** was being raided **by a small band of pirates** (Sulistiani: 2018, 39)

NP [INDEFINITE-ART a] [POSS-GEN merchant's] [N ship] RC [which] PP [PREP by] [IND-ART a] [DES-ADJ small] [N band] PP [RELATIVE-PRON PREP of] [N pirates]

The head noun of this phrase is **ship**, and it was modified by pre-modifier in term of indefinite article **a** and possessive generative **Merchant's**. Noun phrase also occurred on relative clause which was constructed from relative pronoun **which**. Furthermore, in relative clause, there were two kinds of noun phrases occurred in prepositional phrase. The first was arranged from pre-modifier and head noun. The head noun **band** was modified by preposition **by**, indefinite article **a** and descriptive adjective **band** as pre-modifier. The second prepositional phrase was signed by preposition **of** to modify the head noun **pirates**. The following example was taken from students' compositions of English Department

- [25] Her ulcer has gone and there was **no sign that she** ever had **a scabies or itch** (Sulistiani: 2018, 39)

NP [QUANTIFIER no] [N sign] RC [RELATIVE-PRON that] [PRON she] NP [IND-ART a] [N scabies] [CNJ or] [N itch]

The example above indicated the usage of quantifier as pre-modifier that used to describe noun. The head noun of this phrase was **sign**, and it was modified by quantifier **no** as pre-modifier. In this sentence, noun phrase also occurred on relative clause **that** and the head noun was **she**. Moreover, the second noun phrase was built from indefinite article **a** used to modify head noun **scabies**.

CONCLUSION

This research reveals that the terms of noun phrase constructed in English students' narrative writing composition are classified into four types. They are 469 noun phrases are constructed from pre-modifier and head, head and post-modifier are constructed 25 noun phrase, 453 noun phrases are constructed by head itself, and 113 noun phrase are constructed from pre-modifier, head, and post modifier. Understanding the platforms of noun phrase is helpful in constructing good and correct sentences for EFL learners. Labelled bracket clearly breaks down the parts of noun phrase and its functions in sentences.

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Spirit of Life through Passion in Lord Byron's Poems

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ABSTRACT

Someone who lives in the world cannot escape with enthusiasm. Everyone has passion. the spirit can encourage someone to evaluate what the meaning and value of life is. In this case, it depends on the individual who awakens the spirit to get a better and deeper life value. Emotion becomes the driving force of one's life spirit. Byron was an English poet in the Romantic period, he was born in an abnormal condition at his feet so that his life was very sensitive, his poetry expressed feelings through the power of his emotions and was influenced by his past experiences that were full of suffering throughout his life, he always escaped from it to get a life better with the spirit of his life through a strong desire, to get what he wants and overcome the problems of his life. That is expressed in the three poems in this article.

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INTRODUCTION

The spirit of life can not be separated from one's passion of good deeds. According to Robert Browning the meaning of passion is an intense emotion or mental agitation (Shaw, 1972: 812). Passion is apart of complelling feeling or emotion, such as love, desire, hate, fear, joy and delight. Many of our emotions are aroused because of the interaction and relationship with other (Heindenreich: 1970 105). In such a condition, one's passion cannot be risen if there is no stimulation from the object and subject.

The spirit of life related with passion, that often occur in human life, stimulates me to write article, Spirit of Life through Passion. As the result of one's deficiency, someone will have the strong of passion to get what he wants. We should not be apathetic in facing pure life. It is useful to have the strong of passion, with good deeds, we can avoid ourselves from the wrong acts. Byron is a romantic poet. One of the characteristics of Romanticism is "emotion". Romanticism asserted the value of the primacy of faith, intuition, and emotion (Briggs, 1961:

Xv). Three Byron's poems prove his own spirit of life gained through his emotional feeling. Byron's emotional feeling is much influenced by his own experience. In order to understand his works, we must remember his heridity background and his own lameness. Although he feels that life is full of troubles he is never depressed to express himself with intensity and energy.

The discussion of this article will be focussed on the existence of Byron's spirit of life through passion in his three poems that are "She Walks in Beauty" (1814), "The Dream" (1816), and "So We'll Go No More A-Roving" (1817).

RESEARCH METHOD

For preparing the discussion in this article, a fundamental approach is used for analyzing the meaning of the poem and message of three poems in Appendix page. It is a method which is required in analyzing poetry (Reask, 1966:43). To understanding poetry, we have to consider the poet's life experience based on his biography. Poetry designates a type of lyric verse, which deals with intimates experiences of the poet's life.

The conclusion is made by concerning the general statements. The general statements is about the meaning of the spirit of life through passion. This statement is applied for discussing of the similar problem in Byron's short poems. This article is written through the result of library research.

FINDING AND DISCUSSION

A. The Meaning of Three Poems

1. "She Walks in Beauty" (1814)

The poem has three six-lines stanzas composed in the basic metrical pattern of iambic pentameter. The stanzaic rhyme scheme is ababab. Each part develops one aspect of thought, each involving the speaker's desire to possess his lady's love in fullest way possible. Byron wants to describe the beauty of his lady. The picture of his love is full of figurative language. We can point out the simile he uses for comparing the woman to the beauty of the night. From the simile we move to hyperboles. It can be proved that his lady is seen as perfect. In this part, at the first stanza, Byron appreciates the lady concerning her beauty.

In the second stanza, he expresses as adoration to the beauty of the lady. He asks himself to think about the picture of his love. He still has questions whether he is able to find happiness and enjoy the beauty of woman or not. In this part, he describes that he still has a passion to admire the lady. The poet explains that though he could not gain his lady's love, it is enough for him to admire her. He exhausted in requestes. He cannot sigh any more, and it is closed of the line **"A heart whose love is innocent"(line: 18)**.

On the whole, it can be concluded that someone's life spirit can appear through the power of love. The poet feels that with "love" he still wants to live. Though he must face the reality, that he cannot do anything. He cannot sigh any more about his love but he still has passion. With passion he represents his desire to live longer, to keep his deep feeling about his love.

2. "The Dream" (1816)

"The Dream" is one of Byron's work as an expression of his deep feeling. It is expressed in verse. The idea come to him as a result of the last few years events of his life. The poem is divided into two parts, the first one presents his unhappy love when he was young and the second one is about his unfortunate marriage.

The central part, Byron explain that sleep is the boundary between Death and life. This is the world of dream. Dream can become the place where we were able to run away, escape from the real which is full of heavy burden and sadness.

"The Dream", Byron sees two beings, he himself and a lady he love. He wishes to possess his lady's love, but the lady does not respond his love. He cannot do anything. He is just kept silent in his expectation. He is conscious that he had passed many troubles along his life, and it is the summit of his life. Among the things that is important is the reality that he now realize of the existence of God and His help.

In the second part, Byron remembers of the time of his marriage. The happiness exists. The new spirit comes. But it still does not give him bring future. His thought is again about the bad experience of the past. He tries to find the spirit of life from the universe, as it is in the universe that he finds the magic mysteries.

3. "So We'll Go No more A-Roving" (1817).

In order to avoid confusion and misunderstanding toward the title of the poem, it is better to give the meaning of the words. According to the Dictionary "A-Roving", as a noun means A roll of wool (Mario Pei, 1977: 838).

"A-Roving" in this poem is figuratively used to represent the limited life. Therefore, "So We'll Go No More A-Roving" denotes passing from life to go to the hereafter. It means that in a certain moment we can not enjoy the beautiful world.

The poem also describes the calmness of the writer in facing day. Byron believes in the mortality of human beings in the world. He is conscious that his life will come to the end.

B. The Spirit of Life Through Passion in Three Poems

Searching the spirit of life in Byron's short poems, especially through passion, for the first time, it is important to know the meaning of the words "The spirit of life" and "passion" well. Semantically, both the spirit of life and passion have their own meaning as well as value. It is important, of course, to put several ideas concerning the spirit of life through passion so as to get further and deeper understanding of it. Dictionary research is worthwhile to be applied in such a need.

1. The meaning of the word "the spirit of life"

Life is denoted as individual actions and fortunes, manners of existence, it also means the active part of existence, business and pleasures of the world, (New Oxford Illustrated Dictionary, 1976, : 975-976). Other denotative meaning indicates that life is human activities, relationship and interest (The American Heritage of the English Language, 1971, : 754). Both term have their stresses on human-life than life in general sense. It means that it is on life human being can find the source of vitality, spirit and liveliness. Life is an animating force which supports and inspires human existence. In the condition of normal life, people tend to hope of having long life expectation. That is why there is another definition that life is a period from birth to death, birth to present time or present time to death (The new Oxford Illustrated Dictionary, 1976: 975-976). Through that period of life time human being can apply the whole of his energy, vivacity, animation and spirit that one's life is considered to be "Perfect". That is why several people sometimes say that life is a "condition" or a "fact". The following is the other definition of life, i.e. condition or fact of being living; the state of ceaseless change and functional activity which constitutes the essential difference between living organism and dead or living matter (New Oxford Illustrated Dictionary, 1976 : 975-976). This definition concern with the life in general sense. On the other hand, The Lexicon Webster Dictionary, 1971: 551 gives the same denotation concerning life i.e. 1. Animate existences or vitality 2. A person's condition or circumstances 3. Period during which anything continues to exist (Mario Pei, 1971: 551).

This article, the definition of life either in human life or in general sense will be applied in searching life indication in Byron's short poems. Life is nothing if there is no spirit. Traditionally, spirit is believed to be the vital principle or animating force within living being (The Dictionary of American Heritage of the English Language, 1971: 1245). For a reason, then it is very essential as the principle of a person. The spirit of life will inspire people to come to his "life quality", as it is defined in (The New Oxford Illustrated Dictionary, 1976: 1626), which says: Animating or vital principal, intelligent or immaterial part of man, soul, person viewed as possessing this especially with reference to particular or moral qualities. In fact spirit is believed to be the principle of conscious life and the vital principle in man (The lexicon Webster Dictionary, 1971: 938). It is also believed that spirit

is "person's mental or moral nature or qualities" (the new Oxford Illustrated Dictionary, 1976: 1626). At length, the spirit of life is known as human activities to seek new courage, in order to get better live liveliness.

2. The meaning of the word "Passion"

The meaning of the word passion is a kind of experience which cannot be separated from life. The dictionaries give the same sense of meaning. The Random House American Everyday Dictionary defines that passion is any strong feeling or emotion and the object of such an enthusiasm or desire (Jess Stein, 1961: 348). William Morris as an editor of The American Heritage Of The English Language, expresses the following definition concerning passion;

1. Any powerful emotion or appetite, and 2. Boundless enthusiasm, or the object of such enthusiasm, (Morris, 1971, 958)

From the above definition we can draw the common expression on the spirit of life through passion, as a person's condition to seek a source of vital principle in life to get better liveliness. It is represented through any strong emotion or feeling.

The above explanation gives an information that the spirit of life through passion emerges as the result of the environment. One's passion cannot be risen if there is no many inspiration in such a condition. Heindenreich in describing the influence of the family upon personality of an individual "(Heindenreich, 1970: 46). It is from the family that one's basic personalities are established and developed. Really, one who lives in the world cannot be separated by both the influence of heredity and environment. All of human being have highly sensitive to its environments. It is caused by our experience of life are obtained through our visual and auditory. Each person must continually be "in contact" with his environment and must select stimulating upon him based on his needs.

On the whole, naturally different people have different way of life and ways of thinking. It depends on their own personalities, their knowledge, their feeling and their past experiences.

Byron never learns to govern his emotion, so he is to be enslaved by his passion, but he tries to be conscious of his condition. Related to the above cases, the power of Byron life spirit can be seen clearly through his poem that will be explained in the following discussion.

3. The message on the spirit of life in the poems.

Based on several explanations about the meaning of the spirit of life through passion in the previous discussion, the following discussion will be the proofs of the existence of the message on the spirit of life in the three poems, written by Lord Byron.

Sometimes one does not like literature, especially poetry. It is caused by one's difficulties to analyze and to understand the meaning of the poem. It seems that poetry for him is puzzle. In fact poetry is interesting to study and to be enthusiastic with a certain poem we will willingly read it. We will soon feel that this poem is a precious work and we can catch its beauty.

Beside offering amusement and pleasure, poetry is an expression of the poets's deep feeling. By reading the poem someone can know the poet's deep feeling. By reading the poem someone can know the poet's feeling. Wordsworth gives definition of poetry as "(Singleton and Millet, 1966: 19). It means that the poet creates the poems, with his intention of particularly genius which is reflected in the work through the unique ways, uses a series of the beauty of words to express his idea.

The poet can create his works only he is in a certain situation in which he finds the possibility to create a work and his heart is very thrilled by the certain object. In such a situation of his literary creations, he is not to be separated with the very object. The feeling

of the poet can be caught through his poem, whether it is in a good or bad mood. There are many kinds of object which can be exploited as the source of creating poems. The creativity process is the process by which a certain literary work comes into its existence.

The existence of the sea as a part of the universe and its relation to human life is the object of Coleridge's "The Ancient Mariner." The romantic poet such as Keats has another appreciation of nature represented by the nightingale. John Dryden recorded the historical fact in England, concerning the quarrel between James and Charles using the Biblical allusion in his "the pulley", shows us that the writer wants to remind us of the love of God as the source of our life. The last poem is quite different from the imagery object by the same writer, entitled "love". All of these facts show us that finding an object is nothing but a must for the poet to be the first step of his "creativity" process in creating poems.

As a poet, full of suffering along his life, Byron wants to escape from his poor condition to gain a better life. He needs the spirit of life. This spirit of life, then, becomes the object of his poems.

In writing a poem, Byron expresses his feeling he gained through his emotion. It is influenced by the background of his past life. He has to have strong passion to overcome his problems of his life by expressing it in poems. As Storey says that "Byron describes himself as an observer of the passion and his attempts to define poetry frequently refer to the passion and to extreme states of feeling" (Paterson, 1977). It means that there is only passion which satisfies Byron's need to unite himself with the world. Byron needs the strong passion to stir his action to live in peaceful condition in the world.

In order to understand Byron's works, i.e. his three short poems, we have to know well his three interlocking causes such as his family, his own condition of lameness of foot, his love, his religious life and his death.

On the whole, he was not a happy child. He got a bad experience in his family. There was no understanding between his mother and his father to make their marriage happy. Byron's childhood was passed in a variety of challenges. Mrs. Byron's temper made Byron's more and more oppressive. Her violence and her foolishness to spend her money made the relationship between mother and son be in bad condition. As the result of his poor condition he urged himself to face the world with new hopes to gain a better life through the strong passion. The reflection is found in his poem.

Byron is a genius who expresses himself in the poem. He expresses his life included "the love" as in "She walks in Beauty". His idea appears written in his lines, with the message of his imaginative love to Mrs. Wilmot. This poem consists of three stanzas. Each stanza is full of his desire in expressing his feeling. The speaker is Byron himself, he says that he admires the woman's beauty very much. He encounters a beautiful woman in a party named Mrs. Wilmot. She wears a black dress. On returning home, Byron's desire is aroused to admire her. Here, the object of his creation is "Love". For Byron, love is the centre of his life. Love can make his spirit of life awake. Quennel says "Few women could put him at ease" (Quennel, 1959: 12).

There are many different feelings of love. It depends upon the perception of the individual toward the love as the object. Sometimes a person develops a love for himself, love of God, love for his beloved which is enough for him just through an admiration, as Byron finishes his lines, ("She Walks in Beauty, Stanza.1).

Byron makes the allusion on love through nature. He uses simile for comparing the beauty of a lady he saw in the party as "the night full of starry night". He also asks himself to think of the picture of love. He still has a question whether he has ability to find happiness and enjoy the beauty of woman or not.

In the following lines, he closes the stanza as the following lines : “ A heart whose love is innocent” (Stanza.3). This line shows that the poet tries to answer his own unstable feeling. In fact, in his feeling, he still has a passion to admire the lady. On the other hand he could not gain his love, as the fact. It is enough for him just admiring the lady.

In the previous part, it has been explained that Byron's life is full of challenges. One of them is about “love “. He often gets the failure on love. Byron's face is handsome. It caused a woman fall in love with him but none gives him happiness and peacefulness of life. (Reask, 1974:24). This problems makes him to have love-affair with many women. He often meditates upon his love. On the other hands, he knows a good way to overcome his problems. He expresses his feeling in verse. The unhappy love he experienced when he was young and unfortunate marriage leads him on the crisis of spirit. “The dream” is as a picture of his disappointed feeling about love. There is not doubt that “The Dream” is called an autobiographical poem. It is composed in July 1816 containing a short of poetic resume of Byron emotional life. When composed his poem, he had just been separated with the woman he loves Mrs. Mary Chaworth. He suffered from disappointed passion, because none did love him.

In his writing poem, Byron's ideas comes smoothly. He compares his imagination with “The lava of earthquake”(Quennel, 1959: 46). Further, he says that “the dream” is his sleeping passions. Byron explains that sleep is boundary between death and life. Dream can become the place where we were able to run away, escape from the real life which is full of heavy burden and sadness, **“And tears, and tortures, and the touch of joy; They leave a weight upon our waking thoughts”**, (“The Dream”, Stanza. 1, L.6-7). He dreams of beautiful and eternal happiness **“Look like herald of eternity”** (“ the Dream” Stanza. 1, L.11). Life for him is like a tyrant which creates **“pleasure and pain”** (“ the Dream” Stanza, 1, L.14) The dream drag him to another world, as far as the dream like. In “dream” he can escape from the burden of life, **“The dread of vanished shadows—Are they so? Is not the past all shadow?—What are they? Creations of the mind?—The mind can make** (“The Dream”, Stanza. 1, L.17-19).

In “The Dream”, Byron expresses two personalities, he himself and the woman he loves. The atmosphere where they are in love is a very romantic one, **“Green and of mild declivity, the last, As'twere the cape of a long ridge of such“**, (“The Dream”, Stanza, 2, L.29-30). He imagines there is a couple of a young man and a young woman who are enjoying life. It represents Byron himself and Mrs. Mary Chaworth. Both of them represents the boy and the maid respectively. Byron cannot say that the woman is young because, **“The maid was on the eve of womanhood; The boy had fewer summers, but his heart: Had far outgrown his years, and to his eye”** (“ The Dream”, Stanza. 2. L. 45-47). The boy just loves her. The maid is not willing to speak to him. The maid is everything for him. His breath is only for her. In short, she was his “life”, **“ The ocean to the river of his thoughts, Which terminated all; upon a tone, A touch of hers, his blood would ebb and flow”**, (“The Dream”, Stanza 2. L. 57-59). There is only one tone that is “love”. He admires her very much **“And his cheek chance tempestuously-his heart”** (“The Dream”, Stanza. 2, L. 60). The maid does not respond his love. She considers him as “Brotherless” (The Dream, stanza 2, L.65). the boy, in his jealous thinks that the maid loves another person. What the boy can do is just keeping silent in his expectation. **“Keep pace with her expectantly, and flew”** (The Dream, stanza 2, L. 74).

The recollection is now using the setting of an ancient house. This an expression to compare his true love and the antiquity of the building. **“The boy stays there in his loneliness. “ The Boy of whom I spake;—he was alone, And pale, and pacing to and fro: anon. He sate him down, and seized a pen, and traced. Words which I**

could not guess of; then he leaned “ (“The Dream”, Stanza. 3. L. 79-82). This lines shows that Byron wants to overcome his loneliness by writing a live letter. He always uses his thought though he does not know whether the love he has is acceptable or not. The boy is in his self consciousness. He knows that she will not welcome his love. What the boy can do is just tearing out the paper and make himself calm, **“For quickly comes such knowledge—that his heart. Was darkened with her shadow, and she saw“** (“The dream “Stanza 3, L. 92-93). In fact the maid does not understand what are found in the boy's heart as a whole. The meeting is a sad event, as **“A table of unutterable thought”** (the dream, Stanza 3, L.97). it means that this meeting cannot make him happy because there is no way to communicate to his beloved. His way of holding her hand is accompanied by a “Cold feeling”. It seems that it is better for him to say good bye or adieu. In the end, they are separated one from the other, with building as the only witness, **“ For they did part with mutual smiles; he passed. From out the massy gate of that old Hall, And mounting on his steed he went his way; And ne'er repassed that hoary threshold more “.** (“The Dream”. Stanza. 3, L. 101-104).

The next step of Byron's life, still represent the boyhood. The boy is conscious now that he has changed from the former period. **The boy is now mature, “ With strange and dusky aspects; he was not. Himself like what he had been; on the sea.”** (“The Dream”, Stanza. 4. L.109-110). He is now a “wonderer” who image many things concerning life and love. He is conscious that he had passed many troubles in his life and it is “summit” as his life. He builds up his life on the bad experiences he had, **“ Of ruined walls that had survived the names. Of those who reared them; by his sleeping side “** (“The Dream”, Stanza. 4. L. 117-118)”. Among the important things among his expression is the idea of religious thought. He now realizes on the existence of God and His help, **“So cloudless, clear, and purely beautiful. That God alone was to be seen in heaven”.** (“The Dream”, Stanza.4. L. 124-125).

In the next lines, the poet's expression concerning the lady. The hope of happiness does not come into reality, **“She dwelt, begirt with growing Infancy. Daughters and sons of Beauty,—but behold!. Upon her face there was a tint of grief, “** (“The dream”, Stanza 5. L. 130-132.). The unstable life have very great influence on his mind. Byron asks himself; when will the sadness come to the end; there is also a question on the reason of the sadness, **“ What could her grief be?—she had all she loved. And he who had so loved her was not there. To trouble with bad hopes, or evil wish,”** (“The Dream”, Stanza. 5. L. 136-138). The hope of happiness does not come into reality. It is the answer of the question why he becomes unhappy. She had not loved him, **“What could her grief be?—she had loved him not. Nor given him cause to deem himself beloved. Nor could he be a part of that which preyed. Upon her mind—a spectre of the past.”** (“The Dream “, Stanza, 5. L. 140-143).

The next step of his dream is on time of his marriage. There exist the happiness. The new spirit of life comes, but without bright future. His thought is again about the bad experience of the past, **“The tablet of unutterable thoughts. Was traced—and then it faded as it came,”** (“The Dream”, Stanza. 6. L. 154-155). The couple live in the same place as it is explained in the former stanza. The setting concerns with the antiquity. They still build. It can be seen in lines, **“The day, the hour, the sunshine, and the shade, All things pertaining to that place and hour, And her who was his destiny, came back. And thrust themselves between him and the light; What business had they there at such a time? “** (“The Dream”, Stanza. 6. L. 162-166).

In this step there is a changing on the lady from because of the “sickness” of the soul. She has changed from her “own mind” while the eyes do not show her own spirit. She

becomes so powerful in the house, as if she is "The queen of a fantastic realm". She has lost her feeling and kindness. The power of love has gone away from her, the wisdom has changed into "far deeper madness". The poet still confused whether this is the truth or the wrong image. He says then that this is nothing but the reality of life, **"And brings life near in utter nakedness, Making the cold reality too real!"** ("The Dream", Stanza. 7, L. 182-183).

This is the last step of Byron's biography, and this is the last changing. The man is alone. Everything around him have gone away from him. He has nothing now. Though the things around him still exist, but they are now "Unfriendly" to him. What he finds now hatred and convention. He is in the condition that, **"With Hatred and Contention; Pain was mixed. In all which was served up to him, until. Like to the Pontic monarch of old days. He fed on poisons, and they had no power,"** ("The dream", Stanza. 8. L. 189-192). This lines shows that Byron tries to find the spirit of life from the universe, as in the universe he finds the "magic mysteries", he can enter the "book of night".

Furthermore, Byron's life spirit seems to rise as he write short poems **"So, We'll Go no More a Roving"** in stanza (1), prove that Byron has intense spirit of life and still have the power of passion to do more work on a-roving. It means that he wants to live longer. Although the atmosphere helps him but he cannot feel it again.

In stanza (2) He is conscious that world is full of challenges. One thing that cannot avoid is death. He can face all the sorrowful life, he can overcome his life problems, but not his death. It is stated in the line **"The sword outwears its sheath"** (Stanza. 2, L. 5).

For closing his lines in stanza (3), it shows us that situation helps us very much, the light of the moon makes people still have possibility and occasion to enjoy life and to wait for coming day. But the reality that man has no power to do anything, makes the fate of man different.

CONCLUSION

One who lives in the world cannot be separated with passion. Each person has passion. Passion can urge someone to evaluate what the meaning and value of life are. In this case, it depends upon individual that stirs passion to get a better and deeper value on life. Passion becomes the driving force on someone's life spirit. The existence of passion is an evidence that one still has the spirit of life.

By regarding the importance of the above problems, the discussion of "The spirit of life through passion in Byron's three poems; "She walks in Beauty", "The Dream" and So, We'll Go No More A-Roving", Lord Byron expression through the strong of passion.

Byron's life spirit is to increase and decrease. He sometimes has a high spirit of life and sometimes he is at the point of despair. He often feels unsatisfied about his own is not perfect and immortal.

All these problems appear as the result of his sorrowful background. Byron becomes a sensitive man. He never feels happy in his life while he was in his youth until his maturity. His life is full of challenges. They make him conscious to overcome his problems. His failure of love and his despair do not make him apathetic in facing his life. It leads Byron to remember God the Almighty.

In order to gain a better goal, the spirit of life which appear through passion, calmness is the most important attitude to be considered. It is dangerous to be in a hurry in doing something.

Three poems of Byron in this article, have the same message on the spirit of life through passion. Life has the problems of sufferings, hate, anger and loneliness, those problem will come to the end on death, which depends on God's decision. So when one

experience the process of living, he needs the spirit of life, instead of having vain feeling. Byron shows his spirit of life through his strong passion.

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The Role of “Matriculation” as Influential Factor Contributing to the Students’ English Performance

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ABSTRACT

“Matriculation” program is a program held by Language Development Institution of IAIN Langsa to prepare and to check the students’ basic knowledge of English. This paper reports the contribution and influence of “Matriculation” program to the students’ English performance. 60 students from 12 different fields at IAIN Langsa during the 2014-2015 academic year and 10 lecturers were chosen as samples. Data were collected using questionnaire, interview and document, and analyzed by using mixed method. The findings indicate that there is only weak and limited contribution of “Matriculation” to the students’ English performance.

Keywords: “Matriculation” program, English Performance

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INTRODUCTION

Along with the flourishing of global connection of this twenty first century, everyone from every part of this world attempts to connect themselves universally. Information from a remote area can be known and dispensed throughout the world in only a second. This speed of global connectivity eventually constrains and drags all people inside it to bare their participation, at least for staying connected and for not being left behind too far.

At the same time, to fully display our participation in the speed of global connectivity is definitely needed certain endeavor. From this point, a global language is one and the only one breakthrough and also capital for staying connected. As a corollary, English is considered a tool to gratify our global need of connectivity.

As a fulfillment of the need of English learning in Langsa and its vanity, IAIN Langsa provides English as one of major of study. Besides, there are also several programs that are earmarked to enrich the students’ English knowledge, “Matriculation” program, for instance.

“Matriculation” is one of pre-sessional program held by Language Development Institution of IAIN Langsa to prime the students’ basic knowledge of English and to check the students’ prior knowledge of English. In this “Matriculation” program, the students from all majors are tested for their knowledge of English in a pre-test. After having the test, the students learn about basic English for several days to strengthen their ability in English. At the last session of “Matriculation”, the students are tested again in a post-test.

By holding this program, the students are expected to be able to use the basic English knowledge to confront upcoming lectures namely English I, English II and English III.

The problem ascribes from the students' score of pre-test to post-test. The difference of both scores is noticed prominently. Subsequently, the average scores from the students' result of English I, English II, and English III are also very good. Moreover, there is a broad discrepancy between the students' high score and the students' English proficiency. In fact, there are several students that have ever followed "Matriculation" program and even got a very good grade, but, unfortunately in English I, English II and English III moreover in Writing or Speaking class, they still cannot write a simple English sentence moreover to speak English fluently. This fact must be a misery for they have taught about basic English in "Matriculation" before. The materials they study in English I, English II and English III are not too different from the materials taught in "Matriculation". And the last, their scores in "Matriculation" are very good but they cannot show the ability as they must. Whereas, the materials taught in "Matriculation" are not merely expected to answer or to get high score in post-test but, moreover, to equip, to facilitate and to ease them in their forthcoming lectures such as English I, English II and English III. The baffling question here is: does "Matriculation" contributes to the students' English performance? In brief, this study aimed at finding "Matriculation's" contribution and influence to the students' English performance.

LITERATURE REVIEW

Quite a number of scholars in the area of education have proposed definitions of language. Nath (2010) has noted that Language is one attribute that sets humans apart from all other creatures and binds humans together across all geographic barriers. While Scarino and Liddicoat (2009) wrote that language is a code that made up of words and a series of rules that connect words together. If language is only viewed in this way, language learning just involves learning vocabulary and the rules for constructing sentences. This understanding of language is, however, a very narrow one. It sees language as fixed and finite and does not explore the complexities involved in using language for communication. Talking about learning language is apart from learning theories. Scarino and Liddicoat (2009) mentioned that there are four learning theories: behaviourism, cognitive theories, sociocultural theories and merged theories.

As previously stated, English is considered a tool to gratify our global need of connectivity. It becomes a global language and a lingua franca to connect everyone from various languages to communicate in one language that has been agreed upon. Kuo (2006) writes that in this competitive era, language proficiency is necessary, not only in speaking, but also in reading and writing. It indicates that English performance is highly needed. A person, not only has to have capability to use passive English, but also active English by showing off their English performance. English performance, as stated by Mosha (2014), refers to level of mastery in terms of comprehension, production and attitudes toward the subject. Language performance can be realized by the meaningful of the students' classroom activities, assignment and task as the implementation and application of language competence (knowledge) they have as a result of learning the language grammatical rule,

structure and vocabulary. The target of having language competence is to be able in producing the correct utterance, meaningful spoken language, and well-performance language structure (Astuti, 2013). It means that the students are not only required to get high score in English test but also to use English in writing and speaking, with correct grammatical rule and structure or in brief, the performance means that they can apply English to communicate, to share and to convey their ideas.

The term "performance", then, often baffles with term "competence". According to Chomsky in Newby (2011), there is a fundamental distinction between competence and performance. He defines competence as the speaker-hearer's knowledge of his language and performance as the actual use of language in concrete situations. In addition, Whitbread in Nyaguthii (2011) describes performance in language activities aimed at developing the oral skills involves doing the following newstelling discussion and play pretend activities. Reading skills performance includes activities such proper use of books, interpret details in objects pictures symbols and signs, and describe objects while writing performance is done through the following language activities coloring objects, writing letters, scribbling, writing patterns drawing and modeling. Therefore, to connect to the purpose of this research, the term "performance" is chosen to this research.

The term "Matriculation" used in this research sounds new, so it is needed to define and describe how a "Matriculation" is. "Matriculation" is an additional activity for new students which held before teaching and learning process to equal knowledge and ease the students in their upcoming lectures. In other countries, although not use the similar term of "Matriculation", there is also certain program resembles "Matriculation" and it is for sure, has its own specification and rules. For instance, at the University of Sheffield, United Kingdom has an English Language Preparation for their new students namely English Language Teaching Centre (ELTC). The ELTC is a highly respected provider of English language education, accredited by the British Council and by BALEAP (previously known as the British Association of Lecturers in English for Academic Purposes). The ELTC is also an accredited IELTS test. The Centre is based in modern purpose-built accommodation designed to promote effective learning, using state of the art educational technologies. The Centre teaches English to a wide range of students from a diverse range of backgrounds preparing to study at The University of Sheffield (The University of Sheffield, 2017). Although it is not identical, but both program have resemblant purpose.

"Matriculation" term is also used at The University of Edinburg, United Kingdom. Here, "Matriculation" is a program which confirms the students' acceptance of the University of Edinburg, gives the students' access to the University's services and facilities (The University of Edinburgh, 2018). Another definition of "Matriculation" comes from University of Ryerson, "Matriculation" is defined as a process by which a new student's status changes from an 'applicant' to a 'student'. This process is performed by the Graduate Studies Admissions & Recruitment Office for new students who do not have any outstanding admission condition or whose admission conditions have been cleared (the University of Ryerson, 2017). In Indonesia, the term "Matriculation" is also used to describe a special program at Universitas Islam Indonesia. This program is held by CILACS UII to give an intensive English learning to the students for one or two semesters.

The aim of this program is to improve and to enhance the students' English ability (Universitas Islam Indonesia, 2017).

Previously, it is needed to pinpoint the extent of English in Indonesia which it is actually considered as foreign language. A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs (Moeller and Catalano, 2015). Then, as explained by Healy et al (1998), that our lives are increasingly international and multilingual. It is imperative, therefore, that substantial segments of our population have a working command of the languages of those individuals with whom they need to interact and communicate. Foreign language training programs have been developed to meet this need. They add that the example of the training program is a language course. A language course could be organized around such principles, and indeed this is the standard practice in many educational settings. At the other extreme is training that focuses on the psychological principles that influence a real speaker's comprehension and production of the language. Therefore, it can be inferred that foreign language training, can be included as one of factors that can affect the performance in using English. In Indonesia, especially in IAIN Langsa, "Matriculation" is held as foreign language training program to get this aim, to give good impact in the students' English performance.

Actually, there are many other factors that have been investigated by researchers that can affect language learning. According to Brown (2002), there are nine affective factors that influence language learning such as self-esteem, attribution theory and self efficacy, willingness to communicate, inhibition, risk taking, anxiety, empathy, extroversion and motivation. Furthermore, other researchers also try to classify the affective factors that influence to learning language (Henter, 2014) such as attitude (Nyamubi, 2016), anxiety (Henter, 2014), metacognitive factor (Kaur, 2017 and Callan, 2016) and demographic factor (such as age, sex, education level, income level, marital status, occupation, religion, birth rate, death rate, average size of a family, etc.). A research that has been conducted by Souriyavongsa et al (2013) describes that there are some factors that influence the students' weakness of English language proficiency, such as, the English teachers are not well-trained, the lack of the students' background knowledge, lack of confidence, fright, feeling shame, and the students are lazy to practice English with native speakers.

RESEARCH METHOD

A. Research Objectives

The study aims to (1) describe the contribution of "Matriculation" program to the students' English performance and to (2) examine the influence of "Matriculation" program toward the students' English Performance.

To achieve the set objectives, this research adopted quantitative approach and applied concurrent procedures which comprise descriptive and correlational study. To describe the contribution of 'Matriculation' program to the students' English performance, descriptive framework is used. On the other hand, to examine the influence of "Matriculation" program toward the students' English performance, product moment is used.

All of the sixth semester students of IAIN Langsa from all different majors were taken as population. Simple random sampling technique is used to select the sampled class from each major. From each sampled class, five students are selected by using purposive sampling. Purposive sampling is chosen with a consideration: students who only have finished English I, English II and English III. The students that meet the criteria then chosen as sample. It includes 60 students studying in 12 different fields at IAIN Langsa during the 2014-2015 academic year, consisting of 24 male and 36 female students. Participation from English lecturers of "Matriculation" and English I, English II, and English III is also needed. Population sampling technique is used to choose sampled lecturers, it means all lectures become a sample in this study by selecting the lecturers who taught at matriculation class and also at English class. There are 10 English lecturers chosen as samples.

The data were collected by using three kinds of data collection method. Questionnaire was used to find out contribution of "Matriculation program. There were two sections of questionnaire for the students. First section was basically on demographic information of the students encounter age, sex, educational background etc. Then in second section, the students were asked some questions about "Matriculation" and their performance in English. To strengthen the data, interview was done to the lecturers of English I, English II and English III to find out the students' English performance based on their perception. Document was also collected to strengthen the data. Those documents are the students' "Matriculation" scores both pre-test and post-test and also the document of the students' results of their English I, English II and English III.

FINDING AND DISCUSSION

A. The students' English Performance

The students' English performance as demonstrated by table 1 (questions no. 7, 8, 9, 10) shows that the percentage of students who are able to speak, write, listen and read in English correctly is always lower than the percentage of the students who still cannot master those four English skills. This data are also strengthened by the lecturers' opinion in table 2 (questions no. 1, 2, 3, 6, 7, 9, 10).

The table below depicts the students' opinions about contribution of "Matriculation" program to their English Performance.

Table 1. The students' opinion about the contribution of "Matriculation" program to their English Performance

No.	Statement	Percentage the students who answer the questionnaire				
		SA	A	N	DA	SD
1	Matriculation makes me understand about basic English grammar	16%	50%	5%	25%	4%
2	"Matriculation" makes me know how to write and speak simple sentences	13%	40%	2%	31%	14%
3	"Matriculation" gives me materials to encounter English I, English II, English III	20%	57%	5%	10%	8%

4	Some materials in English I, English II and English III have been taught in "Matriculation"	25%	65%	0%	8%	2%
5	"Matriculation" contributes to make me easily understand and help me more ready in English I, English II and English III	22%	73%	0%	5%	0%
6	I remember some materials taught in "Matriculation" when I studied English I, English II and English III	31%	55%	2%	12%	0%
7	I am able to write English sentences correctly	17%	23%	8%	42%	10%
8	I am able to speak English correctly	5%	40%	5%	50%	0%
9	I am able to read and understand English text	3%	39%	0%	45%	13%
10	I am able to listen and understand English conversations	18%	31%	0%	51%	0%

The table below shows the English lecturers' opinion about the students' English performance during the teaching and learning process when they taught lecture English I, English II and English III to the students. The percentage represents their students when they teach in classroom.

Table 2. The English lecturers' opinion about the students' English performance

No	Questions	Options	Percentage
1.	How are the performance conditions in the class when the students are asked to speak English?	• Very good • Good • Average • Bad • Very Bad	0 % 40 % 50 % 10 % 0 %
2.	How are your students when you ask them to speak English?	• Motivated • Anxious • Confident	20 % 60 % 20 %
3.	Can your students respond your instruction or answer your question orally?	• Yes • No	80 % 20 %
4.	In your opinion, which of the following factors affecting your students' speaking performance?	• Time for preparation • Pressure to perform well • Listeners' support • Motivation to speak • Confidence • Anxiety • Topical knowledge • Listening ability	10 % 20 % 0 % 20 % 10 % 10 % 20 % 10 %

	• Feedback during speaking activities	0 %
	• Time allowed to perform a speaking task	0 %
5.	Which speaking problems do your students encounter?	• They are worried about making mistakes. 50 % • They are fearful of criticism or losing face. 10 % • They don't know grammar 20 % • They lack in vocabulary mastery 20 %
6.	Can your students understand and get information well when you explain the lesson in English?	• Yes 80 % • No 20 %
7.	How are your students' writing?	• Very good 0 % • Good 40 % • Average 40 % • Bad 20 % • Very Bad 0 %
8.	Which writing problems do your students encounter?	• They don't know basic grammar 40 % • They don't master vocabularies 60 %
9.	Can your students write English sentence?	• They can write simple English sentence but with grammatical errors 70 % • They can write simple English sentence with correct grammar 30 % • They can write long sentence and paragraph with correct grammar 0 %
10.	How are your students' reading ability	• They can read very well and can understand what is being read 40 % • Can read but lack in spelling 40 • Too many spelling errors 20

After analyzing the data, it can be inferred that there are several results obtained from interview and questionnaire. The questionnaire indicates that the students who have followed "Matriculation" program, still admitted that they still could not use and apply English correctly in writing (52%), speaking (50%), listening (51%) and reading (58%). Their English performance was still low. The percentage of Disagree (D) and Strongly Disagree (SD) reached more than 50% that indicates that the students' English performance was still low although they have been followed "Matriculation" program and even though they got good score in English I, II and III.

The students admitted that they were taught basic English grammar (66%) and basic English skill, such as how to read, write (53%) and speak (53%) in "Matriculation" program. The percentage of Strongly Agree (SA) and Agree(A) reach more than 50% that indicates that "Matriculation" have given the students' basic knowledge of English.

Materials that taught in "Matriculation" are the same to materials that taught in English I, II and III. It can be inferred by the fact that the students chose 77% of Agree and Strongly Agree options that they were given materials in "Matriculation" that could help them in taking English I, English II and English III. 86% of them admitted that they could remember the materials instead.

The result from interview shows that there is no prominent performance condition in the classroom when the students were asked to speak although they have been followed "Matriculation" before. There are some factors that influence the students' speaking performance in the classroom such as pressure to perform well (20%), motivation to speak (20%), topical knowledge (20%), then time for preparation (10%), confidence (10%), anxiety (10%) and listening ability (10%).

There are some problems that can make the students complicated to speak such as worries (50%), fright (10%), the lack of grammar (20%) and the lack of vocabulary (20%). This result indicates that the most problem confronted by the students in speaking is not grammar and vocabulary mastery, it is about worries of making mistakes/taking risk factor. Grammar and vocabulary, have been taught to the students basically in "Matriculation" program, but problem of self-worries cannot be taught in "Matriculation", it can be formed from many factors such as environment, background of education, personality and so on.

Furthermore, most of the students can write simple English sentence but with many grammatical errors (70%). The factors cause the lack of the students writing skill are the lack of vocabulary mastery (60%) and the lack of basic grammar (40%). It indicates that although basic grammar has been taught in "Matriculation", but the students still did not get it. Moreover, the students can read and understand what is being read (40%), but still full of spelling errors (60%).

The results explained above shows that basic knowledge that the students got from "Matriculation" apparently did not give strong and big impact to the students' English performance. It can be seen that besides basic grammar and vocabulary mastery or it can be simply said as materials, there are other factors that take big part in influencing the students' English performance, namely motivation, risk taking, anxiety, confidence, topical knowledge, fright and time preparation or it can be concluded that the most affective factor that influences the students' English performance come from the students' personality. It

has correlation to their feeling, attitude, behavior and willingness, inhibition, motivation, fright, shyness, anxiety, confidence and other feelings that can be felt before and during performance. These feelings certainly cannot be taught and trained during taking "Matriculation" because it is needed long time to construct a person's personality to be brave and confident while "Matriculation" program is only held for several days.

The high score that the students got in post-test (after taking "Matriculation") and in English I, II and III were some evidences that materials from "Matriculation" helped the students and gave good influence to the students in taking English test (simply said that the English achievements were good). On the other hand, the results of the students performance (in writing, speaking, reading and listening), show that the students still cannot give good performance. Although materials still give positive impact to the performance, but the lack of the students performance did not caused by materials mostly but it was caused by the students' personality. They still could not speak in long sentences with correct grammar, they also could not produce long and complicated sentences using correct grammar, they could not do that, not only because they lack in grammar, vocabulary and basic knowledge, but it came from feelings inside them that they feel when they were trying to perform English; anxiety, less confidence, fright, worries, etc.

B. The contribution of "Matriculation" Program

The contribution of "Matriculation" to the students' English performance as demonstrated by table 1 (questions no. 1, 2, 3, 5, 6) shows that the percentage of positive opinion from the students is always higher than the negative opinion. Conversely, product moment from table 3 shows that the result obtained 0.5 which means there is only weak correlation between "Matriculation" program and the students' English performance. It is because "Matriculation" program still has limited influence to the students' English performance in which it is only able to motivate and give materials to the students so they felt like "*I have learned*" the materials, not felt like "*I have understood*" the materials.

As for second research objective, product moment is used to find out the influence of "Matriculation" program to the students' English performance.

Before product moment is calculated, normality test is counted to find out normality data of matriculation. After calculating normality and linierity by liliefors and linier regression, the result shows that data is normal and the two variables are linier.

Then, product moment is used to find out correlation between "Matriculation" and English performance, the result of the test can be seen in the table below:

Table 8. Product Moment of Influence of "Matriculation" program to the students' English Performance

No.	Name of Students	Average Score of Matriculation (X)	Average Score of English performance (Y)	X ²	Y ²	XY
1	AM	73	76	5329	5776	5548
2	AFP	70	70	4900	4900	4900
3	HD	54	70	2916	4900	3780
4	SD	39	63	1521	3969	2457

5	DL	58	66	3364	4356	3828
6	MNA	59	60	3481	3600	3540
7	NUR	60	60	3600	3600	3600
8	PR	70	76	4900	5776	5320
9	RR	63	63	3969	3969	3969
10	RTA	62	63	3844	3969	3906
11	EL	68	70	4624	4900	4760
12	FD	58	60	3364	3600	3480
13	FM	75	80	5625	6400	6000
14	LPA	63	60	3969	3600	3780
15	MK	73	70	5329	4900	5110
16	CT	49	60	2401	3600	2940
17	IM	76	80	5776	6400	6080
18	MW	48	65	2304	4225	3120
19	MH	56	65	3136	4225	3640
20	MS	68	60	4624	3600	4080
21	SM	39	70	1521	4900	2730
22	KHS	69	65	4761	4225	4485
23	KN	56	65	3136	4225	3640
24	MJ	81	75	6561	5625	6075
25	NJ	93	75	8649	5625	6975
26	FG	68	60	4624	3600	4080
27	MS	59	60	3481	3600	3540
28	PY	61	70	3721	4900	4270
29	YAZ	83	80	6889	6400	6640
30	CA	69	70	4761	4900	4830
31	AF	71	70	5041	4900	4970
32	CN	68	60	4624	3600	4080
33	DS	87	70	7569	4900	6090
34	FZ	75	80	5625	6400	6000
35	MJR	63	60	3969	3600	3780
36	SA	54	70	2916	4900	3780
37	TA	74	70	5476	4900	5180
38	US	60	60	3600	3600	3600
39	WA	60	60	3600	3600	3600
40	YN	74	70	5476	4900	5180
41	MF	58	70	3364	4900	4060
42	NA	53	60	2809	3600	3180
43	NH	63	60	3969	3600	3780
44	PS	68	70	4624	4900	4760
45	WKS	60	70	3600	4900	4200

46	FT	54	70	2916	4900	3780
47	HM	48	60	2304	3600	2880
48	IPS	52	60	2704	3600	3120
49	IZ	60	80	3600	6400	4800
50	NHY	68	70	4624	4900	4760
51	KR	67	80	4489	6400	5360
52	MAB	57	70	3249	4900	3990
53	MTP	65	70	4225	4900	4550
54	MG	58	60	3364	3600	3480
55	NQ	79	70	6241	4900	5530
56	NA	50	60	2500	3600	3000
57	NJN	55	60	3025	3600	3300
58	PA	52	70	2704	4900	3640
59	UM	55	70	3025	4900	3850
60	UZ	59	60	3481	3600	3540
Total		3787	4037	245793	274165	256923

$$r = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

$$r = \frac{(60 \cdot 256923) - (3787) (4037)}{\sqrt{\{60 \cdot 245793 - (3787)^2\} \{60 \cdot 274165 - (4037)^2\}}}$$

$$r = \frac{(15415380) - (15288119)}{\sqrt{\{14747580 - 14341369\} \{16449900 - 16297369\}}}$$

$$r = \mathbf{0.5112}$$

Table 9. Correlation Criteria

R	Correlation Criteria
0	No Correlation
0 – 0.5	Weak Correlation
0.5 – 0.8	Medium Correlation
0.8 – 1	Strong Correlation
1	Perfect Correlation

From the calculation used product moment above, the final result obtained is 0,5112. It can be concluded that there is only a weak correlation between "Matriculation" and the students' English Achievement. In brief, "Matriculation" does not really influence the students' English achievement. It can be seen from the comparison between r observation and r table, data shows r table is lower than r observation in level of significant 5 %. R table is 0. 214 by calculating df = N -2 while r observation is 0.5112.

CONCLUSION

In a limited area, "Matriculation" has contributed to the students' English performance. "Matriculation" gives a good contribution in providing English materials and basic English knowledge. Furthermore, "Matriculation" makes the students feel more ready to confront the upcoming English lectures such as English I, English II and English III.

On the other hand, "Matriculation" still cannot give maximal contribution in improving the students English Performance. This conclusion is obtained based on the data from questionnaire and interview. The results indicate that although the students' score in post-test and also the score's of English lectures (English I, II, III) is very good, but the student still cannot show their ability in action. Their speaking, listening, writing and reading are still low. The main cause of their bad performance in English is not only because of the lack of English basic knowledge, but comes from their personality that feels anxiety, worry, lack of confidence, fright, afraid of taking risk, afraid of making mistake and afraid of losing face.

Ultimately, "Matriculation" has only a weak correlation to the students' English Achievement. This result obtained based on the result of product moment. The final result 0,5112 indicates that there is only a weak correlation between the high score of "Matriculation" and the high score of English Achievement (English I, English II and English III). In teaching and learning process, the students were found to have no satisfied ability in listening, writing, speaking and reading. They still could not write and speak with correct grammar in long and complicated sentences. It could happen because they did not master grammar and vocabulary, besides, they also had problems with their personality when performing their English such as when they speak or produce a written text. They tend to feel anxiety, worry, lack of confidence, fright, afraid of taking risk, afraid of making mistake and afraid of losing face. In brief, it can be concluded that "Matriculation" does not give a strong influence to the students' English performance but still gives contribution in the students' achievement. Therefore, the contribution of "Matriculation" program to the students' English performance is terribly limited.

RECOMMENDATION

"Matriculation" program is one of prime programs that held by IAIN Langsa to prepare the students' basic English knowledge. To hold this program successfully, the university certainly have spend much expense. Therefore, to inhibit to get rid of it, by means of this research, the researchers expect that stakeholders can try to find the ways to solve the problems of the students' English performance. Based on the results of this study, the following recommendations can be offered as suggestions :

1. The English lecturers must more often to ask the students to perform English. Working in groups is good, but the lecturers must also consider to personal performance. The lecturers also have to create welcome, enjoyable and comfortable classroom's condition and give positive and constructive feedback (appreciate) to the students after performance. So that the students become brave to perform their English ability.

2. Fellow students in classroom must create welcome and delightful classroom condition, by encouraging fellow friends, not giving down criticism, not mocking or demeaning and giving praise and appreciate for their appearance. This can grow the students' confidence.
3. The stakeholders must more often to bring in native speaker lecturers so that the students are more encouraged and motivated to speak.
4. The stakeholders must recheck and renew the materials taught between "Matriculation" and English I, II and III. If it is not suitable, then it can be replaced with the new appropriate one. It is done with the aim of refining "Matriculation" program.
5. The stakeholders, need to do further research such as evaluative research to find out efficiency of "Matriculation" program.

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Collocations Mastery of the University Students

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ABSTRACT

This study is about students' collocation mastery of the English Department students of IAIN Padangsidimpuan. The students' ability in mastering vocabulary is still low; it makes the students' ability also low ability in mastering collocation. This research is in quantitative types, to find out the students' ability in collocation mastery, 25 subjects were involved in this study. A test was administered to them to analyze the collocation selected. The result of the analysis indicated that the sixth semester students of English Department IAIN Padangsidimpuan were in low categories, and it is needed to deliberate learning and teaching. The students felt difficult to understand collocation because they need to remember it more.

Keywords: Collocation, mastery, teaching, and learning.

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INTRODUCTION

In English, one of elements that have to be mastered by students to improve their English is by learning which words go with which word-also called collocations. A good mastery of collocations (typical word combinations) is important for students. By mastering collocations will improve students' skill whether in speaking, writing, reading and listening. English has many collocations. Why do we say „last year“ and not „last hour“? and why do we go somewhere „by car“ or „by train“ but „on foot“? The reason is „collocation“. Knowing the meaning of a word not only requires knowing its dictionary definition; it also need to know the type of words with which it is often associated. Sometimes, students do not realize that the word such as “have a dream” includes to collocate. They do not know much about collocations, and their mother tongue influence them in using collocations. For instance, in Bahasa we say “drink the medicine,” but the true one English is “take the medicine.” The sentence “drink the medicine” comes because they make it as in Bahasa. They also feel difficult to memorize the collocations. Even though, there are many collocations, but if students want to be better in English; like or dislike, they have to memorize and master it. So, it is really important to learn much about vocabulary, specifically collocations.

Actually, collocation ability does not only deal with knowing the meaning of words but also the combinability of multi-word units. Students in Indonesia were still lack sufficient of vocabulary, include for collocation ability. In order to know further about it, the researcher tries to do the research to analyze students' mastery on collocations. The

purpose of this research is to know how far the students' mastery on collocations at sixth semester students of English department of IAIN Padangsidempuan.

LITERATURE REVIEW

a. The Concept of Collocations

Collocation is the combining words to develop vocabulary. Collocation is the way of words combine in a language to produce natural-sounding speech and writing (Lea, 2002:8). For example, in English, you say "strong wind" but "heavy rain". It would not be normal to say "heavy wind" or "strong rain". Meanwhile, Felicity O'Dell and Michael McCarthy (1999:7) stated that collocation means a natural combination of words; it refers to the way English words are closely associated with each other. For example, a non native speaker when want help some one, will say "Can I help you?", while the native speakers will ask for helping by saying "Can I give you a hand?". It means that the native speakers collocated with their languages.

Actually, every language has collocation, and English is full of collocations in which recurrent combinations of words that co-occur more often than expected by chance. It is one way of differentiate native and non native speakers (Parisa Farrokh, 2012). It is a way of the speakers to say their languages which is used by fluent speakers. Based on the quotation above, it is known that collocation is a group of words that usually go together. Collocations are combinations of words which frequently appear together, it is to make speaking more comprehensive, interesting, and fluently.

b. The Importances of Collocations

Collocation runs through the whole of the English language. No piece of natural spoken or written English is totally free of collocation. For student, choosing the right collocation will make his speech and writing sound much more natural, more native-speaker-like, even when basic intelligibility does not seem to be at issue. A student who talks about "strong rain" may make himself understood, but possibly not without provoking a smile or a correction, which may or may not matter.

Furthermore, why do students have to learn collocations is explained by as follows:

- Students need to learn collocations because they will help them to speak and write English in a more natural and accurate way, People will probably understand what you mean if you talk about making a crime or say there was very hard rain this morning, but your language will sound unnatural and might perhaps confuse. Did you mean that there a lot of rain or perhaps that there was a hailstorm?
- Learning collocations will also help students to increase their range of English vocabulary. For example, you'll find it easier to avoid words like very or nice or beautiful or get by choosing a word that fits in the context better and has a more precise meaning. This is particularly useful if you are taking a written exam in English and want to make a good impression on the examiners.
- At an advanced learners and appreciation of collocation can be also helpful in terms of appreciating other writers, use of language.

(O'Dell & McCarthy, 2008)

In addition, Collocation competence is important because enabling the learners 1) to make idiomatic choices and come across as native-like; 2) to process language fluently under real-time conditions, 3) to establish „islands of reliability which enable the language user to channel cognitive energy into more creative, production; 4) to disambiguate meaning of polysemous words, and 5) to understand connocational meaning. (Henriksen, 2012). Actually, collocation is important for the learners in order to broad the vocabularies learning.

Based on the explanation above, it is known that collocation learning is important because: 1) using collocation proved that the language used naturally, 2) collocation will help students to increase their range of vocabulary, and 3) collocation is used to appreciate the used of languages.

c. The Categorization of Collocations

According to Benson et al in Farrokh (Parisa Farrokh, 2012)., collocation can be sorted systematically into two major groups-lexical collocations and grammatical collocations. A lexical collocation could be made up of nouns, adjectives, verbs, or adverbs, like “warmest regards”, “strictly accurate”, and etc. There are seven types of lexical collocations, labeled from a to g, whose structures and examples are given below.

- a. Verb (donating creation or activation)+ noun (pronoun or prep. Phrase) e.g. compose music; make an impression;
- b. Verb (meaning eradication or nullification)+noun e.g. revoke a license; demolish a house
- c. Adjective+noun, e.g: strong tea; a rough estimate
- d. noun + verb, e.g: bees buzz; bombs explode
- e. noun 1 of noun 2, e.g: a pack of dogs; a herd of buffalo
- f. adjective + adverb/ adverb + Adjective, e.g sound asleep; hopelessly addicted
- g. verb + adverb, e.g achor firmly; argue heatedly

Moreover, there are 27 (twenty seven) kinds of grammatical collocations (Indayani, 2016). The collocation are:

- 1) noun + preposition combination (ex. blockade against, apathy towards),
- 2) noun + to + infinitive (ex. the foresight instructions, anobligation, a permission),
- 3) noun + that – clause (an agreement that would go into effect in a month),
- 4) preposition + noun combinations (ex. by accident),
- 5) adjectives + preposition (ex. angry at the children),
- 6) predicate adjective + to + infinitive (ex. necessary to work),
- 7) adjectives + that – clause (ex. afraid that she would fail her examination), and
- 8) 19 collocation verb patterns (ex. He sent him the book, He described the book to her, She bought her husband a shirt, and so on).

From the kinds and the examples of collocations above, it is seen that the vocabularies become wide, so the students’ vocabulary will be broader and increased.

RESEARCH METHOD

This research was done in IAIN Padangsidimpuan in TBI-1 class at the sixth semester students of English Department. The location institute at Jl. H.T. Rizal Nurdin KM. 45 Sihitang. South East Padangsidimpuan. Method of this research is qualitative research by using descriptive method in which based on the collection and analysis of nonnumeric data such as: observations, interviews, and other more discursive sources of information. By using descriptive method, the researcher try to analyze students' mastery on collocations and describe the result. The subjects of this research are students of TBI-1 at the sixth semester. The researcher took twenty students as the source of the data. For the instruments of the data, the researcher only used test and interview. In this research, the researcher used multiple-choice test. Interview was given for sixth semester students of IAIN Padangsidimpuan, the questions were appropriated with list of interview. Interview was done for getting data about the difficulties that usually faced by sixth semester students of IAIN Padangsidimpuan in mastering collocations.

After collecting data, the researcher analyzes the data by scoring as the technique of analyzing data. The test i.e multiple choice consists of ten items and each item has one score. In scoring the test, the researcher used the scale 10 - 100. After knowing the result, the researcher tried to find the percentage of the variable. In analyzing the data, the researcher used the test for collecting data of students' mastery on collocations.

FINDINGS AND DISCUSSION

a. Students' Result in Collocation

The result of this study showed that the students' collocation mastery is still low, they do not understand well about the collocations. Based on the result of the test given to students, it can be seen that highest score of students is only 70 (seventy). The lowest score is 30 (thirty). The result of the test which is given to the students has shown that among twenty five students which is given multiple choice test about collocations; only five (5) students who are in good and enough qualification, they got 70 and 60 points.

There are 10 (ten) students who are in poor qualifications, with the score between 30 – 49, and 5 (five) students in the score of 50 (fifty five), it means that the students are in fair qualification. There are 5 (five) students got the score higher than 50. The result can be seen in the following table:

Table 1 The Percentage and Qualification Score of students' mastery on collocations

No	Category	Total Students	Frequency	Percentage
1.	Poor (0% - 49%)	10	10	40 %
2.	Fair (50% - 59%)	5	5	20 %
3.	Good (60% - 70%)	9	9	36 %
4.	Excellent (80% – 100%)	1	1	4 %
Total		25	25	100%

The calculation and qualification of score is from David in Ratna (Ratna Sari, 2012) said that there are four levels of mastery:
800% - 100% : Excellent

60% - 70% : Good

50% - 59% : Fair

0% - 49% : Poor

To find the percentage of the students' score, the researcher used the formula as below:

P : Percentage

F : Frequency

N : Number of subject

1. The percentage of the students' mastery on collocations that have poor qualification, there are ten students. The percentage is as follow:

$$P = \frac{10}{25} \times 100\% = 40\%$$

2. The percentage of students' mastery on collocations that have fair qualification. There are two students. The percentage is as follow:

$$P = \frac{5}{25} \times 100\% = 20\%$$

3. The percentage of the students' mastery on collocations that have good qualification. There are thirteen students. The percentage is as follow:

$$P = \frac{2}{25} \times 100\% = 36\%$$

4. The percentage of the students' mastery on collocations that have excellent qualification. There are 1 student. The percentage is 4 %, as follow:

$$P = \frac{1}{25} \times 100\% = 4\%$$

Based on the percentage above, the highest qualification is 40% in poor qualification. It means that the students are still in fair or enough qualification in mastering collocations. There are only 1 (one) student got the score more than 8, it is on excellent criteria. Where as based on the mean-score of the students in mastering collocations, it is known that their ability is = 50.4 Based on the mean-score, it is 50.4; the category of the students in mastering collocation is the poor qualification. It means that the students still need to improve their ability in mastering vocabularies. Furthermore, from the interview of the students for mastering collocations; the students stated that it is difficult to recognize whether it is in a dictionary meanings, or in collocation cases. Many students realized that learning vocabularies, especially collocations need to be serious in order to make them being able to master it. From interviews, it is known that vocabulary is needed to be remembered, many things need to improve in their learning vocabularies. Unfortunately, remembering vocabularies is difficult for them. By this information, the students and learners need to pay attention to learn vocabulary, especially to know more about collocations. It needs to understand that the learners and students must learn more about collocation, it is to imcrease and enlarge their vocabularies.

The findings showed that the students' ability in comprehending collocation is still low, because the mean-score of the students are only 50.4. What has been found in this study is related to what has been found before (Kweldju, 2015), where the students'

English Department collocation mastery is in the level low. These two studies are in line to the students' mastery in mastering collocation. Moreover, collocations are important for learning, include for reading comprehension. Better comprehending in collocation has made the students be better in reading comprehension (Indayani, 2016). It is proved that vocabulary is needed for mastering English skills. Moreover, learning vocabulary needs strategy and techniques, appropriate techniques or strategies will make the students be better in learning. To support the findings above, it is really needs to state that mastering vocabulary needs some techniques or strategies, as in some findings (Harida, 2013) & (Harida, 2015). They stated that learning vocabulary needs strategy and techniques in order to make the mastering of vocabulary, especially for collocation studies.

From this finding, it is known that collocation mastery and collocation learning are good for learning vocabularies. Then, the teachers must give support and motivation to the students to learn well.

CONCLUSION

Based on the result of the test which students done in students' mastery on collocations at sixth semester of TBI-1 of IAIN Padangsidimpuan, the researcher can conclude as follows: (1) The students who have good qualification in mastering collocations are 36%; (2) The students who have fair qualification in mastering collocation are 20%; (3) The students who have poor qualification in mastering collocations are 40%; (4) The students who have excellent qualification in mastering collocation are in 4%.

From the result above, the researcher can conclude that the students' mastery on collocations at sixth semester of TBI-1 of IAIN Padangsidimpuan is in enough qualification. It happened because of so many collocations that have to be memorized by students, and they do not memorize it much, and even sometimes they do not realize that the combination words that they use is included to collocation. So, the students and the lecturers or teachers must make the intensity of learning vocabulary, especially giving special explanation about collocation.

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