



ELITE JOURNAL:

Journal of English Linguistics,
Literature, and Education

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Performance

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ELITE JOURNAL:

Journal of English Linguistics,
Literature, and Education

E-ISSN: 2580-9946, P-ISSN: 2580-9938

Volume 2, Number 1, June 2020

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ELITE JOURNAL:

Journal of English Linguistics,
Literature, and Education

E-ISSN: 2580-9946, P-ISSN: 2580-9938

Volume 2, Number 1, June 2020

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ELITE JOURNAL:

Journal of English Linguistics,
Literature, and Education

Journal ELITE is English Education, Linguistics, and Literature Journal (e-ISSN: 2580-9946 p-ISSN: 2580-9938). It is a peer-reviewed open-access journal and follows a double-blind review policy. The Journal is scheduled for publication biannually, in June and December, with the first issue to appear in June 2019.

The Journal has been indexed on Garuda Ristekdikti and Google Scholar.

Dynamics System Analysis in Measuring English Language Performance

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ABSTRACT

Measuring the performance of language is a challenge to the education system in every education level. In measuring the performance of language, the analysis should be conducted in each individual to find the best understanding of the learners' real performance of language ability on language learning. Conventionally, the test evaluator is evaluating the achievement by using a one-time test to analyze the language achievement in a time-saving and simple evaluation. While the conventional evaluation method seems to be practical, the result of the evaluation is only revealing the language achievement on the day the test is administered by ignoring the dynamics of the language acquisition of the learners. The research is dealing with implementing a new method in understanding language acquisition of the performers. The research employs descriptive-quantitative method and gathering the data in a series of 4 times data collections by using specific task to the students in English department of UMM as the purposively selected subjects. Following the data collection, the analysis is conducted in a series of 4 analyses to show the 'movement' or the dynamics of the language performance and use. Based on the result, the research validates the dynamics system analysis as a new method of measuring language performance in detail.

Keywords: Dynamics System Theory, Language Performance, Language Learning

First Receive:

3 June 2020

Revised:

4 June 2020

Accepted:

25 June 2020

Final Proof Received:

28 June 2020

Published:

30 June 2020

How to cite (in APA style):

Adityo, (2020). Dynamics System Analysis in Measuring English Language Performance. *ELITE Journal*, 2 (1), 1-8.

INTRODUCTION

Understanding the way the people acquire the language requires an in-depth analysis on each elements of the language being used. The way a person acquire a language, or language acquisition, can be vary to each person including the environment of the language learning, the intelligence of the person, the willingness and choice of learning topics and methods, or the material that is being used in the language learning. Another point to be considered is the role of a teacher in the language acquisition in which varied from the provider to the evaluator of the language learning.

In the role of teacher as the evaluator, the evaluation process takes an intense time of the conduct in each individual learners to find the best understanding of the learners' achievement on language learning. In most condition, the teacher is evaluating the achievement by using a scheduled test to understand the language achievement to get an easy and time-saving evaluation. This problem happened mostly on human factor as it can be concluded from the previous research (Adityo & Wardani, 2019) that using tool for evaluation has similar strength to human evaluation. While the aforementioned evaluation method involving human seems to be practical, the result of the evaluation is only revealing the language achievement on the day the test is administered by ignoring the dynamics of the language acquisition of the learners.

The form of understanding the language acquisition can be varied to understanding the fluency, accuracy, or the complexity of the learning process in an in-depth analysis on each elements. It was proposed that complexity of the language is the goal of language learning as the role of language as a communication tools dictate us in using more complex utterances in delivering our meaning. In understanding the raise of complexity of the utterances, a research to find a new method of language measurement should be conducted by implementing the dynamics system theory in understanding the students' language performance.

In measuring the language, the view that language learning can be measured in one event must be further revolutionized to dynamics event as language performance is more to a complex activity involving social environment and personal reason in performing the language (Adityo, 2015), as well as its preferred application from its performer.

This research is focused in proposing a new method of measuring language performance by validating the implementation of dynamics measurement method to effectively measure the individual language performance in detail. This research is purposed to illuminate the application of using dynamics measurement method in measuring the language performance in proposing a new method of evaluation process of language learning.

LITERATURE REVIEW

Theoretical Framework

a. Dynamics Systems Theory and Language Acquisition

Language acquisition is a complex and unpredictable process with many variables attached to the process and that there is a crucial role of interaction between every variables related to the language learning (De Bot, Lowie, & Verspoor, 2007). In reconsidering the variables involved in a process of language learning, the use of simple pre-test and post-test to determine the succesfulness of the teaching and learning process is not appopriate enough and only capable to give a straight line of the process. As one of the challenges of working on second language acquisition (SLA) is to capture the ongoing emergence of complexity, fluency, and accuracy in learner language (Larsen-Freeman, 2006), most of the language measurement only covers one of the variable in one state. The Dynamics Systems Theory (DST), however, suggest to look at the variables as a cause-and-effect relation between the teaching and learing process with the language acquisition. The systems co-relate the interaction of the variables such as environment, motivation, and physical condition with a complex system as a inter-related relationship, that every change in one variable will affect the whole variables within the systems. The DST become the basic for a framework to measure how one single variable in language learning is affecting, and affected by another variable, an example of the acquisition of a new vocabulary can affect the forming of new phrases and clauses, hence, different strategy in describing an object in spoken, written, and cognitive form. Furthermore, to the best of our knowledge, no studies have compared processing times for translated L1 items, congruent items, and incongruent items in the same study. This is unfortunate because it prohibits us from gaining a better understanding of how the L1 affects the processing of L2 collocations(Wolter & Yamashita, 2017).

b. Language Performance in Dynamics System's Perspective

Language acquisition occurs normally in parallel to the environment supporting the language mastery. Support from the environment and learners' own attribute have a crucial role in how the learners approaches L2 learning and then to perform the language as a way of communication. Language performance including the issues of acculturation of culture and attitude towards the language surely have impacts on linguistic development of the individual learners(Polat & Kim, 2014).

Language performance is varied and dynamic in every individual. Different people have different rate of acquisition either given by their natural traits such the effect of first language (Park, 2013), ancestry of the target language, language intelligence, or high motivation; or environmental support from the surrounding such as the availability of the sources.

As the environment changes, language changes (Baronchelli, Chater, Christiansen, & Pastor-Satorras, 2013). The changes of the languages affect the performance of the language in individual level. Different environment resulted in different result even the performer is the same person and the given topic of the exam is the same. This changes affected by the environment is ignored in conventional test that observe the language ability based on one-time performance only.

METHOD

Research Design

As aforementioned in the research purpose, the research is dealing with application of a dynamics analysis in understanding language performance of the students by employing comparative-quantitative method. The data is gathered in a series of 4 data collections in one semester by using specific, yet similar, task to the students in English department of UMM as the selected subjects. Following the data collection, the analysis is conducted in a series of sub-analyses of four times data collection to show the ‘movement’ or the dynamics of the language acquisition and use; and to be further analyzed into quantitative description and analysis. In the final stage of the research, the result of the analysis is described in a chart with description for illuminating the movement of the language performance of the participants.

This research involves the participation of four students of third semester from English Department currently undergoing writing class and selected based on the specific criteria: 1. Currently undergoing writing class, 2. Have similar adequate knowledge of English, measured by the evaluation of their first and second semester English skill performance, 3. Willing to participate on the research, supplemented with legal research consent following the BERA guidance and research ethics guide from Dornyei (in Abbott, 2009).

Research Instrument

The instruments used in this research are document analysis taken from language test. The document analysis conducted from the writing product of the participant towards 4 writing test with same topic to avoid the bias of topic preference. The selection of similar topic is following the data collection method of Larsen-Freeman (Larsen-Freeman, 2006) with the purpose to measure the improved language elements over the time period. The document is used in quantitative approach to measure the lexical rarity of the utterances by providing language test' score as the evidence.

Data Collection Procedure

The data collection procedure were employed by conducting a meeting involving the researcher, research assistants, and the participant of the research to discuss the ethical consent, and the conduct of the research. Second, conducting the first test as the first stage of the analysis (1st data collection). Third, conducting 3 times dynamics tests in a series of analysis with the help of research assistants in total of 4 data collections. Fourth, collecting the data in the form of analyzed dynamics data.

The data were analyzed in a series of steps including, first, interpreting the data gathered from data collection. Second, measuring the result of the tests from the participants based on the four time data analysis and presenting the result in a form of chart. Third, drawing the conclusion and the discussion on the implementation of dynamics measurement method.

FINDING AND DISCUSSION

Based on the analysis, it can be presented that dynamics system analysis reveals the different score of the participants over the same topic. As shown in the figure 1, the participants are following a close-approximate pattern between their own performances in every data collection.

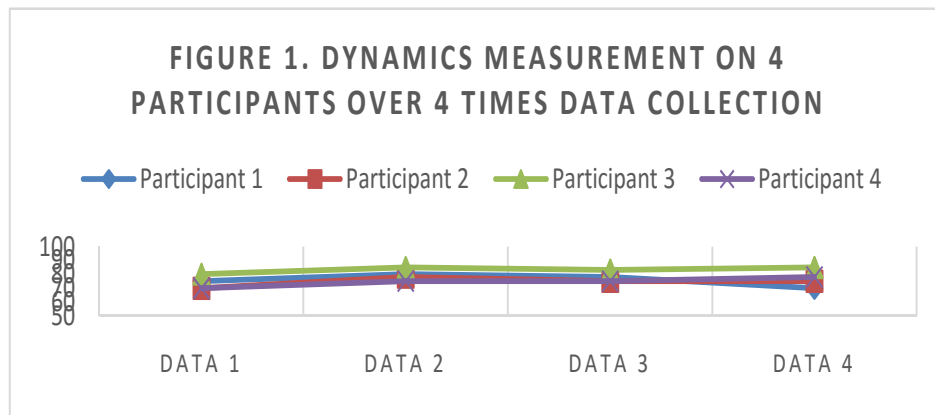


Figure 1. Dynamics Measurement on 4 Participants over 4 times Data Collection

This result showed that there are changes in the performance of each participant in individual level. The changes are following a pattern of performances over the 4 times period that formed a slightly-curved straight line. The changes are normal as performances are directly affected by certain conditions and create dynamics change. The dynamics change is caused by the environment as well as the personal reason of the participants affected their language performance. The changes are shown in the following table:

Table 1. The Participants Score Over 4 Times Data Collection

	Participant 1	Participant 2	Participant 3	Participant 4
Data 1	75	70	80	70
Data 2	80	78	85	75
Data 3	78	75	83	75
Data 4	70	75	85	78

The data can be described as follow:

- Participant 1 undergone changing in the scores over 4 time period with the pattern 75 in the first data collection, 80 in the second data collection, 78 in the third data collection, and 70 in the fourth data collection. The average score of participant 1 is 75,75 and proposed as the real performance score of the participant 1.
- Participant 2 undergone changing in the scores over 4 time period with the pattern 70 in the first data collection, 78 in the second data collection, 75 in the third data collection, and 75 in the fourth data collection. The average score of participant 2 is 74,5 and proposed as the real performance score of the participant 2.
- Participant 3 undergone changing in the scores over 4 time period with the pattern 80 in the first data collection, 85 in the second data collection, 83 in the third data

collection, and 85 in the fourth data collection. The average score of participant 3 is 83,25 and proposed as the real performance score of the participant 3.

- Participant 4 undergone changing in the scores over 4 time period with the pattern 70 in the first data collection, 75 in the second data collection, 75 in the third data collection, and 78 in the fourth data collection. The average score of participant 4 is 74,5 and proposed as the real performance score of the participant 4.

The research showed that performances are dynamically diverse and affected by environmental and personal factors. It is inaccurate to measure language performance by using a one-time test that only measure the performance on the day the test is administered. As the performances of the participants are different, the average score taken by the design of dynamics system analysis on specific time and topic are able to measure the diverse result and giving the closest approximate to the real language ability of the individual.

CONCLUSION

Dynamics system analysis is showing different approach from conventional scoring methods which solely focused on the performance of the participants on the day the test is administered. The conventional test completely ignored the condition of the test participants and scores them without revealing the real ability of the participants. In contrast, dynamics system analysis is analyzing the performance of each participant through a series of analysis to reveal the real ability of the test participants by considering the 'ups and downs' of the language performance affected by the environment. Therefore, administering dynamics system analysis design in measuring language performance is validated to be a better method in language measurement and evaluation.

ACKNOWLEDGEMENTS

The researcher acknowledges the financial and research support given by the Directorate of Research and Community Services (DPPM – in Indonesian context) – University of Muhammadiyah Malang.

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The Use of Talking Chips Technique in Teaching Speaking

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ABSTRACT

This research aim to identify how the implementation of Talking Chips technique can improve the students' speaking ability. The population is student of grade X SMAN 3 MAJENE. The sample of this study was only one class and total number of students was 30 students. Research method that used is quasi-experimental design. This study was conducted by using multiple pre-test and post-test. During the treatments, there were problems related to classroom management, fluency and comprehensibility. Those problems could be minimized. After posttest, there were still problems, but the problems were fewer than previous ones because students had showed the awareness in speaking English. The research findings show that the implementation of talking chips could improve the students' speaking skill in delivering speech and the classroom situation of speaking class. The improvement of students speaking skill includes: 1) Students had enough vocabulary to deliver speech; 2) the students were able to pronounce the word correctly during delivering the speech; 3) the students could produce the sentences grammatically correct; 4) the students delivered the speech more fluent. The improvement of classroom situation includes: a) the class was more alive because the students' participate actively during the speaking class; b) there was an equal participation during the speaking class; c) the students were motivated to speak English than Indonesian. It can be concluded that the implementation of talking chips can improve the students speaking ability in delivering speech and the classroom situation. It is hoped that this result can give other teachers inspiration to implement talking chips in their classroom.

Keywords: Talking Chips, Speaking.

First Receive:
29 April 2020

Revised:
2 June 2020

Accepted:
25 June 2020

Final Proof Recieved:
28 June 2020

Published:
30 June 2020

How to cite (in APA style):

Junaedi, A. (2020). The Use of Talking Chips Technique in Teaching Speaking. *ELITE Journal*, 2 (1), 9-22.

INTRODUCTION

Speaking English is still a difficult skill for senior high school students. It was based on an observation and interview with the teacher and the students in the tenth grade in SMAN 3 MAJENE. The researcher found some problems causing the low students' speaking proficiency. These problems are indicated by several factors, both from students' speaking skill and the classroom situation. From the speaking skill for example, most students are not able to pronounce the words correctly. It happened because the teacher more concern on reading, that's why the students have lack of chance to practice it. It is also caused by the limited chance to practice. Some students

often produce incorrect grammatical sentence because they have lack of knowledge about grammar. The last, some students are not able to express their idea because they have problem in vocabulary. Then, from the classroom situation such as, the students prefer did nonacademic activity to focus on the lesson, most of students did not pay attention to the teacher, there was less interaction between the teacher and the students, and the class was dominated by some students

In line with the facts mentioned above, Ur (1996), argued that students have problems in speaking activities, such as inhibition, low motivation, mother tongue use, and nothing to say. Those problems were often occurred when students spoke English. Harmer (2007) also says that there are two elements of speaking which become problems for students. Those elements are comprehensibility and fluency. Those elements are very important for students in speaking English. They have to consider about those elements when they are speaking English. It is because without considering those elements, our speaking will not be good. Then, the problems of fluency and comprehensibility also cause misunderstanding between speaker and listener, if the speaker cannot speak fluently and comprehensibility. In brief, students should pay attention to elements of speaking. Harmer (2007) says that if students want to speak English fluently and comprehensibility, they need to be able to pronounce the words correctly and speak without mistakes in grammar.

Teaching speaking needs innovation to improve students' speaking fluency and comprehensibility. Thus, this research attempts to apply Talking Chips technique in teaching speaking in to see whether this technique could help students to speak fluently and comprehensibility. According to Kagan (1992), Talking Chips Technique is a technique of teaching speaking which makes the students interested and help students to speak. It is because this technique can make students: (1) active in the classroom, (2) learn how to cooperate in a group and (3) have a chance to speak English because in Talking Chip, students are divided into several groups and each member of the group will have a turn to speak English. Related to talking chips technique, Furyanto (2011) had conducted this technique in teaching speaking using action research. This research is going to investigate whether discussion using the talking chips technique can improve the speaking skill of the X students of SMAN 3 MAJENE or not, and to know the strength and the weaknesses of the implementation of discussion using the talking chips technique when it is used to teach speaking.

LITERATURE REVIEW

Previous Research

There are some researchers who had conducted the research by findings out the Talking Chips Technique can improve significantly students' speaking skill:

1. Safitri (2014) in her research, the effectiveness of talking chips to teach vocabulary viewed from student's interest (An Experimental Study at the Sixth Grade Students of SDN 2 Danyang Purwodadi in the Academic Year of 2012/2013) found that Talking Chips is more effective than Translation Method in teaching vocabulary.
2. Hardiyanti (2013) in her research, Improving students' participation in English class using talking chips (A Classroom Action Research at the Tenth Grade Students of SMAN 5 Surakarta in the Academic Year of 2012/2013) found that the implementation of Talking Chips improves the students' participation in English class.
3. Putra (2014) in his research, the effectiveness of talking chips method to teach speaking viewed from students' intelligence quotient (An Experimental Research At The First Semester Students of STKIP-PGRI Pontianak In The Academic Year Of 2013/2014) found that Talking Chips method is more effective than Peer Tutoring method in teaching speaking.
4. Syafryadin (2013) in his research, the use of talking chips technique in improving students' speaking achievement found that Talking Chips could improve students' achievement in teaching speaking at one of the senior high schools in Bandung.
5. Herianto (2012) in his research, teaching speaking by using combining scripting and talking chips strategy at junior high school found that using these strategy is a way that will help to teach the students, improve students' motivation to speak English, and increase their interest to learning English.
6. Yanda et al (2013) in their research, pengaruh penggunaan teknik talking chip terhadap hasil belajar IPA Fisika siswa kelas VII SMPN 1 Jurai Kabupaten Pesisir Selatan found that there is a significant influence on using of techniques talking chips on student's learning outcomes in Science Physics at grade 7 SMPN 1 Jurai Pesisir Selatan acceptable real level of 0.05.
7. Amirta (2010) in her research, pengaruh model pembelajaran kooperatif dengan teknik talking chips terhadap hasil belajar kimia siswa found that cooperative

learning model with Talking Chips technique has effect on students learning chemistry achievement.

Based on the findings above, it can be concluded that some experts found that the Talking Chips Technique can improve significantly students' speaking skill.

Theoretical Framework

a. Definition of Speaking

Speaking is one of skill that students should study in the classroom because speaking is not a simple skill in learning English, because it is very useful to communicate directly. It can be used to convey ideas or other purposes in having relation in the world. There are some definitions of speaking according to experts. According to Cameron (2001:40), speaking is the active of language to use express the meanings in order to get the response from listener. It can be assumed that speaking as the activity of a person to express his or her ideas, feeling or something in her/his mind to get response from other person by spoken language.

b. Teaching Speaking

Teaching speaking is important in language learning. In this case, the teacher needs to encourage student's participation by making experience interesting and motivating, and also the teacher should support the students to practice English as a habit in order to make their English speaking ability can use to interact with other in daily life.

The aims of teaching speaking are to enable students to communicate verbally in daily life situation. According to Cameron (2001:40), it is crucial for teacher to take the responsibility for checking the students understanding to language being used and the purpose of the activities is being carried out. It is really important for the teacher to make the students understand in learning. The teachers have to consider that students understand about the aim of learning process. Therefore, the teachers must give the students opportunity to provide input to all phases of classroom activity.

Furthermore, Nunan (2003: 48), teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Where is speaking is totally natural, speaking in a

language other than our own is anything but simple. Teaching speaking involves providing students with the component of language, it is hoped that they would eventually put them all together and speak.

c. Principle of Learning and Teaching Speaking

Speaking is a productive skill. Theoretically, according to O'Grady (1996) , it is a mental process. This means that it is a psychological process by which a speaker puts a mental concept into some linguistic form, such as word, phrases, and sentences used to convey a message to a listener. So the speech production is the process by which the speakers turn their mental concept into their spoken utterances to convey a message to their listeners in the communicative interaction.

d. Comprehensibility and Fluency in Speaking

Nunan (1998: 63) says that learning activities are those which focus the learner on developing comprehensibility and those which focus on the development of fluency. Brumfit in Nunan (1998:63) concerns with fluency or comprehensibility in follows:

...Language display for evaluation tended to lead to a concern for comprehensibility... in contrast, language use requires fluency... It will on occasion also require monitoring and problem-solving strategies, but these will not be the most prominent features as they tend to be in the conventional model where the students produce, the teacher corrects, and the student tries again.

e. Cooperative Learning in Speaking

Slavin (2009:63) states that cooperative learning has been popular since a long time ago. At that time, teacher motivated his students to cooperate with others in certain activities, like discussion or peer-teaching.

Besides, the teaching and learning process does not have to be conducted in a traditional way where teacher fully controls the process. Instead, it reveals that students can teach and learn from one to another. Lie in Isjoni (2009:63) says that a lot of studies had been conducted and they prove that peer-teaching works more effectively than teaching conducted by the teacher alone. It means that a successful learning can also be achieved with peers, not only teacher. In this case, teacher plays his role as a facilitator.

f. Teaching Speaking Through Talking Chips Technique

Talking chips is one of the teaching techniques of cooperative learning which is developed by Dr. Spencer Kagan in 1992 for the first time. In talking chips students participate in a group discussion, giving a token when they speak.

The purpose of this technique is to ensure equitable participation by regulating how often each group member is allowed to speak. Because it emphasizes full and even participation from all the members, this technique encourages passive students to speak out and talkers to reflect. Talking chips is useful for helping students discuss controversial issues, and it is useful to solve communication or process problem such as dominating or clashing group members.

METHOD

The design of this research was the quasi experimental research (time series design). Quasi-experimental design consist only experimental class without control class. Data collection of this research comprised qualitative data and quantitative data. Qualitative data could be seen from the result of observation sheet. It was because that instrument was used to collect more information about the implementation of Talking Chips Technique in speaking English. Then, it could be seen from teaching and learning process and how the problems that face by students could be overcome. While, quantitative data were seen from speaking test.

In this case, the result of evaluation test was as the consideration in cultivating the quantitative data. The quantitative data elaborated about the result of comprehensibility and fluency in speaking.

This research used two independent raters to make the evaluation more valid. In this case, the researcher and the English teacher in SMAN 3 MAJENE had a role as independent raters. The data in this research were analyzed by using descriptive and inferential statistic. Descriptive statistical analysis was used to describe the maximum and minimum scores, mean, and deviation standard. Then, the inferential statistical analysis was used to test the hypothesis. Before the hypothesis test was done, it was conducted normality test of the data as the condition for testing the hypothesis. Normality test was used for knowing the normality of data distribution.

To know whether there was a significant difference or not, then the posttest score was analyzed by the dependent t-test. Two scores from pre and post-test collected. The important thing in dependent of t-test was to find the difference between pretest score and post test score.

Here are the steps to compute dependent t-test: State the hypothesis, the null hypothesis is difference between students speaking with Talking Chips Technique and without Talking Chips Technique, that is

$$H_0 : \mu_1 \neq \mu_2$$

The alternative hypothesis is that there is no difference between students speaking with Talking Chips Technique and without Talking Chips Technique:

$$H_1 : \mu_1 = \mu_2$$

- b. Select level of significance. The 0.05 is the level of significance as $\alpha = 0.05$
- c. Compute t, the formula is:

$$t = \frac{\bar{XD}}{SD / \sqrt{N}}$$

Which:

$$\bar{XD} = \frac{\sum D}{N}$$

$\bar{XD}$ = Mean of the difference score

SD = standard Deviation

X = Score of difference score

$\sum D$ = Sum of difference scores

N = Number of sample

State the results (t), if it is less than value of the level significance (accept H_0) or greater than value of the level significance (accept H_1)

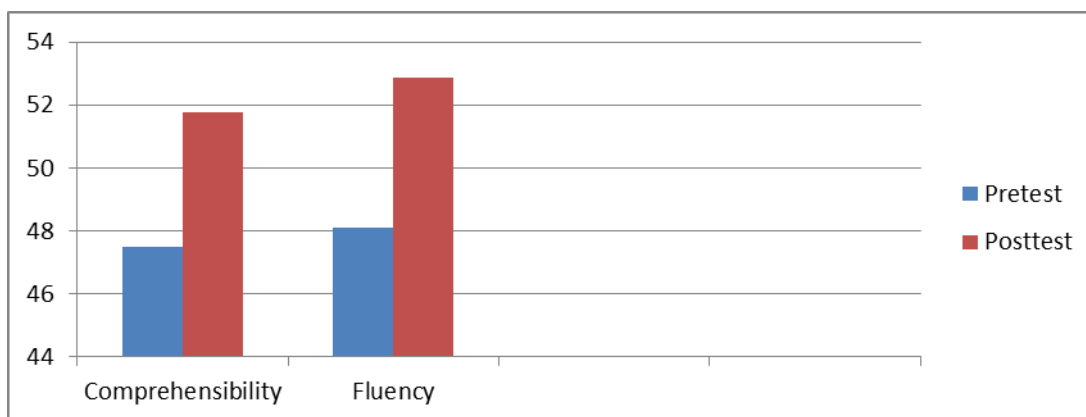
FINDING AND DISCUSSION

The researcher analyzed the result finding in using of talking chips technique in speaking class. The finding includes the using of talking chips can improve the students' speaking skill which covers fluency and comprehensibility and also the students' attitude in the class.

The improvement of students' speaking skill

The students comprehensibility mean score in pretest was 47.50 then improved into 51.77 in the posttest then fluency mean score 48.10 in pretest improved into 52.87

in posttest. The improvement of students' mean score in the pretest and posttest can be seen in the charts below.



The students' attitude during the implementation of Talking Chips

Beside the improvement of speaking score, another finding of the research is the improvement of students' attitude in joining the speaking class. The students were motivated to speak up during the teaching learning process. The class is more alive because the students participated actively during the teaching learning process. Even the shy students are motivated to speak. They frequently speak in English rather than in Indonesian. It is because working in group is less intimidating than working individually. It is also caused by the researcher support, he always tells to the students that they don't need to be afraid in making mistakes during the speaking up. The using of talking chips also encourages students to actively interact in the class. Comparing to the situation in the observation, their interaction improved caused by the equal chances that each student has.

The following table is a result of multiplication of the data through SPSS program. The data in the table shows the answer of the research question by the result of the t-test where the significant difference is compared to the probability value. But before t-test is done, it was conducted variances and normality test of the data as the condition for testing the hypothesis.

Table 1. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.220	5	15	.347

The result of variances test in the table above shows that the value of asymp Sig. > 0.05. It means that the data was homogeneous so the researcher could continue analyzes with normality test below.

Table 2. One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		30
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.18507123
Most Extreme Differences	Absolute	.100
	Positive	.090
	Negative	-.100
Kolmogorov-Smirnov Z		.545
Asymp. Sig. (2-tailed)		.928

a. Test distribution is Normal.

b. Calculated from data.

The result of normality test in the table above shows that the value of asymp Sig. (2-tailed) > 0.05. It means that the data distribution was normal so the researcher could continue analyzes two scores from pretest and posttest by the dependent t-test. The result of t-test can be seen in the table below:

Table 3. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-4.567	1.478	.270	-5.119	-4.015	-16.921	29	.000

The result of t-test in the table above shows that the significant value is lower than the probability value (0.05). It means that there is significant difference between the students' speaking ability before and after being taught by using talking chips technique where the students' speaking ability improved significantly in posttest (after being taught by talking chips technique) so null hypothesis (H_0) was accept.

Based on the research findings, the researcher found that the use of talking chips technique can improve the students' speaking ability significantly. The research

findings above showed some important points as follows: (1) the improvements of comprehensibility (accent, grammar, and vocabulary), (2) the improvements of fluency (speech flow, average speed, and pausing), and (3) the improvement of students' participation in doing the group discussion.

Referring to the findings in this research, there were two main points to be discussed. They were the improvement of students speaking skill and the participations in the teaching learning process. They were discussed as follows:

1. The Improvement of the Students' Speaking Ability

Based on the result of the test done in the pretest compared to the posttest, there were improvements in the score of speaking in almost every aspects of speaking skill. Improvements were on: (a) the students accent, several students improved their way of pronouncing words and could say the sentences clearly; (b) students' grammar, several of students could arrange text using appropriate conjunction and express their sentences in appropriate tenses; (c) Students' vocabulary, students got some new words during the discussions related the topic that they were discussed; (d) students' fluency, most of students could deliver their speech clearly and fluently because in the group discussion, the students were not shy to speak anymore.

This research supports some related previous researches. Safitri (2014) conducted her research by using talking chips technique. Her research shows the difference between the students' ability which is treated through talking chips and students that did not treated through talking chips technique. She found that talking chips is more effective than translation method in teaching vocabulary. In line with it, Hardiyanti (2013) found that the implementation of talking chips improves the students' participation in English class. She also found that the students were able to communicate with others in the group while preparing the speech. They delivered ideas or opinions with their simple language. It means that by using talking chips, there were improvements in each of speaking aspects because this technique enabled the students to interact with the other members of the group. The interactions enabled the students to get support or even challenge from their mates. Thus, the students tend to make effort to be better.

Otherwise, the other related researches supported by this research are Herianto (2012) and Yanda et al (2013) researches. Herianto also used talking chips in teaching speaking in his research. He found that using this strategy is a way that will help to teach the students, improve students' motivation to speak English, and increase their interest to learning English. Other than that, Yanda also found there is a significance influence on using of talking chips techniques on students' learning outcomes in Science Physics at grade 7 SMPN 1 Jurai Pesisir Selatan.

2. The Improvement of the Students' Participation in the Teaching Learning Process

Based on the observation, it was found that there were improvements from pretest into posttest. The improvements were on students' participation in joining the English speaking class and students' activities in the group discussion. By using talking chips in this research, there were improvements in the students' participation in joining the English speaking class.

From observations, it appears that student activity increase after the process of cooperative learning talking chips technique especially in terms of teamwork. Every student who wants to speak or express an idea, they must firstly lift the cards, and then the cards are collect in in the middle of a table. The process is continued until all of the students can use the card to talk. In this case, there is no student who dominates and there is no student is not active, all students have to express their opinions. This stage is aimed to helping students in develop a sense and understanding of complex concepts.

So it could be concluded that the use of talking chips in improving the students' speaking competence and participation was clearly proved. Their active participation in the group discussion gradually improved from step by step because talking chips creates equal joy to learn, equal share of job and equal chance to practice. The students have self-motivation to finish their job consciously for their own benefit to have the same chance to practice talking as it stated by Barkley (2005:118-120) that by using this technique. The contribution of the members for the success of achieving the meaningful learning is bigger than using individual technique.

CONCLUSION

Talking chips Technique had been implemented well in teaching speaking based on the procedures. During the teacher conducted Talking Chips Technique, students still got problems related to the classroom management, procedures of talking chips Technique, fluency and comprehensibility. During several meetings of treatments, several problems could be solved, but the problems about fluency and comprehensibility still occurred. However, those problems were still less than previously. It was the same as after posttest, students still made mistakes in terms of fluency and comprehensibility. However, the mistakes were fewer than before.

The improvement of students' speaking achievement could be seen from the mean score of pretest and posttest. In pretest, generally, the mean score of fluency was 48.10 and 47.50 for comprehensibility. In posttest, generally, the mean score of fluency was 52.87 and comprehensibility was 51.77. Those mean scores got improvement from pretest to post test.

It indicated that there was significant improvement of talking chips technique to students' speaking skill. Next, it was caused also by the progress of the students. For example, they were active in speaking, high motivation, responsible for their task and so on. Besides, the cooperative learning elements which had been implemented well during the talking chips Technique was implemented in teaching speaking like face to face interaction, individual accountability, simultaneous interaction, and equal participation.

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Non-literal Meaning Analysis in the Novel "On the Bright Side, I'm Now the Girlfriend of a Sex God"

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ABSTRACT

Since meaning is categorized into literal and non-literal ones, semantics scholars have been agreeing that the focus of language research should be more of the non-literal ones. Non-literal meaning analysis is pivotal since the meaning cannot be interpreted literally. This study concerns about the analysis of non-literal meaning consisting of metaphors, connotative meaning, idioms, and figurative meaning in the novel "On the Bright Side, I'm now the Girlfriend of a Sex God". Using a library research under the umbrella of descriptive qualitative research paradigm, the researcher sampled 60 pages of the novel. The sample calculation itself was in accordance with Wilumila's proposition of systematic sampling (2002:7). The discussion suggests that non-literal meaning found in the novel is used to hide speakers' innuendos behind the curtain, for example the humor element contained in the novel can be revealed without showing the intention to joke. Thus, it can be concluded that the use of non-literal meaning in the novel simply serves as hyperbolic and poetic functions.

Keywords: Non-literal Meaning, Novel, Poetic

First Receive:

1 November 2019

Revised:

2 June 2020

Accepted:

25 June 2020

Final Proof Recieved:

28 June 2020

Published:

30 June 2020

How to cite (in APA style):

Nugroho, R. A., (2020). Non-literal Meaning Analysis in the Novel "On the Bright Side, I'm Now the Girlfriend of a Sex God". *ELITE Journal*, 2 (1), 23-40.

INTRODUCTION

Discussion about meaning is spread in real life contexts. The meaning plays a role as a tool to convey the experience of the soul, mind, and purpose. The study of the word meaning is discussed in semantic study. The semantic field is limited to efforts to examine the process of transposition of word meanings in language use. Ullman (1972:88) explains that "when someone thinks of something said, at the same time he thinks about his point of reference or vice versa." Relationship, two things, between intention and words, delivers meaning, even though the reference is permanent, but meaning and speech can be different.

In semantic there are discussions about non-literal meaning of lingual expressions. Furthermore, the discussion of non-literal meaning about lingual expression will appear in the studies of metaphor, connotative meaning, use of idioms, and figurative meaning (Weiland, Bambini, and Schumacher, 2014:583). Metaphor is the direct expression in the form of analogical comparisons. In metaphor, the use of word or words is without the actual meaning. It is seen as a painting based on equality or comparison instead.

Meanwhile, connotative meaning in *A Glossary of Literary Term* is "a meaning that is not real. It is generally satirical and is a denotation meaning that has been modified". In English, metaphor and connotation are also called figurative meaning. Furthermore, idiom is a language expression in the form of word combination (phrases) which contains one fixed meaning which cannot be interpreted with the meaning of words that construct them up. Moreover, figurative meaning is the meaning of a word that is not the true meaning, but rather something, and has aesthetic goals. This analysis of non-literal meaning is considered important because its meaning requires deeper understanding from the readers to interpret. In addition, non-literal meaning also has the potential to create multi-meanings and ambiguity. Therefore, readers need more effort to understand non-literal meaning, especially if the expressive meaning is read by readers with different language and cultural backgrounds (Gibbs, 1980, 1983, 1984).

In this study, the researcher uses the novel *On the Bright Side, I'm now the Girlfriend of a Sex God* which is one of the stories written by Louise Rennison. This story is Rennison's second writing about Georgia and his family's life. His first writing, *Angus, Thongs and Full-Frontal Snogging* has been made into a film. *On the Bright Side, I'm now the Girlfriend of a Sex God* tells about the life of a 14-year-old girl named Georgia who lives in England. This novel tells the story of a teenager's up and down who has begun to experience other types of relationships, family relationship, and relationship with their friends. This novel which is written by Rennison is in the form of a diary writing that tells the daily life of Georgia and is composed in time order. The novel aimed for teenager reader market is chosen because the language style for teenager's novel is different from the novel in general. Linguistically, there are many uses of non-literal meaning and other styles of non-formal language. It makes teenage novels become a highly complex reading (Tagliamonte and D'Arcy, 2004; Tagliamonte and Denis, 2008).

Research on the analysis of non-literal meaning has been carried out by several researchers, such as by Nugroho (2010), Samuelsson (2013), Kokkinakis (2013), Holmqvist (2014), and André (2017). The research conducted by Nugroho (2010) discussed about non-literal meaning of address term. His research examined the functions and objectives of the address terms which have the purpose as non-literal symbols. Unfortunately the research is only limited to address term units, not in sentence units. Samuelsson (2013) discussed the use of metaphors and idiomatic expressions found in various schools in Sweden. His research examined how metaphor and idiomatic expressions are taught in schools. Although the researcher took natural data sources in his study, his research did not discuss connotation and figurative meaning. In fact, connotation and figurative meaning also have the potential to cause ambiguity and multi-meanings. Furthermore, a study conducted by Kokkinakis (2013) discussed figurative meaning in clinical texts in Sweden. In this study, Kokkinakis found the fact that there were several examples of figurative

meaning in clinical texts, such as "emotional slide" or "go through black holes". Unfortunately, he only examined figurative meaning and his analysis also did not include the role of context as an explanatory element of figurative meaning. Further relevant research is carried out by Holmqvist (2014). His research discussed about idiomatic expressions and idioms contained in *The Secret History* by Donna Tartt. Holmqvist managed to find facts about the form and purpose of idiomatic expressions and idioms contained in the novel. The results are then verified by the reader of the novel. Unfortunately, the research did not discuss connotation, metaphors, and figurative meaning which can lead to the complexity to understand meaning, because of its ambiguous nature. The latest research discussed was conducted by André (2017). The study examined figurative meaning found in Buchi Emecheta's novel, *The Rape of Shavi*. André found the fact that the novel uses a lot of figurative speeches that symbolize something. The symbolization arises from the socio-cultural influence of the writer who lived in two different cultures. Unluckily, this research only discusses figurative meaning, even though connotations, idioms, and metaphors are also elements which are influenced by socio-cultural factors.

Through this article, the researcher analyzes metaphors, connotative meaning, the use of idioms, and figurative meaning contained in the novel written by Rennison entitled *On the Bright Side, I'm now the Girlfriend of a Sex God*. Then, the purpose of this paper is to find out the metaphor, connotative meaning, the use of idioms, and figurative meaning found in *On the Bright Side, I'm now the Girlfriend of a Sex God*. This novel is chosen because novel, as a literary work, has never been separated from the reflection of the real world. By reading a literary work, humans can expand their knowledge of all the problems which might occur in their lives. As revealed by Wellek and Warren (1990:78), literature represents life and lives in large measurement, a social reality. Fiction is one genre of literatures that presents variety and development of interesting topics.

LITERATURE REVIEW

Semantics

The word "semantic" actually comes from the Greek adjective *semantickos* which means "important". Semantics, in summary, can be explained as a field of science which examines the meaning of words and sentences in language. Semantics in language, generally, can be examined from various points of views. Likewise, the semantics in Indonesian can be examined from several aspects such as and references, words, sentences, types of meanings, changes in meaning, proverbs (including language conclusions), semantic elements in grammar, and non-literal elements in a language.

Chomsky (1965) states that semantics is one of grammar components (two other components are syntax and phonology) and the sentence meaning is determined by semantic components. Semantics, with its object, that is meaning, is in all or at all levels of

constructing. Then, meaning is in the phonological, morphological, and syntactic level. Structural linguists, in fact, are not very concerned with this meaning issue, because it is considered not included or becomes an equivalent level with the constructive and interrelated level.

Hockett (1954), for example, is one of the structural experts who states that language is a complex system of habits. Hockett then added that the language system consisted of 5 subsystems, namely the grammatical subsystem, phonological subsystem, morpho-phonemic subsystem, semantic subsystem, and phonetic subsystem. Since Chomsky expressed the importance of semantics in linguistics, semantic study as part of linguistic studies became lively. Semantics is no longer peripheral object, but it becomes object which is equivalent to other fields of linguistic studies.

Metaphor

Metaphor is an expression to understand a concept in comparison with other concepts where between the two concepts there are similarities or correlations in certain things. Similarities or correlations between two things which are compared are not all needed, but only a few parts. Metaphors are often used to understand the concept of an entity by understanding other entities and to describe things beautifully because they contain a certain value. In the following example we can feel the sense of value implied in the metaphorical cycle of the sun, backbone and rat. The metaphorical domain uses implicit comparison between two different things, so that it does not use comparative words such as "like", "as", "as if", "alike", "as though", "be like", and others.

Connotative Meaning

Zgusta (1971:38) argues that connotative meaning is the meaning of all components in a word plus some fundamental values which usually have function to mark. According to Harimurti (1982:91) connotative meaning is the "aspects of the word or group of words meaning which are based on feelings or thoughts that arise or are caused by the speaker (writer) and listener (reader)". A word is called to have connotative meaning if the word has "sense value", both positive and negative. If it does not have a sense of value, it will not be said to have connotation. However, it can also be called as neutral connotation. Positive and negative sense values of a word often also occur as a result of using the word referent as a symbol. If it is used as a symbol of something positive, it will have a positive sense; and if it is used as a symbol of something negative, it will have a negative feeling. The example is the word 'eagle'. Because it is used as a symbol of the Indonesian republic, the word 'eagle' has become a positive sense of value. Unlike the word 'eagle', the word 'crocodile' has connotative meaning that is a negative feeling, which is a symbol of crime.

The connotative meaning of a word can differ from one community to another, in accordance with the views of life and assessing norms in the community. Like the word pig, in areas where the majority of the populations are Moslem, it has a negative connotation because the animal according to Islamic law is unclean and prohibited. Whereas in the area where the majority of the population is not Islamic, such as on the island of Bali or the remote area of Irian Jaya, the word pig does not have a negative connotation. The connotative meaning can also change from time to time. For example, the word "lecture" first has a negative connotation because it means "talkative" but now the connotation is positive. On the contrary, the word "woman" had a neutral connotation before the Japanese era, but it has a negative connotation now.

Idioms

Idioms are expressions (such as terms or phrases) whose meanings cannot be derived from direct definitions and compilation of their parts, but are indirect meaning known only through general use. In linguistics, idioms are generally considered to be a style of language that is contrary to the principle of compositionality, although there is still a debate about this. Idioms can confuse people who are not familiar with them. People who learn a new language must learn the idioms of the language as they learn other vocabularies in that language. In fact, many words in natural languages are formed as idioms but they have been well assimilated so that they lose their former meanings. There are two kinds of idioms, namely full idioms and partial idioms.

Full idioms are idioms that all elements have merged into one unit, so that the meaning which is owned reveals from the whole unit. The word "toiling" and "green tables" are the examples of full idioms. Partial idioms are idioms in which one element still has its own lexical meaning. For example, the words "a white book" means 'a book containing official information about a case'; the words "a blacklist" means "a list that contains the names of people suspected of committing a crime".

Figurative Meaning

Figures are formed based on comparison or equation. In <http://wikipedia.org/wiki/kiasan>, it is explained that "figures of speech are flowery words, not in the actual sense of the word". The figure of speech is used to give a sense of beauty and emphasis on the importance of what is conveyed ". Figurative language style compares something to something else. It means trying to find traits that show similarities between the two things (Keraf, 2006:136).

This figurative language style is first formed based on comparisons or equations. Comparing something with another thing actually means trying to find characters that show similarities between those two things (Keraf, 2006:136). Figurative or associative

meaning is the meaning of words or lexis based on feeling or thought that arise in the word 'greeter (*penyapa*)' and '*pesapa*'.¹ This meaning appears as a result of the associative feeling of language speaker towards lexemes that are recited or heard. The figurative meaning covers the whole relation of meaning with the external world of language. This meaning relates to the language user, personal, feeling and values. The figure of speech is different from the direct meaning in several ways, including:

1. Figurative meaning is not only limited to language but also to other communication systems such as music;
2. Figurative meaning is unstable and it changes according to the taste value of the speaker; and
3. Figurative meaning is unlimited and it continues to grow and develop.

Based on the description above, figurative meaning can be summed up as a linguistic entity which has intention to impress the beauty by comparing things to other things for aesthetic purposes.

METHOD

In accordance with the type of research corpus, the lingual unit in a Louis Rennison novel is entitled *On the Bright Side, I'm now the Girlfriend of a Sex God*. This research is categorized into qualitative research which is in form of library research. Qualitative research method was chosen because of its ability to unfold hidden information, so as to provide detailed information. Taylor and Bodgan (1998:23) stated that qualitative methods as research procedure that produces descriptive data in the form of written or oral words in the novel which will be analyzed using content analysis methods. Whereas, according to Semi (1993:8) library research is research carried out in the research room or library where researcher obtains data and information about the object of research through books or other audiovisual tools. The object of the research was taken purposively because the researcher did not aim to generalize the research findings, the researcher would only take samples based on an explanation from Wilumila (2002:7) where Ns (the number of pages of this novel) were divided by the aspects to be explored. In this study, $N = 24$ and there are 4 aspects to be discussed, so $24:4 = 60.75$. The researcher observed about 60 pages of this novel to explore these four aspects. According to Wilumila (ibid.) Sampling is included in systematic sampling.

¹ Pesapa is derived from the word 'pe' and 'sapa'. Pe means doer. Sapa means greet. Both words are combined without changing the first consonant of the verb 'sapa'. However, as the rule, it must be changed to 'penyapa'.

FINDING AND DISCUSSION

In this section, the researcher presents the findings and analyzes the findings related to metaphors, connotative meaning, idioms, and figurative meaning found in the novel *On the Bright Side, I'm now the Girlfriend of a Sex God* by Rennison (2001). The following are research findings on the non-literal meaning in the novel completed by explanatory samples based on the types of non-literal meaning.

Table 1. *Amount of Non-literal Meaning*

Type	Metaphors	Connotative Meaning	Idioms	Figurative Meaning
Number of data	29	19	26	17

Source: Findings from a 60-page sample

Metaphors in *On the Bright Side, I'm now the Girlfriend of a Sex God*

The metaphorical term is an expression of understanding about a concept in comparison with other concepts in which between the two concepts there are similarities or correlations in certain criteria. In *On the Bright Side, I'm now the Girlfriend of a Sex God*, there are metaphorical references as the following:

(1) *I just looked ironically at **his chewed trousers***

The context of situation in sentence (1) was when Georgia was talking to the police who came to his house to give Angus, a Georgian cat. The police was angry to Georgia and her cat because Angus had bit his trousers. Georgia assumed that the incident was not Angus' fault as the police trousers were torn apart.

In sentence (1) there is the phrase *his chewed trousers*. The word *chewed* which means chewing will usually be associated or collocate with noun which means food, for example *I chewed meatball / gum*. However, in the sentence (1) the word *chewed* is paired with object, namely trousers to refer the torn trousers. This phrase has a metaphorical meaning in it because it matches the verb for food with trousers that cannot be eaten. In this context of situation, the phrase “torn trousers” isn’t preferred because the trousers had been bitten by a cat. The phrase “chewed trousers” is used instead of using shredded trousers. The phrase *chewed trousers* is used because of the similarity in semantic feature. That is the result of chewing or chewing action that ends in something or objects that are torn and messy. Furthermore, the metaphor that appears in sentence (1) is related to the similarity of human perception to an untidy form, which in this context relates to messy trousers, being torn apart.

(2) *You can't just leave **sex gods**, you know they have to be kept under constant surveillance*

The context of situation in sentence (2) is when Georgia explained that she could not leave Robbie, her boyfriend because he is very handsome and perfect. Georgia described Robbie as *sex gods* or the god of sex in literal meaning.

The term *sex gods* for Robbie is a metaphorical form in which there is a picture or equation given by Georgia to Robbie. Robbie's figure, according to Georgia, is a physically perfect man. Based on this description, Georgia gave the nickname the god of sex. The description of the god figure that is described as a perfect human being who has strength is the right comparison for the Robbie's figure.

The god of sex label is given because Georgia thought that Robbie is someone who is very perfect because of his good physical appearance. So the description of sex gods given by Georgia to Robbie is to illustrate that Robbie has the power to attract the attention of the opposite sex by using his physical appearance. Furthermore, *sex god* metaphor in sentence (2) shows the similar character between Robbie and '*god of sex*' or in other words Georgia wanted to show that Robbie is a sex symbol reflected in his physical character and behavior.

(3) *You would think that **Hawk Eye** (Headmistress, aka the Oberfurer) would think of something more imaginative to write than, "Hopelessly childish attitude in class."*

The context of situation in sentence (3) is that Georgia felt displeased with the headmistress whom Georgia labelled her a hawk eye as the nick name for giving unpleasant comment about her. Previously, the principal had labelled Georgia as a childish person in class.

The nickname given by Georgia is a metaphor by describing human with animal or animal's body part. Like someone who gets the nickname hedgehog hair, it is because his hair is stiff and facing upwards like a porcupine spine. The eagle eye nickname given by Georgia to the headmistress is also a nickname given based on the same characteristics between eagle eyes and the Georgia's headmistress. Eagle is a bird known for its hunting skills. Aside from its flying ability, the eagle is famous for the sharpness of its eyes as it can see its prey from a distance. It was the eagle's eye image that was described as the principal. It is a description of the principal attitude that paid much attention to her students sharply and frighteningly. Moreover, the hawk eye metaphor is a metaphor for the meticulous character possessed by the principal with the sharp vision of an eagle.

(4) *I am lucky if I get **one square** meal a week. I'm getting really, really thin.*

The context of situation in sentence (4) tells us when Georgia felt that he did not feel cared for so she felt sad when she got very little food. She will be thin, very thin. It means the size of *one square* which is defined as a patch that is usually used to measure the width of a room or land. For the size of the land or field, 1 plot is a very small size. Georgia used that measurement to measure the food she got for a week. It means that the food she got was very little. This can be seen from the description given by Georgia that she got very

little food, and she would become very thin. Furthermore, in the sentence (4) listed above, there is a metaphor that compares two perceptually equal things. In this case there are perceptual equations related to size (small size) in the context of small food portion and small (narrow) land sizes.

5) *I looked through him as he was just **a floating guitar in midair**.*

The context of situation in this sentence is about Georgia's comment when she remembered her meeting with Robbie after they broke up. Georgia commented that she would be cold and as if she didn't want Robbie when she met him later. The cold attitude shown by Georgia towards Robbie is described in sentence (5) in *a floating guitar in midair*. Georgia described that she looked at Robbie like a guitar thrown (in the air). Something thrown means something unwanted. So, if Robbie is regarded as something thrown into the air, it means that Georgia did not want Robbie anymore, just like an object thrown away and no longer wanted. Moreover, in metaphor context of *floating guitar in midair*, there are direct comparisons fused in the form of perceptual equations. There are similarities in perception, namely: objects that are not desirable anymore (guitar and Robbie).

6) *Although I have only snogged two other boys so far and one of those was **part boy part whelk**.*

The context of situation in the sentence (6) is when Georgia was complaining about her kissing experience with her male friend. She told me that she only kissed two men and even one of them was not something that should be seen or told. Georgia described a boy she didn't like using the phrase *part boy part whelk*, that the man is not completely male. The word *whelk* was used by Georgia to describe Georgia's feeling towards men. *Whelk* means a snail-like animal, but that does not mean that the person who kissed Georgia was a strange man who was half a snail. Georgia provided this description by taking the characteristics of snails, which are slow and slimy animals. Because Georgia had kissed him and their kisses were full of male saliva, she said that the man was half human, half snail.

Whelk which also means acne also gives a picture of Georgia's feeling to the intended subject. Acne is a small object that grows on the face and is considered as an annoying thing and disturbing facial appearance. As Georgia felt to the boy that he was annoying. The word *whelk* is one example of metaphor because it describes a comparison between someone who can be called a real man as a boy and compared to the word *whelk* which means snail or acne.

In this case, the use of *part boy part whelk* phrase has two points of view; the first point of view is to group *part boy part whelk* into metaphorical group because the direct comparison between *boy* and *whelk* and the second point of view is to group *part boy part*

whelk into connotative meaning, because of the snail and acne connotations which are disturbing entities in human life.

(7) *Oh good grief, welcome back to **the land of the crap**.*

Georgia didn't like the school where she studied. She also did not feel comfortable in his school and she expressed it by saying sentence (7) which literally means "God, welcome to the island full of rotten objects". The phrase *the land of crap* used by Georgia as the nickname for the school is a comparison between a school-shaped building and an island full of rotten objects. The phrase was not meant by Georgia as a land in the school which was full of rotten objects, but she described her school as a place where there were unpleasant things. Moreover, the metaphor in sentence (7) is a direct comparison of character equality and unpleasant school perception with *land of the crap* as 'island full of rotten objects'. In this case Georgia's perception of the school led to a comparison between the unpleasant experiences experienced by Georgia and various kinds of rotten objects; furthermore there are similarities in semantic features, namely an unpleasant atmosphere or a place that is not comfortable to stay.

(8) *I thought I would go completely **jelloid** and **dribbling**.*

The context of situation in sentence (8) is when Georgia told how she felt when she met Robbie, her boyfriend. She said how she would turn out to be someone different. The sentence (8) explains in detail how Georgia changed when she met Robbie. Georgia described herself as *jelloid* when she met Robbie. *Jelloid* in a denotative context means something that is frozen, like water becomes ice. However, the meaning in sentence (8) does not mean that Georgia would be frozen when meeting Robbie. It reveals meaning that she could not move like ice or a jelly. The image that she could not move is a metaphor meaning of the word *jelloid*. It can be concluded that by using the word *jelloid*, Georgia felt nervous so that her body could not move.

The word *dribbling* which means reflecting or controlling the ball like in basketball or football in sentence (8) describes Georgia's behavior that could not be silent or could not control herself because of excessive exuberance. The character of the ball bounced on the ground is compared to the human character who jumps here and there because of joy. The words *jelloid* and *dribbling* are examples of metaphors because they try to compare between entities such as jelly or ice with someone's behaviour who is quiet in silence and the movement of carrying or controlling the ball with human behavior that cannot control herself due to excessive excitement. Furthermore, there is a comparison of characters between 'frozen' character and 'dribbled or managed ball' with human characters.

(9) *Dragged myself up from my **bed of pain** and went all the way downstairs and picked up the phone.*

In sentence (9), the context of situation was that Georgia woke up from her daydream because she heard a telephone ringing downstairs. Georgia's father and mother asked her to pick up the phone because of Georgia's father and mother were busy in the kitchen. Finally, Georgia rushed downstairs uneager and picked up the phone. *Bed of pain* in sentence (9) has a literal meaning 'bed sick' but in the context of situation in sentence (9), *the bed of pain* is a metaphor for the daydream of sadness experienced by Georgia. Furthermore, the use of *bed of pain* phrase is included in the type of *illogical mixed metaphors*, that the comparison has an illogical impression. *Bed of pain* in real condition is an illogical expression because in the real world there is no expression of 'sick bed'.

However, *bed of pain* is used because of its semantic features. *Bed of pain* has a semantic feature, an entity that is related to sad daydream. If we study deeply, the bed has the semantic features as the place to rest and empty the mind. This is compared to the daydream carried out by Georgia. This comparison is reasonable because there is similarity in semantic feature, namely empty thoughts. The word *pain* has a semantic feature that is similar to sadness, namely 'painful feelings' experienced and felt by a person's mental. Therefore, Rennison uses the bed of pain to describe the daydream of extreme sorrow.

Bed of pain in sentence (9) has an emotional metaphor which is included in *illogical mixed metaphors*. Furthermore, this case also appears in Shakespeare's artwork "*to take against a sea of trouble ...*" In this example *a sea of trouble* has an illogical meaning, as well as *a bed of pain*. The purpose of using this metaphor is to overestimate something, so that readers can easily capture the perception desired by the author. Moreover, this *bed of pain* metaphor is a comparison with perceptual equation and involves object categories or comparing with objects in the space of human perception.

The Connotative Meaning in "On the Bright Side, I'm now the Girlfriend of a Sex God"

The connotative meaning is another meaning that is "added" to the denotative meaning that relates to the taste value of the person or group of people who use the word. The following are the findings of connotative meaning in *On the Bright Side, I'm now the Girlfriend of a Sex God*.

(10) *I'm so **hot** and restless.*

The context of situation in sentence (10) is when Georgia considered herself a person who could not be underestimated. She thinks that she has advantages in terms of 'charming in her sexual appeal'. The word *hot* means literally hot, but when the word *hot* is used to describe human nature, a person is not described as someone who is hot, burning or ignited by fire. When someone is described as someone who is hot, it means that her physical appearance can arouse the passion of people who see her and increase heat in the

body. Thus, the meaning of word *hot* in sentence (10) is Georgia felt that she had physical appeal which could attract attention from the opposite sex and the word *restless* which has meaning as unable to stand still emphasizes that Georgia always attracted people's attention. The connotative meaning of the word *hot* in sentence (10) contains positive and negative connotations. Positive connotation arises when the meaning of the word *hot* here raises a spirit for Georgia to respect herself. The negative connotation will arise when the meaning of the word *hot* is used by commercial sex workers to sell themselves.

(11) *He laughed so much on his false teeth shot out. He was **wheezing** away for so long.*

The context of situation in sentence (11) is when Georgia commented on his grandfather's fake teeth that would come out if he laughed out loud. Georgia described his grandfather's behavior by saying he would act weird all the time. Georgia used the word *wheezing* to describe the grandfather's behavior. The word *wheezing* means denotatively as sigh. In the sentence (11) the grandfather would not sigh like a long sigh. The meaning of the word *wheezing* in the sentence is meaningful because the grandfather was old, so when he laughed he would not laugh out loud like a young man but he let out a sound like someone sighed repeatedly and it sounded strange.

The word *wheezing* in sentence (11) means a negative connotation because the behavior that arises from the meaning of *wheezing* is that someone will act awkwardly and strangely. The word *wheezing* actually has a neutral connotation, but in the context of the sentence (11) above the meaning becomes negative because it degrades other and has an unpleasant value for other. This is also related to the agreed consensus upon the British community about the word *wheezing* which means 'people who do not have the ability to make a sound perfectly and loudly again'.

(12) *She is practically a **midget**.*

Sentence (12) is a comment given by Georgia for her best friend Jass. The relationship between Georgia and Jass is a friendly relationship full of diverse feelings. They sometimes need each other but they can sometimes disagree then they do not greet each other. The sentence (12) is an expression of Georgia's feeling for Jass when she was annoyed by Jass.

Georgia used the word *midget* to aim at Jass. *Midget* means short people or those who are genetically small and have limited growth. However, the meaning of Georgia's word is not to describe Jass as being small but that Jass' image is like a midget who has a negative connotation for English people. Smaller people usually often become mockery in society because of their abnormal body shape like most people and they are often regarded as people who are useless and not included in the intellectual group. So, the meaning of the word *midget* in sentence (12) is that Jass is like a stupid person who has no intelligence.

The word *midget* in sentence (12) is a negative connotation because only the negative characteristics of the *midget* used by Georgia in the sentence, such as slow, strange and not so smart. Moreover, the word *midget* actually has a neutral connotation, but in sentence (12) the word has a sense of value that is not pleasing to other because it is related to the view of life or shared norms adopted by British society about *midget*.

13) *Honestly, some of the younger girls are so **dim**.*

Georgia commented on younger girls than her. In her 14 years old, Georgia felt that if she is an adult and she considered girls who are below her age to be useless little children. Georgia used the word *dim* to describe girls who were under her age. The word *dim* means denotatively dim or not bright, but what was meant by Georgia was not to say those girls were dark but girls were stupid or not smart. *Dim* in the sentence means that the girls' brains are not bright or smart. The word *dim* in sentence (13) means negative connotation because it means stupid or not smart.

14) *Eventually I was drifting off into **a tragic sleep** when I heard shouting from the next door's garden.*

The context of situation in sentence (14) occurs when Georgia fell asleep soundly after she had already managed to overcome her anxiety about sadness and she would leave her friends and lover because of her parents' desire to move from England to New Zealand. When Georgia fell asleep, he heard a loud voice from the direction of his home garden. In sentence (14) there is the phrase *a tragic sleep* which does not mean a tragic sleep, but the phrase *a tragic sleep* in sentence (14) means 'sleep that is not sound' or in this context, Georgia could finally fall asleep (uneasy sleep) after the shocking news she had just heard. The word *tragic* has the connotation of sadness because of its semantic features. The semantic feature of the word *tragic* is an extreme discomfort or sadness experienced by someone. In this case, the act of sleep experienced by Georgia is a sleep that is not calm (restless) which emphasizes the inconvenience experienced by Georgia when she slept and this discomfort was caused by news of her move to New Zealand.

The word *tragic* in the sentence (14) has an emotional connotation related to sadness. Furthermore, it happens so that the reader can get an image of an emotional feeling experienced by Georgia after hearing the news of her move which caused her to be separated from her friends and lover.

Idioms in On the Bright Side, I'm Now the Girlfriend of a Sex God

Idioms are speech units whose meaning cannot be "predicted" from the meaning of the elements, both lexically and grammatically. For example, the form of *selling a house* grammatically means 'the one who sells the house will receive money and the one who buys

the house will receive his house'. In Indonesian, the form of *selling teeth* does not have such meaning ("the one who sells receives money and the one who buys receives his tooth") but means "laughing out loud". So, the form of selling teeth has idiomatic meaning. The following is an idiom analysis in *On the Bright Side, I'm now the Girlfriend of a Sex God*.

(15) ***Tearing herself away from Tom for a second.***

The situation in the sentence was that Georgia felt that Jass was busy with her boyfriend Tom so she had not cared her anymore. In the idiom *tearing herself away* in the sentence (15) the meaning conveyed is not the literal meaning that Georgia wanted to tear Jass herself apart. However, the use of word *tearing* with the base word *tear* means torn. It means that someone does not want to do it because the result will not be neat. There is an element of coercion in the word *tear*. In this case, if someone wants to share something intentionally, she will use the word *cut* which means cut rather than the word *tear*.

The word *tear* which is paired with the word *away* that has meaning becoming far away emphasizes the element of coercion in the idiom meaning. So, by looking at the context of the sentence (15), the meaning of *tearing herself away* is to create distance or to separate a person even though it will be difficult and will eventually lead to coercion. This activity of separating someone is difficult because the person does not want her to be separated. Furthermore, this idiom belongs to partial idiom because its literal meaning is still (slightly) comprehended, as seen in the *tearing* character which means separating a part into two parts.

(16) ***Break the news to him gently that I'm definitely not in a trillion years coming.***

The situation that occurred in this sentence was that Georgia wanted to refuse subtly that in fact she did not want to go to New Zealand to move with her father. Georgia used the idiom *break the news* to express what she felt. The word *break* in this idiom does not mean damaged or broken. Using the word *break*, Georgia actually wanted to indicate that the information she wanted to say was new information. Thus, the meaning of idiom *break the news* is not literally that she would break the news because the news is an abstract object that cannot be broken down like a flower vase. However, there are similarities in semantic features between breaks which mean 'break' and 'informing news'. If we look at *I break the egg* and *break the news*, then there is an entity that comes out after the word *break*. In the sentence *I break the egg*, the entity that comes out is an egg that has not been cooked, and the idiom *break the news* will issue an entity in the form of news. Then, the meaning in sentence (16) is that Georgia wanted to convey news which was likely to surprise the recipient and this idiom is a partial idiom because its literal meaning is still (slightly) visible, like the word *break* which might mean an action to let out something (such as in the example *I break the egg*).

(17) *I can't talk really because **I am on the dash** to meet Tom.*

The situation in the sentence was when Georgia wanted to tell Jass but Jass objected because she already had an appointment with her boyfriend, Tom. In sentence (17) there is an idiom *I am on the dash*, the word *dash* is an abbreviation of the *dashboard*, one part of the car. When people say *I am on the dash* then this is related to a means of transportation called a car. Preposition *on* is used if one subject attaches to another subject such as *the painting is on the wall*. However, the sentence (17) does not mean that Jass attached to the dashboard of the car but Jass was ready to go. It is based on the assumption that if someone is already in the car, it means she is ready to leave or go. This idiom is a partial idiom because its literal meaning can be felt, such as the use of word *dash* that we can associate with parts of a car.

(18) *She **blundered around** in the elephantine nuddy-pants, looking for them.*

Sentence (18) is Georgia's comment about her sister Libby. The relationship between Georgia and Libby looks like a sister-to-be relationship in general, which often quarrel or in excitement. However, their considerable gap of age makes Georgia sometimes felt comfortable by her sister's behavior. In sentence (18), Georgia used *a blundered around* idiom to explain her sister's behavior. The word *blundered* means error while the word *around* means around, but the *blundered around* idiom does not mean a circular error. In the situation when the phrase "*She blundered around in the elephantine nuddy-pants, looking for them*" was stated by Georgia, there was a condition when Libby wore underwear with an elephant picture and she wore it without pants while walking around. So, when she walked around, she looked very funny. Therefore, Georgia used *blundered around* idiom which means funny and ridiculous act and this idiom is a full idiom because its literal meaning cannot be seen from the use of the idiom in sentence (18).

Figurative Meaning in "On the Bright Side, I'm now the Girlfriend of a Sex God"

(19) *But as usual when I say something sensible and meaningful, she just tutted and adjusted her bra **like a Russian roulette player**.*

The situation in sentence (19) above tells Georgia's condition when she chattered to her mother about her condition which began to grow up and was dealt by problems with adolescence. When Georgia complained to her mother, Georgia's mother just passed and did not pay attention. Georgia used the phrase *like a Russian roulette player* when her mother just passed by and did not pay attention to her complaints. It does not mean that Georgia's mother was a Russian roulette player but Georgia described the situation when her mother passed and Georgia's mother justified the position of her bra, and the her movement seemed like a *Russian roulette player* who prepared before firing the gun.

The sentence (19) is an example of the figurative meaning found in *On the Bright Side, I'm now the Girlfriend of a Sex God* and has the purpose of exaggerating or emphasizing a context of situation by comparing the movement of correcting the bra with the movement of Russian roulette player that get ready to shoot at the opponent. It happens so that the atmosphere of the story is made visible in the novel written by Rennison.

(20) *My eyes are all swollen up like mice eyes from crying.*

The sentence describes Georgia's condition after crying all day. Georgia cried all day after hearing the news that she would move to New Zealand with her parents and leave her friends and lover. For this reason, Georgia felt devastated and cried all day. In the sentence (20), "*My eyes are all swollen up like mice eyes from crying*" means comparing the condition of Georgia's eyes after she cried with the shape of a mouse's eye. After crying, the condition of Georgia's eyes became swollen and her eyeballs looked very small, just like mouse eyes that looked very small. In this case, the semantic features of small mouse eyes are compared to human eyes that look small after crying (both small in shape).

The sentence (20) uses the figurative meaning of the sentence *My eyes are all swollen up like mice eyes from crying* which is intended to emphasize the eye's condition after crying by comparing it with the shape of the mouse eyes that look very small. Furthermore, it is stated this way so that readers can get the emotional feeling that happened to Georgia after crying all day through a human eye's comparison after crying with the mouse eyes.

(21) *The time goes very slowly when you are suicidal.*

Sentence (21) is a conscience spoken by Georgia. Through this conscience, Georgia complained about her condition which was very sad because of her parents' decision to move to New Zealand. This decision caused her to part with her friends and lover and it made Georgia very sad and depressed. Georgia used the word *suicidal* to indicate her condition. Literally this word means "people who will commit suicide." However, this does not mean that Georgia will commit suicide because of the sadness she experienced. *Suicidal* is a figurative meaning for sadness. Furthermore, *suicidal* is used to give 'hyperbolic' effect in the context of the sentence. The *suicidal* word in sentence (21) is used to describe a very sad feeling.

There is similarity in the semantic features in the *suicidal* word and 'very, very sadness'. In the word *suicidal* contains semantic features 'due to extreme depression or sadness' and this is related to the element of sadness faced by Georgia. From the analysis, it can be concluded that figurative meaning from the word *suicidal* is used to emphasize the ongoing situation, in this context the emphasis is on deep sad situation.

CONCLUSION

Connotative meaning, metaphors, idioms, and figurative meaning are used by Georgia to show how deep her feeling plays a role in evaluating things. By using connotative meaning, metaphor, idiom, and figurative meaning, the humor element contained in the novel can reveal without intending to joke, as in the example of the nicknames Georgia gave to everyone she met.

The novel *On the Bright Side, I'm now the Girlfriend of a Sex God* is written in Georgia's daily notes, and Loise Rennison, the author of this novel, uses many elements of metaphor with the intention of comparing two entities that have the same format, form, character, or perception. Furthermore, the author also uses many negative connotation words to express Georgia's frustration at her surrounding condition, such as in school which she considered to be a boring place. For example, Georgia's resentment is expressed in connotative terms such as the land of crap.

The majority of the idioms found in *On the Bright Side novels, I'm now the Girlfriend of a Sex God* are partial idioms because they still reflect the semantic features from one of the words in the sentence, as in the idiom tearing herself away that are meaningful (someone to stay away). The author also uses many figurative meanings which are aimed to emphasize the situation. By looking at the discussion chapter above, it can be concluded that in the novel *On the Bright Side, I'm now the Girlfriend of a Sex God*, Louis Rennison uses many connotative meanings, metaphors, idioms, and figurative meanings in stories about Georgia. It aims to provide aesthetic and hyperbolic effects in the novel *On the Bright Side, I'm now the Girlfriend of a Sex God*. Metaphors, connotative meaning, idioms, and figurative meaning are used to express Georgia's feelings about something, both related to his family, friends, and her circumstances.

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Interlanguage Verb Tenses Study: A Case Study on Rena Aprilia

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ABSTRACT

Among aspect of study on second language acquisition, Interlanguage is one of the most important ones. The presents study explore the interlanguage verb tense that focus on investigating the interlanguage made by Rena Aprilia, a third-semester of communication science student of Syarif Hidayatullah State Islamic University of Jakarta. Qualitative research with case study design administrated in order to identify and collect the data on Rena's composition on the interlanguage error specifically on using the simple present tense and simple past tense. The author collects the data through fourth-time semi-structure interview and document which derives from Rena's diary about her daily routine. As a result, the author found that Rena creates her language system when producing a target language. The new system is between her target language (English) and her native language (Bahasa Indonesia). There are four Interlanguage patterns made by Rena to indicate the same events which are simple present and three patterns to indicate past events.

Keywords: Interlanguage, Verb system, Tenses

First Receive:

23 December 2019

Revised:

16 May 2020

Accepted:

3 June 2020

Final Proof Recieved:

21 June 2020

Published:

30 June 2020

How to cite (in APA style):

Deni, R., Fahriany, & Dewi, R. S., (2020). Interlanguage Verb Tenses Study: A Case Study on Rena Aprilia. *ELITE Journal*, 2 (1), 41-54.

INTRODUCTION

Second language acquisition is a process acquiring the second language after the first language is fully established. In the process of acquiring a second language, a second language learner needs to understand the knowledge and produce a second language in a fixed order as a result of a predisposition from language transferring process. However, this claims stand in contrast to the behavior of second language learner. Based on the author's experience in acquiring a second language, she frequently produces the second language in the unappropriate system whether in writing or speaking. It might come from many factors such as environmental factors and first language interference.

Second language learners often create their system when learning a target language, and It is commonly known as interlanguage. The interlanguage prospects as a separate linguistic system, naturally created by second language learner and it different

from both the learner's native language and the target language being learned, but linked to both native language and target language by interlingual identifications in the perception of the learner Trone (2016). As what has been noted, it can be assumed that interlanguage is a natural process that happens in acquiring a target language when the learners attempt to produce a target language, but it is different from their target language and native language. Moreover, it develops over time as the learners get more and more target language input and try to produce the language in speaking or writing. It is believed to be diverse from both the native learner language and target language, and it can happen in many aspects of target language including in grammar aspect. Additionally, in learning a second language context, knowledge of grammar is considered to be the most crucial and difficult part of a second language learner to master properly.

Grammar is the main rule in student's acquisition in English. It seems to be the heart of language. One of the aspects discussed in grammar is tense. Tense is the rule to express some activity based on the time of the action. There are 16 tenses discussed since junior high school until college level. It includes simple present tense and simple past tense. There are some differences between Indonesia and English, especially about tenses, as follows. In Indonesia, *Saya pergi ke Pasar setiap Minggu*, It shows a habitual action. Then *saya pergi ke Pasar kemarin*, it shows a past event. Based on those sentences it can be concluded that in Bahasa Indonesia language does not need to change the verb, although the sentences have different time indicators.

Meanwhile, in English *I go to the market*, it shows habitual action, and *I went to the market*, it shows the past event. Having said that in the English language, it is a must to change a verb tenses to indicate different action related to the time indicator. From those descriptions, it seems to indicate that students cannot understand an English tense by using Indonesian paradigm.

Therefore, tense is considered as one of difficult aspect to be mastered by second language learners, and they often create the wrong system when producing a sentence whether in written or in oral form in English. This phenomenon is also done by Rena Aprilia. She is a third-semester of communication science student in the Syarif Hidayatullah State University of Jakarta. She learns English in an English club when she was in senior high school then she also speaks English frequently since it is required as a student of communication science major. However, Rena still difficult to use English tense properly; she made a wrong system whether in written or oral form.

Moreover, There have been increasing numbers of research on interlanguage in Indonesia. Resturini 2012. The studies have in particular focused on children interlanguage grammar in speaking. Fauziati 2010, in particular, confirmed that the learner interlanguage grammar was not fossilized; however, none of them tried to depict the typical linguistic system which characterizes learner's interlanguage. The current study would like to address this particular area by exploring the third semester of communication science student's interlanguage verb system denoting, simple preset, and simple past tense. Therefore, the writer appoints her research question as follow: What are the patterns of interlanguage made by Rena Aprillia in using simple present, and simple past tense?.

LITERATURE REVIEW

The Definition of Interlanguage

Interlanguage was proposed by Lary slinker. Al-Khresheh, M. H. (2015) stated that interlanguage is a linguistic system that produced and used by the second language learner and it is influenced by their first language. When the learners learn the target language, the learners build their system of language which is different from their first language. For the first concept, interlanguage can be defined as “an half way house” between first language and second language. The first language can be said as a language source which contains the first material and mixes with the target language gradually. The result is new and different. It is neither first language nor second language, but something in between.

Fauziati, E., & Maftuhin, M. (2016) named interlanguage as transfer, meaning a transition of prior knowledge from the first language to the second language, as one of the processes that are involved in interlanguage development. Further, she identified two types of transfer: positive transfer and negative transfer. Positive transfer occurs when first language structure or rule is used in a second language utterance, and that use is appropriate or correct in the second language. Meanwhile, the negative transfer occurs when a first language structure or rule is used in a second language utterance, and that use is inappropriate and considered an error. In this process transfer, the aspects of language involved are vocabulary, pronunciation, grammar, and all other aspects of language structure and use.

There are five central processes that exist central to second language learning. First language transfer; second, transfer of training; third, strategies of second language learning; fourth, strategies of second language communication; and fifth, overgeneralization of TL

linguistic material Slabakova, R. (2016). Here are the explanations of the five central processes;

a) Language transfer

In this process, some of the rules in the interlanguage system may be the result of transfer from the learners' first language. The learners use their mother tongue to create their language system. To put it in another way, this is not an error, but the process that must be passed by the learners when they learn the second language, for instance: e.g., Today was tiring

b) Transfer of training

In this process, some of the components of the interlanguage system may be the result of the transfer of specific elements through which the learners are taught the second language.

c) Strategies for second language learning

In this process, some of the rules in the learners' interlanguage may be the result from the application of language learning strategies as a tendency on the part of the learners to reduce the TL to a simpler system.

d) Strategies for second language communication

Interlanguage system rules may also be the result of strategies employed by the learners in their attempt to communicate with native speakers of the target language.

e) Overgeneralization

Some of the rules of the interlanguage system may be the result of overgeneralization of specific rules and features of the target language. For instance, the learners will say "I goed home" to overgeneralize English rules by adding -ed at the end of a verb to express the past form. This error happened because of learning strategies.

Several researchers pointed out that the language of L2 learners is systematic which lead to rule-governed **behavior Troike (2016)**. This brings a conception that interlanguage is based on the concept that second language learners have internalized mental grammar, a natural language system that can be described in terms of linguistic rules and principles. Therefore, interlanguage grammars are seen as other grammar, including Universal Grammar (UG) Chomsky (English). UG is a set of the device of grammar that can 'detect' the general principles of any language grammars, can 'predict' the acceptable grammar without prior knowledge about it, and to feel the correctness of structure. It is "the system

of principles, conditions, and rules that are elements or properties of all human languages the essence of human language.”

The Characteristics of Interlanguage

Troike (2016) classify the characteristic of interlanguage into four such as;

1. Systematic, at any spe point or stage of development, the interlanguage is governed by rules which constitute the learner’s internal grammar. These rules are discoverable by analyzing the language that is used by the learner at that time.
2. What he or she can produce and interpret correctly as well as errors that are made.
3. Dynamic, the system that the learners believe in their minds changes frequently, or is in a state of flux, resulting in a succession of interim grammars. Selinker views this change not as a steady progression along a continuum, but discontinuous progression "from stable plateau to stable plateau."
4. Variable, although the interlanguage is systematic, differences in context result in different patterns of language use.
5. Reduce system, both in from function. The characteristic of reduced form refers to the less complex grammatical structures that typically occur in an interlanguage compared to the target language (e.g. omission of inflections, such as the past tense suffix in English). The characteristic of reduced function refers to the smaller range of communicative needs typically served by an interlanguage (especially if the learner is still in contact with members of the L1 speech community)

Factors Affecting Interlanguage (Aspects of Interlanguage)

Interlanguage has been widely influenced by several factors. In this case, we conclude such influence from the perspective of social, discourse, psycholinguistics, and linguistics as offered by Sykes, J. M. (2018).

From the social angle, Ellis introduced three different approaches of interlanguage :

1. Interlanguage involves as stylist continuum that learners develop a capability for using the L2 which is based on all regular language behavior and produces an abstract linguistic system. This vie recognizes two styles of learners: (1) careful style is that when they are consciously involved in choosing of linguistic forms as they need to be correct. (2) The vernacular style is that when the learneris making

spontaneous choices of linguistic forms as in free conversation. In addition, L2 acquisition is influenced by learner's social group.

2. Constructing their interlanguage, the learner uses the input influenced by social factors. Along with this, John Schumann proposed the acculturation model of L2 acquisition. He found fossilization of L2 learners when they fail to acculturate to the target language group that they are unable or unwilling to adapt to a new culture. The main reasons for this failure are social distance and psychological distance, such as language shock and motivation.
3. To shape their opportunities to speak and learn an L2, learners negotiate their social identities in their interactions with native speakers. Thus, it emphasizes the relationship between social context and L2 – acquisition. The learning will be successful when learners can impose their right and to become the subject of the discourse. The process needs investment in which learners will make it when they believe their efforts will cause good return (success).

Those three socio-cultural models of L2 acquisition are less relevant to foreign language setting when most learners' primary contact with the L2 is in a classroom.

Definition of Tense

The word tense is originated from the Latin word *tempus* meaning time. Tense is a form of verb used to indicate the time. In discussing tense and time Alhabbash & Naser, (2016) states that "the words 'time' and 'tense' must not be confused. The word time stands for a concept with which all mankind is familiar, divided into past, present, and future. The word tense means as a verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state.

Tense commonly refers to the time of the situation which relates to the situation of utterance or at the moment at the speaking. For example, the commonest tenses found in languages are present, past and future: a situation described in the present tense is related as simultaneous with the moment of speaking (John is singing); the situation described in the past as related prior to the moment of the speaking (John was singing); while the situation described in the future as related subsequent to the moment of speaking (John will sing).

Since tense refers to the time of the situation which relates to the situation of the utterances, it can be described as 'deictic' Alhabbash & Naser, (2016). In other words, deictic refers to an interval or period of the time which contains the moment of utterance.

It can be expressed by some words: yesterday, now and tomorrow. English verbs have only two simple tenses, the tenses called the simple present and the simple past. The English tense that would be discussed simple present and simple past.

Kinds of Tense

There are simple and compound tenses in English verbs. The Oxford dictionary of English grammar states some linguists define tense narrowly by form which gives English only two tenses: the present tense, which is lexical verb is the same as the last (except for the -s ending in the third person singular); and the past tense, which in regular lexical verbs has the -ed inflection Rouveret, A. (2018). It means there are two tenses based on the form. There are the present tense and the past tense.

English also has many compound tenses. According to Moeschler, J. (2016), the compound tenses are made by combining two or more verb forms and these combinations may be concerned with time. It can be seen that there are many compound tenses other than two tenses (the present tense and the past tense). Frank (1972) says that there are three past tenses and two future tenses, and then the past perfect is tied in time to the past tense, the present perfect to the present tense, and the future perfect tense to the future tense. It shows there are many kinds of tenses based on time.

The writer concludes that if simple and compound tense is mixed, there are twelve kinds of tenses. They are simple present, simple past, simple future, present progressive, past progressive, future progressive, present perfect, past perfect, future perfect, present perfect progressive, past perfect progressive, and future perfect progressive.

Simple Present Tense

The present tense is the simplest tense in English. The simple present tense is used to show action that happens all the time, for it looked at the finite verbal group without auxiliaries. The present tense is also the only tense that still uses form of distinction for person and number. The distinction is that the third person singular has 's' or 'es' to the form used in other person and number.

To form the negative sentence it has auxiliary verb 'does not' for the third person singular subject (He, She, It), and 'do not' for the subject (I, You, We, They). For the verb to be, do not use an auxiliary verb, even for questions and negatives. For example 'She is not a student'. There are three patterns in simple present tense.

- a. Affirmative: Subject + Verb 1 (s/es)
- b. Negative : Subject + Auxiliary verb (do/does) + Not + Verb 1
- c. Interrogative: Auxiliary verb (do/does) + Subject + Verb 1

Simple Past Tense

The simple past tense is formed with the past form of the verb which may be either regular, by adding *-ed* to *infinitive* form (incidentally, most verbs are regular) or irregular which must be learned and memorized in each case Mahmud (2000).

Marcella Frank said". . . simple past tense represents definite time; it refers to the event that was completed before the statement is made. It is often accompanied by such expression or definite past as yesterday, last year, two years ago, etc.

Here are three patterns of simple past tense

- a. Affirmative: Subject + Verb 2
- b. Negative : Subject + Auxiliary verb (did) + Not + Verb 1
- c. Interrogative: Auxiliary verb (did) + Subject + Verb 1

METHOD

The author used a qualitative case study. This is carried out to identify and collect the data on Rena's composition on the interlanguage error specifically on using simple present tense and the simple past tense. The writer used a case study method to conduct this study. As Cresswell (2008) elaborates, case study is an elaboration of a case or multiple cases over time through detailed, in depth data collection involving multiple sources of information rich in context. Also, Hancock and Algozzine (2006) explain that case study is used to analyze and describe a single unit or system bounded by space and time. Moreover, Yin elaborated that case study research investigates a contemporary phenomenon within its real-life context.

It can be seen that case study research investigates certain phenomenon happened through detail contextual analysis of a limited number of events, conditions, and their relationship in a certain place in temporary time. A case study was the appropriate method to be used in this study in order to find depth data toward the interlanguage error specifically on using the simple present tense and the simple past tense shared by Rena Aprilia as the a-third semester of communication science of Syarif Hidayatullah Islamic

state university of Jakarta. Furthermore, the data are gathered through fourth times interview and document which derives from Rena dairy about her daily activity.

FINDING AND DISCUSSION

After collecting the data through interview and written document, the author received two main points. First, Rena made four interlanguage system to indicate simple present as in the sentence *I going to schoolevery day* or Subject + Verb-ing. It supposed to I go to school every day or the pattern should be Subject + Present Verb. This could be the result of learning process from the teacher to the students. In Indonesia, we commonly introduce to the *Verb-ing* rather than the other form. The author also has an experience when she was in junior high school, teacher frequently as some vocabulary by saying: “What is the English word for *menulis*”?.

The second interlanguage pattern made by Rena is Subject + BE + infinitive Verb for example *I am study at library*. This sentence should be formed as *I study at the library* and the correct pattern is Subject + Present Verb it is due to the Indonesian language does not have BE; most of the students assume that BE is a part of pronoun just like *you are= Kamu, I am= saya, and etc*

Additionally, Rena also commonly use Subject + Past Verb to indicate present events as in *I usually woke up at 05.00 am*. However it should be *I wake up at 05.00 am* the subject should ne followed by the present verb.

The last, Rena as an Indonesian student commonly lost the BE even though in nominal sentences, therefore, it creates the new interlanguage system. This interlanguage often loss of students attention since there are no rules in Bahasa language for using the additional word for example in Indonesia we could say *saya cantik*. This patterns also exist when Indonesian students produce the English language they commonly said *she beautiful* rather than she is beautiful. To draws on the fourth patterns clearly, the author presents it in table 1 bellows

Table 1 Rena’s Interlanguage, Native Language, and Target Language Verb Tense System to Indicate the Present Event

No	Interlanguage system	Native Language system	Target Language System
1	Subject + Verb-ing	Subject + Verb	Subject + Present Verb
2	Subject + BE + infinitive Verb	Subject + Verb	Subject + Present Verb

3	Subject + Past Verb	Subject + Verb	Subject + Present Verb
4	Subject + Complement	Subject + Verb	Subject + Present Copula BE

The second main point is that Rena also made three new patterns when she attempted to use simple past in the target language as in the bellow

Table 2 Rena's Interlanguage, Native Language, and Target Language Verb Tense System to Indicate Past Event

No	Interlanguage system	Native Language system	Target Language System
1	Subject + Present Verb	Subject + Verb	Subject + Past Verb
2	Subject + Present BE	Subject + Verb	Subject + Past Verb
3	Subject + Irregular Verb-ed	Subject + Verb	Subject + Past Irregular Verb

Based on the table above, Rena has three different patterns to indicate the same language feature which is simple present. As in *yesterday I go to the market*, Rena put present verb to indicate the past events. Moreover it should be constructed from subject + Past Verb, for example, *yesterday I went to the market*. What is more, Rena generalize the rule of the regular verb to indicate the past verb for example Rena said that *I eated my lunch yesterday*. The last, , Rena commonly create her own system as in Indonesia we not having BE in a sentence we use the same verb to indicate whether it is the present activity or even past. As an example student said that "I am in Ponorogo two years ago". She used present BE for the past events, and this represents her current knowledge of BE.

Rena produced various' interlanguage. As has been described in those tables above, Rena created different structures to denote the same message. For example, Rena had four variations of verb system to indicate present events as in (. Subject + Verb-ing, Subject + BE + infinitive, Subject + Compliment, and Subject + Past Verb). Of these four verb systems, "Subject + Verb-ing" is most frequently used by the learners *see table 4.7*. The logical explanation for the current result is that the student was more familiar with *Verb-ing* form than other three verb tense systems to indicate present event. It is due to the process of learning English from the English teacher. When teaching a vocabulary teacher commonly as a student by saying ' what is *membaca* in English'. then the student would say reading. In table 3 the author describe about the interlanguage pattern and the number of repetition made by Rena.

Table 3: Rena's Interlanguage Verb Tense Systems to Indicate Present Event

No	Rena's Interlanguage System	The total repetition: 46
1	Subject + Verb-ing	24
2	Subject + BE + infinitive Verb	7
3	Subject + Past Verb	9
4	Subject + Complement	11

Here in table 4 bellows, the author presets the interlanguage pattern made by Rena to indicate past event and the number of repetition she made. From the data, Rena is commonly use ed at the end of the verb whether for the regular or irregular verb. She made seven times repetition during the interview. It can be the result of Rena's first language perspective since there is no such rules in Indonesian' language.

Table 4 Rena's Interlanguage Verb Tense Systems To Indicate A Past Event

No	Rena's Interlanguage System	The total repetition: 17
1	Subject + Present Verb	4
2	Subject + Present BE	6
3	Subject + Irregular Verb-ed	7

CONCLUSION

This study had shown that Rena as an Indonesian student who learnt English as a foreign language made her grammatical system when she tried to use simple present tense and simple past tense. It happens since the English language has specific rules to indicate present and past tense events; meanwhile there no specific rules in the Indonesian language. Therefore, Rena creates her language system when she tries to produce target language (English). The system is stuck in between Rena's target language and her native language (Bahasa Indonesia). This phenomenon is commonly known as interlanguage. As a result, Rena made four new patterns or interlanguage to denote simple present tense. Subject + Verb-ing, this is the new pattern that she frequently used to indicate simple present tense.

Moreover, Rena produces three new language system to indicate simple past tense. Subject + Irregular Verb-ed, this is the new pattern that Rena frequently use since regular and irregular verb rules do not exist in Indonesia. Therefore when she tried to

produce a sentence indicate the past event she often generalizes the verb as in her perception past verb form closely to the verb that end with d or ed.

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Developing Materials for English Specific Purposes in Hospital Administration Department

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ABSTRACT

In teaching English specific Purposes (ESP), the teachers should have proper materials. The materials should have relation with the students' needed and field of study. To cover suitable materials, the teacher should design and make it properly to make the students well prepared for real life situations of the target language. This study aims to describe and presents a course outline to develop materials for ESP class that used by EFL teachers with an ESP students. This research focuses on ESP for Hospital Administration. The texts used are taken from authentic sources. Firstly, the researcher discussed the main problems teachers usually face when designing ESP material. Then, the researcher presents a course outline to develop the materials ESP for Hospital Administration. The texts used for the materials development are taken from authentic sources.

Keywords: material Development, Course Outline, ESP, Hospital Administration.

First Receive:

2 May 2020

Revised:

2 June 2020

Accepted:

4 June 2020

Final Proof Recieved:

28 June 2020

Published:

30 June 2020

How to cite (in APA style):

Mafruudloh, N., (2020). Developing Materials for English Specific Purposes in Hospital Administration Department. *ELITE Journal*, 2 (1), 55-64.

INTRODUCTION

The description about ESP cannot be separated from the history of English as the international language. As Hutchinson and Waters (1991) explain, after second world war II was over, the expansion of scientific, technical and economic activity on an international scale were booming up. This development created a world without any border and dominated by two forces, technology and commerce, which generates a demand of international language for various reasons. Because of the economic power of the United States, the role of international language fell to English.

Material development is one of important factor in teaching. It included as a one of curriculum component. In teaching English as Foreign language student, the teachers should design attractive and communicative materials. The main purpose of EFL is that the students be able to understand the target language both written and spoken. Materials could be guidance for the teachers on both the intensity of coverage and the amount of

attention demanded by a particular content or pedagogical task. They provide ideas how to plan and design a teaching technique that will use by the teachers. If they could make the best materials, it can be a useful professional development tool. Based on some interview with the ESP teachers, some of them did not use proper material. It means that they did not design materials related to the students needed or field of study. Trisyanti on her research (2009) stated that teachers usually discover that the chosen textbook doesn't contain exactly what their students need to learn. In order that the content covered in the materials are suitable to the learner's need and the students are properly prepared for the real life situation of the target language, teachers are often required to write their own instructional materials.

Learning materials that can be used to teaching language can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard. In other words, materials refer to the written and oral languages that can be used to facilitate the learning language. Harsono (2007) explains materials development as a field of study and a practical undertaking. Material development as a field of study means that it studies the principles of material and the procedures of materials development whereas the materials development as a practical undertaking involves the production, evaluation, and adaptation of language teaching materials.

The purpose of this paper is to provide ESL instructors as ESP class designer a model of material for ESP class. This paper begins with a discussion of the origin of ESP, characteristics of ESP courses and materials development for ESP. In addition, this paper also investigates the problems that faced by the teacher in teaching ESP and describe a course outline to develop the ESP materials.

LITERATURE REVIEW

Previous Research

Developing teaching/learning materials for ESP is more required than that for general English because the accessibility of the ESP learning materials in public is very rare. Because of this, it is suggested that ESP teachers develop their own specific materials for their own target language learners. In developing the ESP learning materials, the teachers can apply the principles of materials and procedures of language teaching materials

including formulating their teaching objectives and syllabus based on the learners' needs, adapting or supplementing the existing materials, or creating their own materials.

Then it was inevitably a process of trial and error. On her research, (Marjanaoviky, 2019) stated that unlike professional course book writers who probably have in mind only the type of materials they would like to use with a particular group of students, ESP teachers actually teach in a particular situation with a certain group of students which should make their task of writing materials a lot easier. However, it is more than convenient to bear in mind that materials which are appropriate for a particular ESP course may not prove so efficient for other similar ESP courses.

In designing materials the teachers should some steps in order to make the easier. Based on Biolosova (2017), there are three main stages which should never be neglected. There are setting the objectives of the course on the basis of learning needs analysis; choice of the appropriate teaching theory; and choice of the appropriate teaching materials which, in our case, were done through adaptation of authentic texts. By following these steps, a course designer has the chance of designing an ESP course that really meets the requirements of the target learners

Based on those statements, in developing the ESP materials the teachers should face some important process. A variety of published teaching materials that is aimed at specific levels for specific purposes and cover a full range of skills are available now. Some EFL teachers spend a great deal of time searching for textbooks appropriate to their learner needs. Teachers usually discover that the chosen textbook doesn't contain exactly what their students need to learn. In order that the content covered in the materials are suitable to the learner's need and the students are properly prepared for the real life situation of the target language, teachers are often required to write their own instructional materials. Some of the materials focus on the study of English for specific purposes. Students in specific fields need to focus their attention on the kind of language used within their particular field. These materials are geared specifically toward people working in different service industry occupations such as hotel employees, healthcare services, restaurant chefs, factory workers and secretaries as well as toward students in academic.

Theoretical Framework

a. English for specific purposes

Isani et al. (2013) say that ESP is as the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular subject. It is a way of teaching and learning English for specialized subjects with some specific vocational and educational purposes in mind. Furthermore, Basturkmen (2010) adds that ESP courses are narrower in focus than general English language teaching (ELT) courses because the center is on the analysis of learners' needs.

In addition, ESP is a set of transferable general language and literacy skills that are seen to be applicable in the majority of academic and workplace settings. (Paltridge & Starfield, 2013) It subject should have relation with the students major and workplace setting. Some people describe ESP as simply being as the teaching of English for any purposes that could be specified. Other, however, were more precise, describing it as the Teaching of English used in academic studies or the teaching of English for vocational and professional purposes. Dudley-Evans (1998) set out the definition of ESP clearly in his one hour speech, giving an extended definition of ESP in terms of absolute and variable characteristics. First, ESP is defined to meet specific needs of the learners. It makes use of underlying methodology and activities of the discipline it serves. And it is also the centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. In addition, ESP may be related to or designed for specific disciplines and use in specific teaching situations, a different methodology from that of General English. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level

From the explanations above, ESP can be defined as the branch of English learning where the material and the activity focuses on the learners' specific needs. Basturkmen (2010) states that ESP is a branch of English language learning which focuses on the central importance of learners, their need and interest, and comes into being and gradually developed into a multilayered language approach primarily based on learners' specific needs required by their professions or occupations.

From the definition, we can see that ESP can but is not necessarily concerned in a specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar conclusion to that made by Hutchinson et al. (1987) who state that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning.

b. Developing ESP Materials

In developing materials, ESP teachers could use one need to agree with the argument that developing new materials from mark is clearly impractical. Teacher-generated materials are indispensable to make the course successful, such as the lack of ready-made commercial materials, a gap in the course materials, etc. The decision to use teacher-contrived texts also has much to do with the role the materials are to play, with teacher-designed texts offering 'enriched input' flooded with exemplars of the target structure (Ellis, 1999).

Discussing the issue of ESP material, Hutchinson and Waters (2010) propose a materials design model, which offers a coherent framework for the integration of various aspects of learning: input, content, language and task. On other hand, Dudley-Evans and St John (2009) stated that sharing the process of preparing new materials, content that drive for the new material development come from two different sources: the availability of suitable carrier content, such as subject matter of an exercise. Hyland (2006) also claims that though the materials development process can differ widely, depending on the local circumstances.

It typically begins with the identified need or need analysis for materials, e.g. students require further practice in a particular area, which is followed by the teacher exploring a given area in order to gain a better understanding of the particular skill(s) or feature(s) involved. Second, an appropriate input source is located, such as a text or video, and applied to design interesting and credible activities or tasks that relate to learners' target needs. Finally, after being used in the classroom, the materials are assessed for their success in meeting the needs identified at the start of the materials design process, typically through teachers' judgments and learners' questionnaires.

As mentioned before, methods and tools of ESP teaching do not considerably depart from general English language teaching. What makes ESP tasks and/or exercises different from those used in English for General Purposes (EGP) is not the form, but the fact that they are oriented at a goal. Even if these assignments deal English for Specific Purposes with grammatical issues. It is only discussed to analyze language functions in a text. On other words, linguistic competence in ESP teaching helps easier to reach target professional competence.

METHOD

This research used descriptive qualitative research. There were two research questions that shared by the writer. The research aim knew on the ESP teachers' problem in developing ESP material and developing course outline as the early step in designing ESP materials. This focused on teachers who teach ESP in the class, and for the second the researchers try to develop the ESP course outline for teaching Hospital Administration students. For the first research questions obtain by teacher' interview and the second were for developing the course outline for teaching Hospital administration students.

FINDING AND DISCUSSION

The problems faced by the teachers in developing materials

This part shared about the teachers' problems in developing materials. This data obtained by using interview questions to ten ESP teachers from different institution and field of study. After analyzing the data, researcher found several problems that faced by the teachers. First, the ESP students have different level of ability and comprehension in English. In order to develop the materials, the teachers should know the students' ability. In this case, some of the teachers said that every field of study have different background of knowledge about English, some of the have good background and ability, but some of them have an enough knowledge. When the teacher faced students who have poor comprehension, they have to think more to apply proper materials related to their field of study and Basic English knowledge. The students who have lack of background knowledge would get difficulties in understanding certain ESP material.

Second is difficult in finding authentic materials related to their field of study. Before having the class, the teachers should look for the appropriate authentic materials; it could be a text or something else. Teaching ESP in heterogeneous classes such as when the

students were from different disciplines, professions or levels might also create difficulties for the teachers to find the materials, textbooks and activities which were common to everyone in the group and to produce specific work. In most cases, even modifying existing materials to suit learners' needs is difficult enough when the learners are from different field of study. Falaus (2017) on his research stated that in a needs analysis process, the ESP teachers should aware of all the necessary elements and materials that are meant to be included in the future course, whether he/she chooses to design a syllabus by themselves or make use of the textbooks available, supplementing the given activities with extra materials. The material was represented by the students. They know exactly what they want to achieve, their goals are very well defined and their knowledge of the subject matter might be an essential asset in the course development. Another source might be the collaboration with specialists in the field, these being able to offer assistance and guidance in what concerns the specialized books and materials to be used.

Third, the ESP teachers of complained about the administrations. They claim that their administrations were not helpful and supportive whenever ESP teachers want to adapt the course materials or implement something new into the syllabus. It also stated in Falaus (2017), some of the topics provided by the administration were not relate with the students' field of study and conditions. In order not to have any disagreements, each step should be discussed with and approved by them beforehand. Consequently, ESP teachers can take this evidence into consideration when they design ESP courses.

Course outline for Hospital Administration

In hospital administration, the writers tried to develop an ESP course outline. It implemented in 2 semesters. The syllabus design is topic based, covering the issues in hospital administration, and something related to hospital administration. The activities in the course were design for four English skills; there were speaking, reading, listening, and writing. Grammar and structure also delivered for analyzing the language use in the text. As well as the language use is needed for the students to communicate effectively in various professional setting in the target language. The framework for the course book being proposed as follows:

Table 1 Course Outline for Hospital Administration

Topics
Hospital Administration

Materials : Main Idea, Topic, & Mind mapping
Health Public Figure Materials : Biography and Authobiography, Personal data, Simple present tense
Healthcare Quality Materials : Dialogue text (Listening), Simple presents continuous, verb, adjective, nouns
Profession and duties in hospital Materials : Descriptive text
Patient Safety Materials : Procedure text, chronological order
Healthcare Insurance Materials : Exposition, countable and uncountable noun
Hospital Department Materials : Explanation, asking and giving direction, preposition
The usage of antibiotics for baby under 1 year old Materials : cause and effect, argumentative text
Health Insurance Materials : News item text, Fact and opinion
Patients Hygiene Materials : Compare and contrast, simple past tense
Hospital Accreditation Materials: Short functional text e.g : Brochure, Poster, and announcement.
Clinical Risk Materials: Simple future tense
Health Policy Materials : Formal and Informal letter

Those topics above were selected based on the students need and related with their field of study. Those topics obtained from collaboration and discussion with the subject teachers. It was important to do, because the subject teachers understand more what are the topics and issues on that department. The writer also putted the materials in each topic, the grammar and structure used for analyzing the language used.

Map of the Lesson Plan

After developing course outline, the writer tried to share and expand the general map in each topic.

Table 2 Map of Lesson Plan

Activity	Detail
Pre reading	Ice breaking

	Warming up Making prediction
While Reading	Skimming Scanning Mind mapping
Post Reading	Analyzing Identifying Summarizing
Language in focus	Analyzing the language use
Meaning in context	Vocabulary reinforcement
Writing	Listing the main idea and important information
Speaking	Share the information in spoken form

CONCLUSION

.ESP teachers' role is a complex and responsible one than teaching General English. Some of ESP teachers faced difficulties in developing ESP materials. There were difficulties in looking for applicable source, heterogeneous students, and the administration related to the institutions. The ESP teachers not only teach but also provide materials, design a syllabus, developing course outline, collaborates with subject specialists, conducts research and evaluates the course and the students. In developing the course outline, the ESP teachers should have collaboration and discussion with the subject teachers. It would guide the ESP teachers for deciding the topics on ESP Courses. They were to be aware of the course objectives; have a sound understanding of the course content and be flexible with the learners. A professional ESP teacher must be able to switch from one professional field to another without being appreciative to spend months on getting started. They simply brought the necessary tools, frameworks and principles of course design to apply them to new material.

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The Anxiety of EFL Students in Presentation

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ABSTRACT

This study investigates at speaking anxiety of Students 'Presentation. The subject of the study was freshmen in English Education Department. The method used in this study was qualitative. Forty one students were selected to be participants. The data were gathered through questionnaire and semi-structured interviews. The most commonly used tool for assessing FLA is the FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986). A modified version of FLCAS was used in this study. The original version of FLCAS is a 33-item, 5-point likert-scale instrument ranged from (strongly disagree to strongly agree) measuring students language anxiety. The result of the study showed that anxiety was exist in freshmen. It can be inferred from the result of mean score of questionnaire's result that the average score of student anxiety existence of FLCAS is in the existing class, which is 39.025. The result of contributing factors to students' speaking anxiety during presentation were over thinking, lack of preparation, bad experience, low proficiency, low self-confidence, afraid of making mistakes, and test. So it is suggested that before having presentation, the students should be doing repeated rehearsals and practice to eliminate the anxiety.

Keywords: Anxiety, EFL Students, Presentation.

First Receive:

8 June 2020

Revised:

10 June 2020

Accepted:

25 June 2020

Final Proof Recieved:

28 June 2020

Published:

30 June 2020

How to cite (in APA style):

Huda, N. L. A., & Ma'mun, N., (2020). The Anxiety of EFL Students in Presentation. *ELITE Journal*, 2 (1), 65-84.

INTRODUCTION

Students' speaking anxiety is a common phenomenon that students commonly face. Generally, students face many problems in language acquisition effort. Usually there are some mistakes in teaching method that make students assume that English is difficult and it causes the anxiety to apply the language in classroom to interact each other. In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations.

Consistent negative correlations have been found between foreign language anxiety and foreign language achievement (Horwitz et al., 1986; Phillips, 1992; Young, 1991). In one study, high-anxious American students studying French were found to receive lower

exam grades than their low-anxious classmates (Phillips, 1992). In addition, the high-anxious students demonstrated a negative attitude toward the oral exam.

The finding of Horwitz's study indicates that anxiety is a serious problem in EFL classrooms and can be attributed to a complex set of reasons. Despite its significant impact on language learning, EFL teachers have failed to identify students suffering from anxiety in speaking classes, even worse, instead of taking steps. Hence, anxiety is one of the well-documented psychological phenomena.

Speaking has some segments and functions itself. Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) has three part of speaking; talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches (Richard and Willy, 2002 : 201).

Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Classroom presentation itself has the important role in teaching and learning process. Teacher can transfer knowledge to students, and also students can share knowledge on each other through a presentation. The presentation is very important because it needs a skill to make someone or a group understands what we are talking about. It also needs a confident to speaker to speak in front of a group to make them understand. Giving presentation in front of the class will be a problem for some students who have lack of confident. Speaking anxiety gives an essential problem on speaking as performance. Teacher needs to know the source of their anxiety to cope the students and encourage them to do better presentation in front of the class.

Thus, speaking anxiety takes significant effect on students' speaking performance especially in presentation. Considering what have been explained above, researcher attempts to investigate the students' speaking anxiety in presentation and finds out the reasons and sources of their anxiety.

LITERATURE REVIEW

Theoretical Framework

1. Speaking

Many definitions about speaking have been proposed by language theorist. Harmer (2001:269) defines speaking ability as the ability to speak fluently presupposed

not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It occurs in the real situation and has little time for detailed planning. Therefore, the fluency is required to reach the goal of the conversation (Harmer, 2001: 204).

Gebhard (2009) similarly explains in his book that the primary goal of a communicative classroom is students' development of communicative competence in English especially in speaking. The way of communication, has two major effects. The first one is; it strengthens relationships between people involved in speaking so that they can more eagerly communicate with each other, the second one; it provides opportunities for language development to occur, both for the listener and the speaker (Mutmainah, 2016: 222).

Richards and Rodgers (2001:161), in their analysis of the theoretical base of communicative language teaching offer the following four characteristics of a communicative view of language:

- 1) Language is a system for the expression of a meaning
- 2) The primary function of language is for interaction and communication
- 3) The structure of language reflects its functional and communicative uses
- 4) The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Speaking skill on the other hand seems more difficult than any other skills. This, according to Bailey (2005) happens for two reasons; first, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right after then. Second, when you speak, you cannot edit or revise what you wish to say, as if you are writing.(Mutmainah, 2016: 223).

It is actually true when people are having a talk with the others, they barely have a chance to correct their own mistakes because speaking occurs under time constraints. The news anchor has a short period of time to speak yet it has to cover up the point of the news, unlike a newspaper journalist, he had time to edit and revise before published their text (Mutmainah, 2016: 223).

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the

interactional functions of speaking, in which it serves to establish and maintain social relation and the transactional functions, which focus on the exchange of information. And speaking as performance, the third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. One of example speaking as performance gives presentation in classroom.

2. Presentation

A presentation is a formal talk to one or more persons that “presents” ideas or information in a clear, structured way. All presentations have a common objective: they are given in order to inform, train, persuade or sell. According to dictionary.cambridge.org a presentation also defined as a talk giving information about something. A presentation also defined as a speech or talk in which a new product, idea, or piece of work is shown, and explained to an audience according to Olii in Maya Feby's thesis, “Presentation is a public speaking group, which means it also presents. Presentation should be viewed more than just a functional communication tool or decision maker”.

From definitions about presentation before, we can conclude that presentation is formal talk from someone to someone else or group which gives information about something, idea, product, works explained to audience.

The presentation is a talk with some segments and also has some main features. The main features of presentation performance are:

1. A focus on both message and audience
2. Predictable organization and sequencing
3. Importance of both form and accuracy
4. Language is more like written language
5. Often monologic

3. Anxiety

There are various definitions of anxiety in the literature. To begin with, general anxiety has been described as an “emotional state with the subjectively experienced quality of fear or a closely related emotion” (Anthony, 2004: 26). Freud described

anxiety as something felt, an unpleasant affective state or condition (Freud, 1924). Chiang (2012) defined anxiety as a synonym of worry, uneasiness, disquiet, disquietude and inquietude. According to Horwitz, (1986), "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Anxiety is also defined as distress or uneasiness of the mind caused by fear of danger or misfortune (Suleimenova 2012).

Muchlas (1976) stated anxiety as a subjective experience related to mental tension, uneasiness, and tension participated in conflicts or threat. Darajat (1929 : 27) defined anxiety as a manifestation of various mingled emotional process, which occur when a person experiences feelings (stress), or frustration and inner contradictions. Anxiety is a neurotic disability, insecurity, immaturity, and inability to cope with the demands of environmental reality, difficulties, and the pressures of everyday of life. According to Yusuf (2004:39) anxiety is a kind of fear that is projected toward future uncertainty.

Anxiety is a negative way to present human feelings. When we are anxious, we feel nervous, worried, and fearful, we struggle, tremble, perspire, and our heart beats quickly.

METHOD

The qualitative method was chosen as main data of this research. Qualitative study was study intended for collecting information about the status of an existing indication, the statement of the phenomenon as it is at the time of the study. Generally, the investigative methods are eclectic, heuristic, and holistic, rather than prescribed, algorithmic, and linear. Emphasis is also placed on the researcher as human instrument, who develops not just rigorous skills but also empathetic understanding and personal creativity in the investigation and documentation of social complex life. For supporting the qualitative data, the researcher also use quantitative data that were obtained from questionnaire that used as minor data and be displayed the data in brief percentage. The data were obtained from respondents' perception from interview and questionnaire occurred in the field. That aim is to explore some characteristics from the certain situation. This study described the cause of anxiety. This research was used descriptive-qualitative research method.

This research was conducted in English Education Department Freshmen. The participants of this research were all members of 1C class of English Department

Freshmen in Walisongo State Islamic University in the Academic Year of 2017/2018. The researcher divided into two parts such as interview there were 5 students and for the questionnaire there were 41 students. The length of doing this research started from 1st November until the end of November 2017.

There are two kinds of source of data. The researcher used primary data and secondary data. Primary data was obtained from analysis in depth interview with respondents, and theories from books. Secondary data was obtained from questionnaire. The questionnaire was some written questions that were used to gain information from respondent which about some personal data or things they know.

This research focused on anxiety that may occurred in English Education Department freshmen while speaking English especially in presentation. Focusing on anxiety that manifested in freshmen of English Department as EFL and finding out the factors that may cause anxiety.

There were two main affected aspects to the quality of the research of data results, research instruments and quality of data collection (Sugiyono, 2013: 397). The researcher gained the data through some techniques and instruments. The instruments used by the researcher to get some data and information from the subject of the study. The instruments were used by the researcher interview and questionnaire.

Qualitative data analysis usually uses integrated technique of analysis from Miles and Huberman (1994). It consists three concurrent flows of activity: data reduction, data display, and conclusion drawing / verification (Miles and Huberman, 1994 : 10).

For the quantitative data, the researcher uses a modified version of FLCAS from Horwitz et al.(1986). The original version of FLCAS is a 33-item, 5 point. The scale ranged from strongly disagree to strongly agree measuring the students' language anxiety. The data analysis technique for quantitative data gained from questionnaire.

FINDING AND DISCUSSION

The most commonly used tool for assessing FLA is the FLCAS, developed by Horwitz et al. (1986).A modified version of FLCAS was used in this study. The original version of FLCAS is a 33-item, 5-point. The scale instrument ranged from (strongly disagree to strongly agree) measuring students language anxiety. The data of students' speaking anxiety is gained from questionnaire. There were fifteen questions list of questionnaire section. The

instrument ranged from strongly disagree (1 point) to strongly agree (5 points). Here the table of each number of questions with the percentage of students' answer of anxiety.

- a. I am not sure with my ability in speaking

Table 1 Questionnaire's Question Result No.1

No	Category	Frequency	Percentage
1.	Strongly agree	6	14%
2.	Agree	20	49%
3.	Disagree	14	35%
4.	Strongly disagree	1	2%
Frequency		41	100%

Through the table above, showed that 14% were strongly not sure about themselves when they are speaking English, 49% were not sure about themselves when they are speaking English, 35% were sure about themselves when they are speaking English, and 2% were strongly sure about themselves when they are speaking English.

From explanation above, for English Department freshmen while speaking English felt unsure with themselves. It showed from respondent percentage which answered between strongly agree and agree is 63% compared percentage between disagree and strongly disagree is 37%.

- b. I am nervous when my teacher asks me to do some presentation in English

Table 2 Questionnaire's Question Result No.2

No	Category	Frequency	Percentage
1.	Strongly agree	7	18%
2.	Agree	27	66%
3.	Disagree	6	14%
4.	Strongly disagree	1	2%
Frequency		41	100%

From table above, 18% students were strongly nervous when the teacher asks them to do some presentation in English, 66% students were nervous when the teacher asks them to do some presentation in English, 14% students were not nervous when the teacher asks them to do some presentation in English, and 2% students didn't felt any nervous feeling when the teacher asks them to do some presentation in English.

From data above, showed that nervous feeling appeared when the teacher asks the students to do some presentation in front of the class in English. This is from 84%

respondents answered agree and strongly agree, while respondents who answered disagree and strongly disagree only 16%.

Nervous is a psychological response when someone feeling anxious. It indicates someone who suffer anxiety. From the above data, it can be concluded that more than 50 percent of students experience nervousness when will perform some presentation using English.

- c. When I feel anxious then I forget some vocabularies I knew suddenly

Table 3 Questionnaire's Question Result No.3

No	Category	Frequency	Percentage
1.	Strongly agree	4	10%
2.	Agree	25	61%
3.	Disagree	11	27%
4.	Strongly disagree	1	2%
Frequency		41	100%

From data above, more than half respondents were 61% agree that they forget some vocabularies when they suffer some anxiety feeling, and 10% were strongly agree, for 27% answered disagree, and 2% answered strongly disagree.

It showed that forgetting some vocabularies would appear when students are anxious while doing presentation in English. Showed from 61% answered agree and 10% answered strongly agree. It related to anxiety because experience loss of control. Someone who experiences anxiety will lose control of themselves and cause them to panic so as to allow to forget the things to be conveyed even though it has been well prepared beforehand.

- d. It is embarrassing me to be volunteer to speak in front of the class especially in presentation.

Table 4 Questionnaire's Question Result No.4

No	Category	Frequency	Percentage
1.	Strongly agree	5	12%
2.	Agree	23	56%
3.	Disagree	11	27%
4.	Strongly disagree	2	5%
Frequency		41	100%

From data above, 56% percent respondents agree and 12% percent others strongly agree that they feel embarrassed when they asks to be volunteer to speak in front of the class especially in presentation. 27% answered disagree and 5% percent others answered strongly disagree that they feel embarrassed to be volunteer to speak in front of the class especially in presentation.

This embarrassing may cause from classroom atmosphere. When a student try to answer or try to speak in presentation section in the class in English, but unfortunately she/ he make mistake, then a whole class will laugh at her/him. This is why 68% students answered agree and strongly disagree about this question.

e. I feel worry about making mistakes in presentation

Table 5 Questionnaire's Question Result No.5

No	Category	Frequency	Percentage
1.	Strongly agree	6	15%
2.	Agree	23	56%
3.	Disagree	11	27%
4.	Strongly disagree	1	2%
Frequency		41	100%

From table above, 15% respondents were answered strongly agree, then 56% answered agree, 27% were disagree, and 2% left answered strongly disagree that they feel worry if they making mistakes in presentation.

Making mistakes while speaking especially in presentation is highly anxiety-provoking of English Department Freshmen in UIN Walisongo. They assumed that as English learners, they must speak English flawlessly without any missing pronunciation or grammatical. The negative of being thought perfectionist that if they choose to become passive leaner rather than become active learner but people laugh if they make mistake.

f. I start to be panic when I have to speak up in a presentation without preparation in class

Table 6 Questionnaire's Question Result No.6

No	Category	Frequency	Percentage
1.	Strongly agree	17	42%
2.	Agree	18	44%
3.	Disagree	6	14%

4.	Strongly disagree	-	-
Frequency		41	100%

Data above showed that 42% respondents answered strongly agree, then 44% answered agree, for 14% others answered disagree that feeling panic appeared when respondents have to speak up in presentation without any preparation in class.

In this case, showed that students would panic when they have to speak without any preparation in presentation section in class. Showed from 86% respondents answered agree and strongly agree while only 14% respondents answered disagree.

Panic is one kind of feeling anxious. Moreover in this situation when the teacher asks to speak spontaneous without any preparation during presentation in the class, then students will panic suddenly and anxiety will increase.

- g. Sometimes I have a negative thinking when I have something to be uttered during presentation

Table 7 Questionnaire's Question Result No.7

No	Category	Frequency	Percentage
1.	Strongly agree	4	10%
2.	Agree	25	61%
3.	Disagree	12	29%
4.	Strongly disagree	-	-
Frequency		41	100%

From table above, more than half respondents were 61% agree that they have a negative thinking when that have something to be uttered during presentation, and 10% were strongly agree, for 29% others answered disagree.

It showed that negative thinking would appear when students want to speak up during presentation. Negative thinking is kind of factor for anxiety. Negative thinking cause anxiety if highly increase, it was proven from the table above that 71% students answered strongly agree and agree for the question about negative thinking that happened when the want to speak during presentation.

- h. I can feel my heart pounding fast when I am going to be called on in presentation

Table 8 Questionnaire's Question Result No.8

No	Category	Frequency	Percentage
1.	Strongly agree	1	2%
2.	Agree	28	68%
3.	Disagree	10	25%
4.	Strongly disagree	2	5%
Frequency		41	100%

From data above, more than half respondents were 68% answered agree that they feel their heart pounding when they called on for presentation, and 2% were strongly agree, for 25% answered disagree and 5% others answered strongly disagree.

It showed that feeling heart pounding would appear when students being called for presentation. Heart pounding is a kind of physical response for anxiety. Here 70% of freshmen students of English Department answered that they feel the heart pounding fast when they being called for presentation. It is quite high percentage which anxiety does exist among students in EFL learners.

- i. I always feel that the other students speak English better than I do

Table 9 Questionnaire's Question Result No.9

No	Category	Frequency	Percentage
1.	Strongly agree	12	29%
2.	Agree	24	59%
3.	Disagree	4	10%
4.	Strongly disagree	1	2%
Frequency		41	100%

From table above, 29% respondents answered strongly agree, 59% were agree with statement 'I always feel that other students speak English better than I do'. Then, 10% were answered disagree, and 2% others answered strongly disagree.

Respondents felt that other students speak better than themselves. In this case, the class atmosphere which made students not confident to speak out because they thought their friends speak better than themselves, then they choose to be passive in class learning process. It proven with percentage data that 88% students choose strongly agree and agree that other students speak English better than themselves, and only 12% respondents answered disagree and strongly disagree.

- j. I am still anxious even though I have prepared to practice before presentation started

Table 10 Questionnaire's Question Result No.10

No	Category	Frequency	Percentage
1.	Strongly agree	2	5%
2.	Agree	19	46,5%
3.	Disagree	19	46,5%
4.	Strongly disagree	1	2%
Frequency		41	100%

Through table above, showed that 5% students answered strongly agree, 46,5% answered agree, then 46,5% were disagree and 2% others were choose strongly disagree. It showed that students were panic although they had prepared well. Proven by percentage 51,5% respondents answered agree and strongly agree, while respondents who answered disagree and strongly disagree were 48,5%.

- k. I am afraid that the other students will laugh at me when I make mistake in presentation

Table 11 Questionnaire's Question Result No.11

No	Category	Frequency	Percentage
1.	Strongly agree	2	5%
2.	Agree	16	39%
3.	Disagree	21	51%
4.	Strongly disagree	2	5%
Frequency		41	100%

From data above, it explained that 39% respondents were answered agree, and 5% were strongly agree with statement 'I am afraid that other students will laugh at me when I make mistake in presentation'. 51% were disagree, and 5% answered strongly disagree with statement above.

Feeling afraid being laughed by other students is a factor of most anxiety in many cases of anxiety. This factor is not from internal aspect from individual itself, but also external aspect such as environment class learning. The silence/ passive students is not only because they are not competent. The researcher believes that not only knowledge, but anxiety may happen because environment atmosphere that pressure the individual in classroom learning process.

- l. Before doing presentation I feel very sure and relaxed

Table 12 Questionnaire's Question Result No.12

No	Category	Frequency	Percentage
1.	Strongly agree	1	2%
2.	Agree	12	29%
3.	Disagree	25	61%
4.	Strongly disagree	3	8%
Frequency		41	100%

From table above, it was explained that respondents who answered agree were 29%, and only 1% who answered strongly agree. Then, 61% respondents were answered disagree and 8% others answered strongly disagree with statement 'Before doing presentation I feel very sure and relaxed'.

Respondents who felt sure and relaxed before doing presentation is only 31% from table above, it proofed that 69% others still anxious before doing presentation, and could not enjoy yet to do presentation.

- m. I feel confident when I do a presentation in front of the class

Table 13 Questionnaire's Question Result No.13

No	Category	Frequency	Percentage
1.	Strongly agree	-	-
2.	Agree	16	39%
3.	Disagree	24	59%
4.	Strongly disagree	1	2%
Frequency		41	100%

Through data above, it was explained that 39% answered agree, 59% were answered disagree, and 2% answered strongly disagree with statement 'I feel confident when I do a presentation in front of the class'. It was showed that there were unconfident feeling when students do a presentation in front of their classmates, proven by 61% students were answered disagree and strongly disagree for this question. Even they had prepared well since early they still felt unconfident in presentation.

- n. I would be enjoy during speaking in the learning process in classroom

Table 14 Questionnaire's Question Result No.14

No	Category	Frequency	Percentage
1.	Strongly agree	1	2%
2.	Agree	15	37%
3.	Disagree	22	53%
4.	Strongly disagree	3	8%
Frequency		41	100%

From table above, there were students would not be enjoy during speaking in the learning process in classroom proven by 53% respondents were answered disagree and 8% were answered strongly disagree in the question 'I would be enjoy during speaking in the learning process in classroom, and only 37% respondents answered agree and 2% others answered strongly agree with the question above. Enjoy feeling during learning process may appear when students comfortable during the process. Feeling uncomfortable in classroom indicated that anxiety does exist in freshmen of English Education Department.

- o. These are the symptoms of anxiety, give (✓) if that symptoms condition happened to you when you deliver a presentation in front of the class

Table 15 Questionnaire's Question Result No.15

Category	Frequency	Percentage
Rapid breathing	6	15%
Heart palpitation	8	20%
Cold sweating	6	15%
Palms sweating	2	5%
Tremor	2	5%
Forgetfulness	9	20%
Worry	17	42%
Nervous	30	73%
Feeling depressed on chest	3	8%
Lost concentration	8	20%

Table above is anxiety symptoms that may happen in respondents themselves. For first symptoms, rapid breathing may happened by 15% respondents. Then, heart palpitation happened by 20%, cold sweating happened by 15% respondents, palms sweating happened by 5% respondents, tremor would be happened by 5% respondents. Then forgetfulness happened by 20% respondents, worry happened by 42% respondents,

nervous happened by 73%, and feeling depressed on chest happened by 8% respondents, and the last symptoms is lost concentration was happened by 20% respondents.

The table above contains manifestation of students' speaking anxiety during presentation. From table above, we conclude that speaking anxiety in presentation does exist in 1C class of English Department Freshmen and proven by the questionnaire result.

Table 16 Questionnaire Respondents' Score Result Of Anxiety In Presentation Using English

NO	INFORMANT CODE	QUESTIONNAIRE RESULT
1	RU	38
2	NU	41
3	SR	42
4	MS	45
5	RAB	46
6	DSZ	39
7	AS	43
8	AWN	37
9	ASS	43
10	ISP	41
11	DI	44
12	DSA	40
13	FMM	36
14	IRD	35
15	YC	22
16	NW	32
17	SAN	37
18	MFK	38
19	ASP	29
20	YDF	34
21	FL	33
22	BSP	36
23	DH	26
24	NUL	45
25	MNW	40
26	AF	37
27	FF	39
28	KJK	40
29	ZU	37
30	ANU	42
31	FAS	30

32	AM	41
33	HA	39
34	HM	32
35	MIU	45
36	NI	45
37	AP	39
38	KAQ	47
39	HRA	45
40	AW	54
41	LH	46

For knowing the average values about anxiety in presentation using English the researcher is used the pattern.

$$M_x = \frac{\sum X}{N}$$

M_x = mean (average)

$\sum X$ = Total of variable X

N = Number of Cases

$$M_x = \frac{1600}{41}$$

$$M_x = 39,025$$

Table 17 Category of Anxiety Existence

No	Score	Meaning
1	43-56	Strongly Exist
2	29-42	Exist
3	15-28	Not Exist
4	0-14	Strongly Not Exist

According the result above in 15 questions in questionnaire that given to 41 respondents of English Education Department Freshmen which questions related to anxiety in Presentation using English is Anxiety does Exist Category. It showed that the average value of questionnaire is 39,025 which mean anxiety is in exist category.

The Factors of Students' Speaking Anxiety in Presentation

In order to identify the factor of students speaking anxiety, the researcher conducted some interviews towards freshmen of 1C students in UIN Walisongo Semarang. Six students waschoosen to be respondents as the score from the questionnaire, and students with the highest score was choose as respondents. The questions asked are written first in

interview guidelines. Questions are asked one by one and directly answered by the respondents. These questions totaling about 11 key questions, leading to background of respondent, response of the anxiety, and the factor that cause respondents' anxiety during presentation in front of the class.

According to Dornyei and Subasu in M Shaukat Ansari, the common sources can be enumerated as fear of making mistake, test and assessment, social comparison, and competition (Dornyei, 2001), negative evaluation and perceived low ability (Subasu, 2010). From interview result earlier, the researcher can highlight the factor that cause students' speaking anxiety in presentation of English Department Freshmen in UIN Walisongo Semarang.

From the first interview result with the respondents, the reason of the anxiety in every presentation because of the overthinking and lack of preparation and test. however, the lack of students' preparation before presentation could make she/ he feel anxious during presentation, the students' will be worry when the other students or the teacher will ask her/ him about the material of presentation, when he/ she did not prepare well, it could make anxiety arouse. The other reasons of students' speaking anxiety during presentation are bad experience and lack of pronunciation. Student with bad experience in speaking has a bad memory about speaking, and always feel anxious in every time he/ she speak in front of many people, in this case in class presentation. Students who are not able to pronounce the English word correctly, will feel afraid to speak in front of many people. He/ she will feel afraid of making mistakes and laughed at by other students when he is wrong in pronunciation of the word in English (Interview).

Low self-confidence, and low- proficiency are the other background of students speaking anxiety in this case in presentation. Student with low self-confident always feel that the other students are smarter than him/ her, and low proficiency for instance grammar, vocabulary, and pronunciation. And the last factor of students' speaking anxiety in presentation according to the interview result conducted before is afraid of making mistake. The students' thought that as English learners, they must speak English flawlessly without any missing pronunciation or grammatical. Based on the interview the negative of being thought perfectionist made them to become anxious or worry in speaking in front of the other students in this case in presentation.

From the data analysis result, the researcher found that speaking anxiety of English Education Department Students of UIN Walisongo was in exist category. The highest

score of speaking anxiety is 54, the lowest score is 26, and the average is 39.025. And based on the interview result, the researcher found that reasons of speaking anxiety in presentation are overthinking, lack of preparation, bad experience, low proficiency, low self- confidence, afraid of making mistakes, and test.

CONCLUSION

Anxiety is undeniable; it is one of the realities that sometimes exist. It will disturb the process of language learning and the students can't achieve the maximum result. Learners can easily feel anxious when exposed to foreign language situation. Anxiety often happens when student does presentation, moreover freshmen of English Department Students.

Giving presentation in front of the class will be a problem for some students who have lack of confident. Speaking anxiety gives an essential problem on speaking as performance. Teacher needs to know the source of their anxiety to cope the students and encourage them to do better presentation in front of the class. There are many ways how to reduce the anxiety that sometimes happen to freshmen especially. A good lecturer should understand students who sometimes feel nervous or uncomfortable in doing presentation. The lecturer should motivate them all the time to reduce their anxiety in order their task in presentation will run well and smoothly.

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at 11.00 AM

Designing Blended Learning Materials for Functional Texts in Fiction Study

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ABSTRACT

In fiction study traditional class is complicated. It always challenges to teach students fiction. They do not appreciate literature pieces as much as teacher used to in those good old days. It notices that students these days do not read many literature pieces or getting students to read the text before class. This happens also in Elements of Prose class in English Department at UIN Sunan Kalijaga. One solution to this problem that is discussed in this study is mixed method between face to face-classroom with online learning that is called blended learning. Blended learning goes beyond barriers of time, location, and culture and has created many enhanced opportunities for learners and instructors. It is effective because it allows students to read e-book versions and in classroom time, they are more focus and active on meaningful activities related with their learning materials.

Keywords: Fiction Study, Traditional Class, Mixed Method, Blended Learning

First Receive:

21 April 2019

Revised:

16 May 2019

Accepted:

3 June 2019

Final Proof Recieved:

21 June 2019

Published:

30 June 2019

How to cite (in APA style):

Sari, U. R., (2020). Designing Blended Learning Materials for Functional Texts in Fiction Study. *ELITE Journal*, 2 (1), 85-102.

INTRODUCTION

In recent years, millennial generation or generation 4 have been using internet in their lives. They use IT for everything like to find out new place, to learn new skill, or even to play games. This can also happen in pedagogy world, the continuously development of Information and Communication Technology (ICT) is used in learning process to make them more interesting for the 4 generation. *Online learning* is defined as the use of Internet to access learning materials; to interact with the content, instructors and other learners (Ally, 2002 cited in Anderson, 2008). Many researches have been conducted in relation to online learning, their dimensions and variables having impact on the online learning. Furthermore, it is compared with traditional face-to-face instruction. One of the most important debates is about whether students can learn better at the online learning environment compared to traditional classroom environment.

In fiction study traditional class is complicated. It always challenges to teach students fiction. They do not appreciate literature pieces as much as teacher used to in those good old days. It notices that students these days do not read many literature pieces or getting students to read the text before each class are difficult. Very often, during literature period teacher had to confront students who did not read the literary pieces that they were told to do so. As a result, maybe the 'spoon-feeding' technique had become so imbibed in them that they automatically expected teachers to go through the text with them line by line. This is time-consuming and makes it difficult to have many interesting reader-response activities that will help them engage with the text than sometimes it has to force these students to read through reading aloud activities, and such activity is very time consuming. Another solution for this problem is mixed method between face to face-classroom with online learning that is called blended learning. Blended learning goes beyond barriers of time, location, and culture and has created many enhanced opportunities for learners and instructors. In other words, blended learning endeavors to purposefully and seamlessly integrate between online and traditional learning in order to create a distinct, new approach with its own merits (Picciano, 2006; Allen, Seaman, and Garrett, 2007). Therefore, blended learning represents a new educational paradigm (Garrison and Vaughan, 2008). The pedagogy of a blended learning environment is "based on the assumption that there are inherent benefits in face-to-face interaction as well as the understanding that there are advantages to using on-line methods" (Clark and James, in Vernadakis et. all, 2012). Blended learning is a mix of the traditional face-to-face and the on-line learning so that instruction occurs both in the classroom and on-line. It is essential to point out that the on-line component becomes a natural extension of the traditional classroom learning. It has been acknowledged that blended instruction is an emerging trend and it is trying to give students the advantages of each method.

Blended learning has been implemented with various designs and has shown a considerable positive effect on the learning process. Harvard Business School faculty DeLacey and Leonard (2002) reported that students not only learned more when online sessions were added to traditional courses, but student interaction and satisfaction improved as well. Obviously, the most common purpose of blended learning is the ability of combining the best of both worlds; traditional and online learning (Young 2002; Graham, Allen, and Ure 2003). Young (2002) points out that not all students learn the same way, therefore the traditional approach is not ideal for all students. Blended learning

provides more guidance to online learning by integrating face-to-face learning with distance learning, while it provides flexibility and accessibility to traditional learning by incorporating online learning.

In regard with these matters, the materials for the blended learning need to be developed to meet the students' needs. The materials deal with the materials for online learning toward the fictional studies such as novel, short stories, serious novels and popular novels, and the elements of these fiction works. Therefore, this paper aims to reveal how implementation of the blended learning materials to help the students learn fiction study in English department in Cultural Sciences and Adab Faculty of UIN Sunan Kalijaga Yogyakarta.

LITERATURE REVIEW

Blended Learning

a. Theory

The terms of "blended learning", "hybrid learning", "technology-mediated instruction", "web-enhanced instruction", and "mixed-mode instruction" are often used interchangeably in research literature (Martyn, 2003). Although the concepts behind blended learning first developed in the 1960s, the formal terminology to describe it did not take its current form until the late 1990s. The term "blended learning" was initially vague, encompassing a wide variety of technologies and pedagogical methods in varying combinations (some making no use of technology whatsoever). In 2006, the term became more concrete with the publication of the first Handbook of Blended Learning by Bonk and Graham. Graham challenged the breadth and ambiguity of the term's definition, and defined "blended learning systems" as learning systems that "combine face-to-face instruction with computer mediated instruction" (Graham and Bonk, 2006). In this study blended learning is viewed as the combination of face-to-face and digital learning. Blended learning extends learning to go beyond the classroom and provides opportunities for reflection, interaction and further engagement with the learning material. In a blended working atmosphere the students learn through digital communication and dialogue with both students and teachers, they also learn from using programs on their computers.

Blended learning definition refers to an integration between online activities and traditional face-to-face class activities. Graham, Allen, and Ure (2005) documented three definitions: combining instructional modalities or delivery media, combining instructional

methods, and combining online and face-to-face instruction. The first two definitions are too broad because they include most courses, which use at least two instruction methods or modalities (face-to-face lecture and textbook readings). The last definition, which combines online and face-to-face instruction, can be implemented in three ways: providing online materials similar to the course contents, providing online materials as supplementary resources, and replacing portions of the face-to-face contents with online materials. Sharpe et al. (2006) observed that the most common type of blended learning is the provision of supplementary resources for courses that are conducted along mainly traditional lines through an institution-supported virtual learning environment. Moreover, at the 2005 Sloan-C Workshop on Blended Learning, the participants adopted the definition of blended learning where a portion of face-to-face time is replaced by online activity in a planned, pedagogically valuable manner (Laster et al. 2005; Picciano 2006). Garrison and Kanuka (2004) stated that “blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences.” In addition, they explore the benefits of blended learning in higher education with respect to administration and development characteristics that those benefits are policy, planning, resources, scheduling and support. Their results indicate that blended learning can lead the process for redefining higher education institutions as being learner-centered and facilitating higher learning experience.

Innovations in technology have influenced teaching and learning, as shown in studies that have demonstrated the effectiveness of blended learning. This effectiveness is primarily related to the quality of the learning experience, which is defined by Wend (2006) as the variety of experiences within the university’s concerns wherein students perceive and interact; thereby in turn affecting their learning opportunities. In order to provide quality experiences for learners, some important elements have to be managed, such as technology, the structure of the course, the instructor, technical support, assignments (Lionarakis and Parademetriou 2003), student engagement (Oliver and Herrington 2003) and learning flexibility.

b. Design

Blended learning is an instructional methodology that leverages technology to provide a more personalized approach to learning, giving students control over the time, place, path and pace of their learning. The Clayton Christensen Institute, one of the most

well-known thought leaders on blended learning, defines it as a formal education program in which the students learn in part through online learning, and partly in a supervised brick-and-mortar location away from home. The modalities along each student's learning path within a course or subject are connected in order to provide an integrated learning experience. According to the Christensen Institute (in Broke, 2017), there are four models that are most commonly implemented in schools today:

a) Rotation Model

This approach entails students working in a number of different activities or centers, including whole-group instruction, small group instruction, peer-to-peer activities, pencil and paper assignments, as well as individual work on a computer or tablet. Within the rotation model, there are several different implementation settings:

Station Rotation: Similar to the classroom centre rotation, students work through a circuit of activities in the classroom (or classrooms) during one or more class periods, with at least one of these activities involving instruction via technology.

Individual Rotation: Students work through some or all of the classroom centers based on an individualized prescription determined by the teacher with the help of a technology-driven assessment tool. Lab Rotation: the students work on individualized, online instruction in a computer lab. Then, typically, the teacher will use data from students' progress in the lab session to inform whole- or small-group instruction in the classroom. Flipped Classroom: the students receive the primary instruction (similar to the whole group instruction) in the form of online learning outside of the school day. The core lesson is provided via technology as "homework," and then students apply the skill through assignments and projects during class time with the teacher's support.

b) Flex Model

The students learn on-site in a brick-and-mortar setting using an online instructional tool as the backbone of the course or subject, with the teacher providing support as necessary. The students' instructional paths are customized and fluid, and the depth, frequency and manner of the teacher's support can vary based on each school's implementation model.

c) A La Carte Model

The students receive instruction in particular courses entirely online. Teacher's support for the A La Carte model is via an online instructor who is not located at the student's brick-and-mortar school or learning centre.

d) Enriched Virtual Model

The students are required to have face-to-face learning sessions with their teacher, but then complete the rest of their coursework remotely, outside of the brick-and-mortar school. Although students may not meet with their instructor on a daily basis, there are formal, regularly scheduled instructional sessions (unlike optional office hours).

Fiction Study

Fictions are built on the tension between conventions and such inventions famous adagio in literary studies. Through existing conventions literary learners acquire various forms and frameworks governing the genre of literary texts (for example, imaginative prose, poetry, and drama). Knowledge of the inner structure of literary works is what enables readers of educated literature to be able to read and build patterns in the literary works they read. In the world of stories for example there is the term story grammar which can guide the reader to understand and enjoy the story.

In addition, through knowledge of literary conventions, educated literary readers actively contribute meaning by building interconnection from what they read with their life experiences (text to life connection); or the same readers also associate literary works that are being read with other texts that have been read (text to text connection); or the readers bring the background of their experience and knowledge of various things into the process of interpreting the literature they are enjoying (life to text connection). The ability to build patterns and develop networks of meaning is vital for the formation of the habit of reading and experiencing literature, and this ability can be taught and cultivated through well-guided literacy activities in the community of readers, experience and interpreters of the literature.

Teaching English literature as a foreign language has a long history that allows it to gather relatively comprehensive experience. From the accumulation of this experience, the field of Teaching English Literature as a Foreign Language has systematically developed an understanding of why literature needs to be taught. Carter & Long (1991) and Lazard

(1993), for example, propose three main reasons why English literature as a foreign language needs to be taught, and every justification of this teaching has different teaching goals. The three types of justification in question are: (1) cultural reasons, (2) language-literary reasons, and (3) reasons for self-development as readers and writers.

Literature teachers who adhere to a cultural model respect literature because literature is full of accumulated wisdom - "the best that has been thought and felt within a culture" (Carter & Long, 1991: 2). Therefore, English-language literature in the context of foreign languages, in this case, is expected to encourage participants' understanding and appreciation of the cultural and ideological values contained in the literary texts they read. While cultural models support the teaching of English literature because of its potential to facilitate students in understanding and appreciating the content of cultural and ideological values in literary texts that are read by participants, proponents of "literary language" see literary language as an authentic locus can function as a vocabulary learning resource and various aspects of English structure. From the experience of transacting with this literary text, it is expected that students will later gain insight that enables them to think and speak as sophisticated as literary writers. Or in the language used by Carter and Long, it is expected that later literary learners will be able to tap into ways in a text in a methodological way (Carter & Long, 1991: 2).

While each of the two previous models propose "cultural and ideological values" and "the potential value of qua literary models for learners" to show the importance of teaching literature, proponents of the personal growth model believe in the need to encourage students to approach literature as works aesthetics and doing aesthetic reading. By reading aesthetic literature it is expected that the students can enjoy literary reading by involving themselves physically with all of the contours of their emotions. And, from this aesthetic experience, it is expected that there will be a growing love for reading literature so that, henceforth, this "love-reading" feeling encourages students to grow into independent readers and lifelong learners.

Synthesizing ideas from various sources, Musthafa (2015) identifies four literary teaching approaches that have been commonly used in teaching English as a foreign language: language-based approach, literature as content, literature for personal enrichment, and literature as a resource for empowerment.

a. Language-based approach

Based on the assumption that studying English-language literary texts can help integrate the syllabus of language lessons and English literature, the English literature study program that adheres to this approach will focus the contents of the lecture on the analysis of stylistics used by writers of literary works that students read. Thus, the English literature study program that carries the mission of encouraging students to utilize the knowledge of literary text-style to weigh quality and appreciate the literary work they read.

Proponents of this "literary-based approach" model might use literary texts to teach certain registers (for example, when found in literary criticism), and writing styles of certain authors. Thus, the focus is on the study of texts, and students are encouraged to treat literary texts as a capital for learning English. At this stage, to the extent that these students learning English literature are facilitated in understanding and appreciating the literary works they read, the matter of teaching English language and literature can be considered wrong.

b. Fiction as a field of study

As reflected in the meaning of the phrase a field of study above, this approach treats literary text as the main material for learning English. Using literature as a field of study, English literary instructors involve students in the activities of reading a collection of texts (literature text sets) and literary criticism that are relevant and related to the text being read. The field or topic of study, in this model of literary learning approach can be organized into genres of literary texts (such as imaginative prose, poetry and drama), styles-expressions of literary rhetoric, history and characteristics of movements / *babakan* of literature, and other categories.

Treating literature as a field of study means focusing on literature as a body of knowledge that includes details such as genres and sub genres of literary texts, the characteristics of certain literary periods, and formal features of literary texts that fulfil certain literary rounds. The English literature study program that takes the option of this kind of learning approach directs students to become literary scholars in English as a foreign language.

c. Fiction for personal enrichment

Underlying this learning approach is the assumption that literary work is an accurate tool to provoke the disclosure of personal experience, the fluctuations of feelings, and the opinions of learners as literary readers. Teaching material in this model of literary learning approach can be chosen based on the predictability of its relevance to the learner's interests and experience as well as the level of understanding ability. And organizing it into literary learning sessions can be done thematically along with non-literary material that discusses similar topics.

Literary texts, in this learning approach, are treated primarily as a vehicle for the development of individual participants, especially as readers and writers of literary texts. Theoretically, such treatment is not wrong. However, in its implementation in class, the learning approach of English literature may experience obstacles, especially when the instructor does not understand correctly about the methods and techniques of developing literacy skills in literary texts, and forms of task design - which ultimately control the achievement of goals literary literacy instructional.

d. Fiction as a resource for empowerment.

Using literary text as capital means treating literary text as a locus to invite the highest personal response from students as literary connoisseurs. Literary text is used as a tool to involve students inwardly; literary works are used as "charmers" to invite readers' inner-born involvement. Unlike treating literature as a field of work that tends to exclusively focus all energy on the acquisition of knowledge about literature (for example, the accumulation of facts about the context of the birth of literary works, *titimangsa* (time), author, literary titles, etc.), treating literature as capital aims to instil capabilities enjoy literary work and love literature. In the reality of practice in class, positioning literary texts as capital for empowerment can mean showing students of literary learning how lecturers as literary instructors enjoy literary work and how these sophisticated literary lecturers develop. The challenge here is whether lecturers of English literature as language foreigners in Indonesia are able to convincingly introduce the subtleties of literature ("ways with literature") so that students can develop genuine interest in reading-and-writing literary texts, and develop skills that are useful in processing literary experiences and responding with literate way.

METHOD

In Cultural Sciences and Adab Faculty of UIN Sunan Kalijaga every lecturer or student of English Department has free internet access every day when he/she is in campus area. Most students and lecturers realize that the potential of the internet for education and understand the effort involved in effectively utilizing this valuable resource. The needs of materials that can meet the students' needs and use Internet as one of the resources to support their learning lead the researcher to develop the appropriate materials.

Therefore, this study uses research and development design by Graves that emphasizes on the designing the language course where, here, a blended course about "Elements of Prose" is developed. The participants consist of 37 undergraduate students enrolled in the "Introduction to Literary Theory" course in the English Department of Cultural Sciences and Adab Faculty at the Islamic State University of Sunan Kalijaga Yogyakarta. The participants ranged in age from 18 to 22 years old.

There are some steps of designing the materials by Graves. This study adapts some steps that are important to be done in developing the blended learning materials of functional texts. The steps can be seen in the framework below.

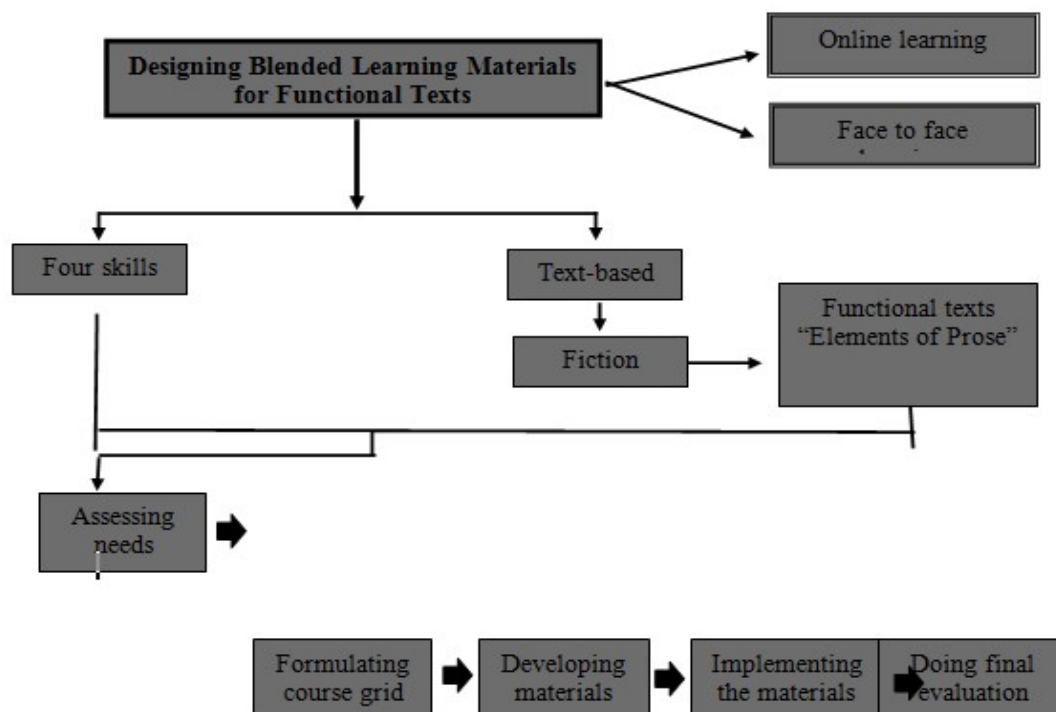


Figure 1. *Developing materials' procedure*

There are two aspects that make the design by Graves be able to be used in this research. The first aspect is that there is no hierarchy in the processes and no sequence in their accomplishment. The course designer can begin anywhere in the framework, as long as it makes sense to begin where the researcher do. It will depend on the researcher's beliefs and understandings, articulated or not, and the reality of the context and the background knowledge of the students. The researcher, here, starts to develop the materials by doing these steps, as follows.

a) Doing needs analysis

This step is done by using pre-test. This test aimed to gather information about the students' abilities, attitudes, and preferences before course. It is also done in order to make decision about what will be taught, how it will be taught, and how it will be evaluated.

b) Formulating course grid

The course grid or syllabus is the product of organizing a course (Graves, 2000: 6). The course grid can be formulated by gathering the information about the students' needs and learning goals and objectives. The course grid consists of several points, such as philosophical background of the course, materials that will be taught, methods and strategies, basic competency, indicators, source and evaluation. It is arranged to help the students understand the contents of the course and what functional texts that will be learnt by them in one semester.

c) Developing materials

Materials development is the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course (Graves, 2000: 149). There are some points listed by Graves (2000) in developing the materials, such as learners, learning, language, social context, activity, and materials. These points are put together in developing the materials.

d) Implementing the materials

This step is done to know the students' reaction toward the developed materials. Graves (2000) explains the implementation of the materials as assessing the students' learning by using the designed materials before they evaluate the materials in the next step.

e) Doing final evaluation

The final evaluation that is used in this research is post-test. It is done know the appropriateness of the materials after implementing it to the students. Graves (2000) also stated that there are four major purposes for assessing learning in designing the materials; (1) assessing proficiency that is done in pre-test and post-test, (2) diagnosing ability/needs that is done in pre-test and during course or implementing the materials, (3) assessing progress that is done in implementing the materials, and (4) assessing achievement that is done in post-test.

Therefore, the majority of lecturers believe that the Internet resources has helped to improve curricula and teaching methods. In addition, they urge for new technological methods to be supplemental to traditional classroom teaching and not as a replacement. That is why in this study, the researcher reveals to design blended learning materials that combine face to face with online method work to play together in the materials' activities and contents.

Besides, the reasons for designing the blended learning materials for functional texts such as Elements of Prose play a major role in determining its success, and it is vitally important that lecturers, administrators, and students understand why blended learning is being implemented. Regardless of how blended learning is implemented, a consensus must be reached to avoid the perception of another initiative being adopted without their input. Most of all, educators who are tasked with implementing blended learning must have ownership and feel that blended learning is enhancing their instruction, not working against it. It is essential that these lecturers perceive they either have the skills necessary to implement blended learning or they are provided with the necessary professional development to foster the skills.

FINDING AND DISCUSSION

Internet access has been available to the all of academic community in UIN Sunan Kalijaga since 2005. In December 2012 there were approximately 2000 Internet users in this university. Importantly, the number of the Internet users has jumped to 5000 in 2007, which is nearly one-third of the population. One reason for the growth is that about 60% of the population is comprised of young people who are 20 years old or younger, and they are adapting to new technologies faster than expected. It is estimated that Internet use will continue growing rapidly in UIN Sunan Kalijaga, which raises an issue of providing new learning strategies that include use of technology.

For the purpose of this study the “Elements of Prose” course is redesigned and developed in a blended course format (part online, part face-to-face) according to Broke (2017) flex-model of didactical components in a blended learning arrangement. This model includes three components that need to be taken into account a) a content component that makes learning material available to the learner b) a communication component that offers interpersonal exchange between learners or learners and tutors and c) constructive component that facilitates and guides individual to actively operate on learning tasks (or assignments) with different degrees of complexity (from multiple-choice to projects or problem-based learning). In designing the blended course, formal and informal data gathered from the students who had already taken the course, were examined. Then the instructors specified the desired outcomes of the course in terms of goals and objectives. At the end, the content, the practice items and the assessment instruments were determined based on the course basic goal and objectives. Below how the step in blended learning course in the classroom is described.

Step One, presentation of lecturer to the student about the blended learning in the first meeting of classroom. The online component is delivered using the asynchronous course management system (e-Class). E-Class includes course description, course schedule, documents (course content), announcements, forums, links and student papers. The course duration is 14 weeks, and the students meet for a 100-minute lecture with the instructor 2 times, at the beginning and at the end of the semester. The course commences with a 100-minute Face to Face lecture where the learners have the opportunity to meet each other and the instructor. In this face to face introductory session students are presented with the learning objectives of the course.

The students have website that they use when they have online class like the web below:

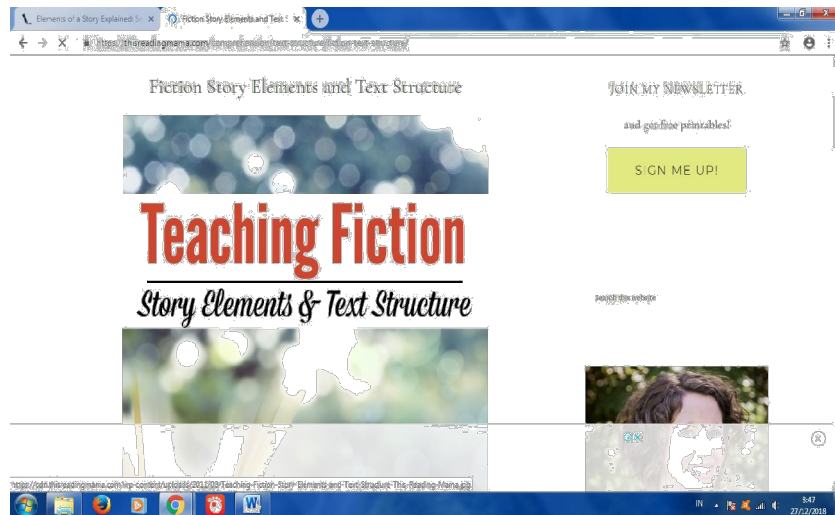


Figure 2. One of Webs Used in the Blended Learning “Elements of Prose” Course

The blended learning course requires self-paced learning time since the course content is online, resulting in a major reduction in classroom lecture time. The students are expected to log into the course individually from home, work or a University computing cluster, whichever is most convenient, and read that week’s course material, download resources (such as lecture transcripts and journal papers), and follow instructions to complete tasks that can be seen in the picture below.



Figure 3. One of Materials That Students Have in the Online Course

Step two, the lecturer gives topics in discussion when they have meeting in the classroom. Assignments emphasize on practical application and authentic tasks all complemented with textbook readings. The blended course is structured to include (including) bi-weekly online assignments

focusing on active-learning exercises Weekly quizzes and self-evaluation questions are given online. One of the assignments the student has is in online course.

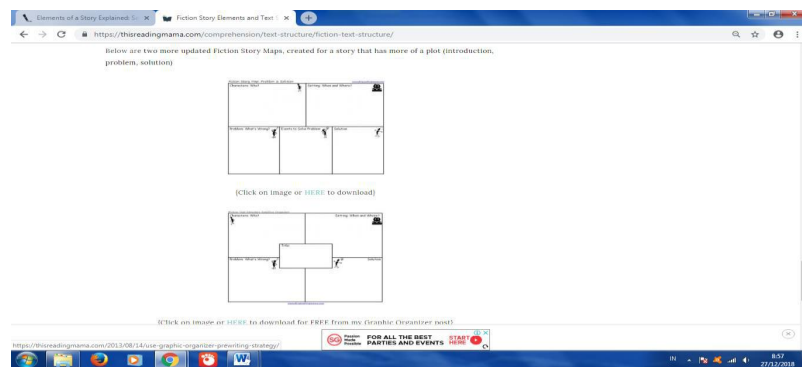


Figure 4. Online Evaluation Task

While in online phase the students can communicate and interact with the instructor and with each other by e-mail or over forums. The students are expected to post their comments regularly in an asynchronous online forum and to comment on and generate ideas with other students while the instructor coordinate the procedure. Topics of discussions are related with the concepts introduced in the course's modules. All contributions are graded. Students' evaluation is based on their performance to the two weekly assignments and to an exam paper at the end of the semester and also to their participation in a weekly discussion concerning the thematic area of the week. To evaluate the effectiveness of the web-based component of the blended course, the course is taught simultaneously with a traditional course in which passive lectures are used to cover material in the online assignments. Both courses receive the same active-learning activities.

Step three, in face to face the course discuss what the students have done in out of the class. They discuss the assignment about the elements of prose after understanding the online course. In the picture below how one of groups student presents about the elements of prose that they have discussed before in online class is described.

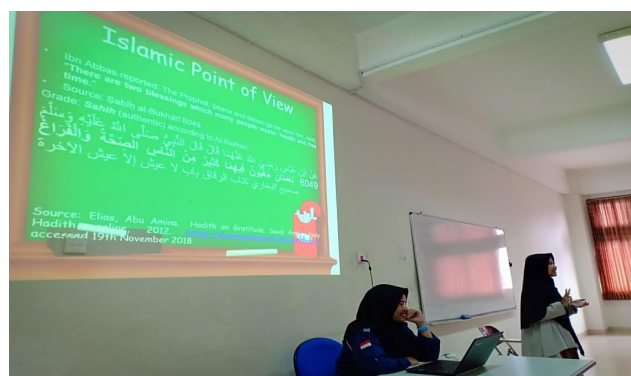


Figure 5. One of groups presented their discussion in face to face class

The improvement in course outcomes due to blended learning has been partially attributed to a more strategic use of classroom time. Blended learning is effective because it questions the traditional lecture-based teaching model, allowing classroom time to focus on more active and meaningful activities. This has been corroborated by Delialioğlu (2012), who found that problem-based, rather than lecture-based, blended learning has higher levels of student engagement. Online activities can be used to either reinforce learning undertaken in the classroom, or they can serve as a basic introduction to topics before they are covered in more depth in class.

Overall, the findings reinforce the view that a blended learning environment promotes student-centre learning in fiction study class by empowering students to take more responsibility for their learning and to increase the involvement and participation necessary for that learning. Results supporting higher learning performance by the students might be affected by the more active classroom teaching approach utilized in the blended format. A blended course model may actually lend itself to more active learning due to students becoming more responsible for learning content on their own time, while classroom time is spent with application of newly acquired knowledge. This environment demands a more thorough investigation.

CONCLUSION

This research represents the designed materials of functional texts in blended learning course. This finding is also consistent with other studies in the literature which indicate that student's performance in blended courses is equivalent or slightly superior to traditional courses. The approach of blended learning is an approach currently gaining more and more territory and recognition and thus appears as an alternative teaching practice that can be applied directly to assist students to improve their performance.

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Linguistics Metafunctions of Academically Historical Engineering Text and Its Implications towards the Teaching of Reading in ESP Context

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ABSTRACT

This paper aims at exploring the linguistics characteristics of historical text in an academically engineering textbook by investigating the linguistics metafunctions of the text based on Systemic Functional Linguistics theory. Investigating the textualization of historical text to achieve its roles and purposes for presenting and recounting events in the past requires critical analysis of the use of lexico-grammatical and discourse-semantic linguistics resources by identifying the textual, interpersonal, and ideational functions of the text. The findings showed that historical text belongs to the genre of recount and is structured by (1) the constant and continuous thematic progression to point out the remarkable events happened in the past, (2) declarative clauses having positive polarity and validity for the past time, (3) the predominance of material clauses showing the emphasizing on recounting the action done by engineers in the past. This study suggests teacher to provide explicit assistance for students to understand the meaning and function of the elements constructing the nominal group which textualizes the lexical density of the text and the clause complexes in terms of clauses' dependency relation based on their meaning, context, and function.

Keywords: historical text, Systemic Functional Linguistic, language metafunctions

First Receive:

21 April 2020

Revised:

16 May 2020

Accepted:

26 June 2020

Final Proof Received:

28 June 2020

Published:

30 June 2020

How to cite (in APA style):

Darmayanti, R. (2020). Linguistics Metafunctions of Academically Historical Engineering Text and Its Implications towards in Teaching Reading in ESP Context. *ELITE Journal*, 2 (1), 103-126.

INTRODUCTION

Each text type utilizes specific linguistic resources to construct meanings and textualize its role and function. Understanding text requires understanding the linguistic features that characterize the genre of the text so that different text type gives different demands and challenges for the readers. According to (Coffin, 2004) and (Martin J. R., 2002), history genres are classified based on its taxonomy into four main categories comprising recounts, accounts, descriptions, and explanations in which different types requires different ways in presenting events or facts and explanations operate within each genre. Achugar & Schleppegrell (2005) points out that understanding historical text demands readers to know the functions of a wide variety of linguistic resources, from the

way the text is structured to the use of particular conjunctions or causal verbs; or even understanding what is implied but not explicitly stated and established connections between distant events and construct logical relationships that may not be highlighted in the text. Thus, utilizing historical text for teaching reading requires promoting linguistic awareness needed by the students to understand the text successfully.

In the context of ESP, the teaching of disciplinary literacies in tertiary ESP settings in the era of internationalization of education is arguably an important, if not essential, component of the target performance competence in tertiary ESP settings (Zhang & Chan, 2017). Systemic functional linguistics (SFL) has made a significant contribution towards the development of research that analyze and identify the specific language features of specialized texts covering the grammatical and textual patterns characterizing genres in different disciplines. Traditionally, ESP focusses on the language features covering lexis and register, skills, discourse and genres (Dudley-Evans, 1998) but the recent development of ESP demands for challenges in teaching disciplinary or academic literacies to promote students' knowledge since English has a role as an international language and the internationalisation of education. Thus, this study concerns exploring historical engineering text, which is classified as a disciplinary text using Systemic functional linguistics (SFL) theory and perspective.

The context of this research is teaching ESP for engineering students, particularly in Digital Technology Network and Telecommunication Engineering study programs at the State Polytechnic of Malang, Indonesia. English is a compulsory, taught from the first to sixth semesters in all engineering departments. In each semester, English is allocated for 1 to 2 *sks* (semester credit units) or 2 hours per week with approximately 23 to 30 students in each class. The teaching of English at the Digital Technology Network and Telecommunication Engineering for the first-year students focus on the teaching of reading and is mainly designed to expand students' ability to understand references written in English and develop students' professional skills as well as their professional attitudes. The primary resource of authentic materials used for the teaching of reading in this course is taken from a book entitled Introduction to Engineering, which is designed and written for the first-year engineering students in an English-speaking country. The topics cover the introduction to the world of engineering, history of engineering: engineering in the early civilizations, notably the Mesopotamians and the Egyptians, and definition and branches of engineering. The teaching of reading itself covers the strategies to activate students'

background knowledge comprising content and linguistic background knowledge to facilitate students in comprehending reading materials and expanding students' knowledge and understanding of the structure of the text.

English Practitioners at the Digital Technology Network and Telecommunication Engineering have developed exercises to activate students' linguistics background knowledge by studying sentence structure by means of dividing sentences into phrases comprising their subject, predicate – to replace the term finite – and explanation including noun group functioning as the object of the sentence and prepositional phrase. It is considered useful for the students to have explicit knowledge of function and meaning of the subject and finite since these might raise the difficulty for them in understanding basic sentence structure, the meaning of the sentence, and the structure of text. The students' problems in sentence comprehension are assumed as the result of their lack of understanding in the basic structure of sentence and the difficulties in identifying of meaning, function, and structure of clause and group in reading text—particularly nominal group and verbal group – as reflected in the quiz on sentence comprehension and reading comprehension earn out at the middle and the end of semester in the academic year of 2019/2020.

However, the exercises used in teaching and learning processes are not yet completely designed. In addition, the texts used for teaching reading have not been analyzed in detail in terms of their hierarchic structure covering the structure of groups and phrases, structural pattern of text, and relationship between parts of the texts. Therefore, text analysis must be carried out not only to analyze the structural pattern of clauses in the text but also to interpret and explain the pattern of language in each rank comprising word, group, phrase, and clause. Furthermore, in practice, explanation, and exercises on sentence comprehension covering the structure of clauses and groups are needed to be discussed in class. However, to do so, the result of text analysis must be projected to contribute to the revision and improvement of the teaching materials of English.

Text in Introduction to Engineering can be categorized as a kind of literate text which is aimed to introduce the concept and the related science of engineering. For students having basic proficiency in English, reading literate text, is projected as challenging to be understood. The characteristics of text which lead to difficulties encountered by the students, namely lexical density (the density of information resulted from the tightness of the content words in sentences) and ambiguity in terms of the syntactic structure and

unique expressions related to grammar (Halliday M., 1993). In addition, nominalization, which is a grammatical process that enables the writer to compact a great deal of information into one noun phrase (Celce-Murcia, 2001), potentially causes reading difficulties. Texts in Introduction to Engineering might share some of these characteristics because they are actually written for the first-year engineering students (native speakers) and are appropriate for the intermediate and advanced foreign language learner so that the characteristics possessed by these texts potentially cause difficulties to novice learners. Thus, these texts can be categorized as challenging texts for engineering students. On the other hand, language patterns are rarely become the focus of the attention of students and teachers since, commonly, their attention is on the content of the texts being read, not on how language interprets and constructs that content (Schleppegrell, 2004). In fact, rhetorical awareness of the texts and text purposes, as well as linguistic knowledge, provide readers with more 'cognitive control' in their comprehension process (Abdoallahzadeh, 2009)

To overcome problems that might be caused by the language structure of the text, seeking the most appropriate approach for analyzing text is needed. The notional or functional approach at its best is a very fruitful method of bringing together lexical items that co-occur naturally in describing the notion of the structure of language (Dudley Evans, 2001). Thus, one of the tools which are appropriate to be used for analyzing linguistic pattern and the structure of language and text aimed at seeking ways to help students in comprehending reading text is in the of light of the functional model of grammar which is commonly known as systemic functional linguistics (SFL). Functional grammar facilitates us to analyze any passage and relate it to its context, and also to the general background of the text: who it is written for, what is its angle on the subject matter, and grammatical analysis is a technical exercise and not something that students can be expected to undertake for themselves unless they are specializing in language (Halliday M., 1993). Therefore, functional text analysis can enlighten pedagogical practice and enable teachers to explicitly explore and explain how meanings are made.

LITERATURE REVIEW

Throughout the history, the ideas of language have been varied. From traditional grammar, we inherit the concept of part of speech, active and passive voice, tense, subject and object (Bloor & Bloor, 1995) Some American structuralists linguists, namely Sapir,

Bloomfield, and Chomsky, provide linguistics basis for practice drills and audio-lingual method which are strong in the field of phonology, morphology, and syntax. Still, they had little to say about semantics and the social aspects of language. By referring to the notion of traditional and structural grammar, as a result, it raises issues on the teaching of the language pattern commonly referred to as the teaching of grammar, which is generally assumed as teaching about language.

Furthermore, the most severe and confusing of these myths on teaching about language are those who would suggest that we can dissociate language from meaning – form from function, or form from 'content' which leads to the teaching about language which is generally defined as a matter of teaching language rules or particularly grammatical rules in the level of part of speech and sentence in isolation or free from the context which gives learners limited kinds of knowledge about the building of meaning through language (Martin & Rose, 2005). On the other hand, the teaching procedures of ESP are linked to a view of language and learning and all ESP activity has to be linked to a view of text so that an ability to use the certain key of grammatical features is vital in ESP work and that other grammatical features of little relevance to ESP work can be ignored (Dudley Evans, 2001). Thus, teachers of the ESP program need to have a deep understanding of the linguistic structure of text that they teach for helping students to have a better understanding of the way how the language is used in developing texts. Based on the reasons mentioned above, it is be concluded that functional grammar is an appropriate tool for analyzing texts to help to engineer students to comprehend reading both at the sentential level and in discourse-level to meet the students' needs in reading text and learning English.

In SFL, there are for main theoretical claims about language in systemic approach namely that language is functional; that its function is to make meanings; that these meanings are influenced by the social and cultural context in which they are exchanged; and that the process of using language is a semiotic process, a process of making meanings by choosing (Eggins, 1997). The features of the social context that grammar helps to represent include what is talked about (field), the relationship between the speaker/hearer/reader (tenor), and expectations for how particular text type should be organized (Schleppegrell, 2004). Grammar is the central processing unit of language, the powerhouse where meanings are created; naturally, the systems of sound and of writing through which these meanings are expressed should reflect the structural arrangement of the grammar (Halliday & Matthiessen, 2004). In SFL, the clause is the central resource for making meanings, and

the logical functions enable us to produce more complex configurations in which two or more clauses are joined into a larger whole (Thompson, 2004). Three aspects are reflecting the three main functions, namely ideational, interpersonal, and textual. These three functions always exist in each sentence. Ideational function refers to the use of language to represent experience, and it is influenced by the field. The sub functions of ideational function comprise the experiential, which is concerned with content and ideas, and the logical, which is concerned with the relationship between ideas. Next, the interpersonal function refers to the use of language to enact social relationships, and it is influenced by the tenor. The textual function also enables people to construct and organize text, which is relevant to its context, and it is influenced by mode.

Language reflects our view of the world consisting of going-on (verbs) involving things (nouns), which may have attributes (adjectives) and which go on against background details of place, time, manner, etc. (adverbials) (Thompson, 2004). Experiential function deals with the activities and the participants in the activities being described in the text. The content of clauses is mainly located in the processes which consist of participants in certain circumstances. Interpersonal function concerns with the use of language to exchange meanings in communication and that language evolves to serve the functions that we need because grammar provides us with the fundamental resource for expressing speech functions, in the form of a highly generalized set of clause systems referred to as MOOD (Halliday & Matthiessen, 2004). Therefore, a clause consists of Mood and Residue, which further classified into subject, complement, finite, predicator, and adjunct.

Textual function deals with the structure and organization of message in language used by the speaker and how the thematic organization contributes to the cohesive development of text (Halliday & Matthiessen, 2004). A clause consists of a Theme and Rheme. Theme is the point of departure for the message and conveys the background knowledge of the text that is put in the initial position. Rheme functions to present the context or topic presented by Theme so that it is places after the Theme of the sentence. In clause complexes (or sentence), which consist of a number of clauses linked together paratactically or hypotactically, the structure of Theme is analysed per sentence. Moreover, the structure of Theme in text is determined by the different functions and roles that it holds in developing and contributing to the organization of text within the context provided by Rheme.

The three main classes of group building a sentence comprise nominal group, verbal group, and adverbial group which are further combined to form constructed on the basis of logical relation. In analyzing clause complex (sentence), we study how clauses are linked to one another by means of some logico-semantic relation (how the words and phrases used to establish the relationship between ideas, issues, and event in a text) and focus on the various method of combining clauses together in English. The two basic types of relationship which function in different ways namely expansion and projection while, in terms of logico-dependency relation, the same interdependency is called parataxis (equal status) and the different one is called hypotaxis (unequal status) (Halliday & Matthiessen, 2004). In expansion, one clause expands on the meaning of another in various ways. In contrast, in projection, one clause projects another in the sense that it indicates that the other clause is a 'second-order' use of language, which means what is said in the projected clause has already been said somewhere else (Thompson, 2004).

Functional linguists have developed genre-based pedagogy in which the teaching and learning cycle is mainly concerned with both reading and writing. Genre-based pedagogy refers to the teaching of language based on the result of genre analysis, which studies language in relation to its context and meaning. Genre analysis is a tool to examine the structural organization of texts by identifying the moves and strategies, and to understand how these moves are organised in order to achieve the communicative purpose of the text (Osman, 2007). Many works of literature on genre-based approaches related to the teaching of reading focus on the identification of the rhetorical structure of texts (or the general rules which are used in organizing and structuring texts) within specific genres and on the realization of grammatical function in the text that has made way for a more balanced, integrated and dynamic interrelationship between bottom-up (grammatical) and top-down (rhetorical) approaches (Melissourgou & Frantzi, 2017). Many studies concerning reading come to the conclusion that sentence comprehension is a requirement of reading comprehension because sentence complexity can create comprehension problems for struggling readers (Afful, 2007). In a case for the sentence in reading comprehension, the contribution of sentence comprehension to successful reading emphasizes on general comprehension strategies at the text level (Scott, 2009). Thus, awareness of the rhetorical text structure helps improve the overall comprehension of text both in L1 and L2 reading (Sadeghi, 2007).

For sentence comprehension, it is needed to raise students formal or textual schema and linguistics schema, which are related to the structure of the text. An awareness of the macro-structure of text on the one hand and textual features such as theme and transitivity, on the other hand, can make reading more illuminating (Afful, 2007). However, research shows that specific school subject areas have their distinctive grammatical features and language structures that students must exchange between and across to be successful learners thus Bringing these resources of studying text provides a powerful tool for teachers and students to be used in comprehending and composing texts within contexts in wide range social and composing texts in wide range social and cultural contexts (Feng, 2013). Students do not necessarily need to know the theoretical principals of register theory. However, the students should be aware that languages' meaning can change from one situation to another, and that the language they use needs to be suitable for the audience, and the medium of communication.

Furthermore, students need to differentiate between spoken and written language, how that the written language needs to be more specific than spoken since it is the sole form of an explanation of the communicators meaning, there are no visual clues for example or props to assist in meaning (Eggins, 1997). Finally, raising underachievers students' awareness of text structures and writer strategies in producing such textual patterns can enhance their achievement in reading and writing (Abdoallahzadeh, 2009). Thus, raising student's awareness of text structure and clause structure is essential. To do so, teachers need to analyze the structure of text holistically before setting the aims of the course and designing the course syllabus and teaching materials.

METHOD

Since this study is aimed at giving a contribution to the project of developing teaching material for Digital Technology Network and Telecommunication Engineering students at State Polytechnic of Malang, therefore describe how the text is structured, the qualitative approach is used in this study rather than the quantitative approach. Thus, from this perspective, content analysis as one of the qualitative research types was used to facilitate the analysis of words of the text and gives better understanding from the perspective of the producer of the words. Content analysis will involve the specific and essential content characteristics of texts in Introduction to Engineering and the application of explicit rules based on functional grammar for identifying and, next, recording these

characteristics. In this content analysis, the researcher is the key instrument for analyzing and collecting the data. It is believed that the result of analysis using qualitative approach could better fulfill the needs of ESP since it is not isolated from context and this will give a comprehensive description of language as a means of communication covering its meaning, purpose, function in an academic context and indicates varieties on how language items and structures relate to each other in creating the communicative value.

Following the content analysis principle of data, the data of this present study are in the form of word, group, and clauses obtained from chapter one of the third edition of Introduction to Engineering book which examines the roots of engineering and traces its development to the present day under the chapter of the history of engineering and its development from the early civilizations to twentieth century (Wright, 2011). Texts under the one chapter are believed to share similar characteristics of text structure so that this study picks a passage entitled Engineering in the Early Civilization: The Egyptians as the data since it has a historical genre and presents a combination between recounts and cause and effect paragraphs.

At the first stage of this study, groups, phrases, and clauses complexes were analyzed in terms of their structures and functions covering the experiential function (the use of language to represent experiences), interpersonal functions (language used to enact social relationships), and textual functions (language used to construct logical and coherent texts). In analyzing groups, phrases, and clause complexes, the first focus is on studying how groups, phrases, and clauses are structured and linked to one another. The next focus is on the various methods of combining clauses and how they are used to establish the relationship between ideas, issues, and events in a text. The second stage of this study is focused on how the functional text analysis can be further projected to contribute to the initial step of developing material for the teaching of English by seeking ways on how to facilitate students both in sentence comprehension and reading comprehension. Also, the result of the text analysis will be beneficial for teachers in activating the students' linguistic background knowledge and, hence, improving the syllabus and revising the teaching material of English.

FINDING AND DISCUSSION

As a kind of academic discourse, the historical text in the Introduction to Engineering is characterized by a typical of literate texts which describe and discuss topics

related to the field of engineering, the 'tenor' or the relationship between the addresser (the writer) and addressee (the first-year engineering students as the intended reader of these texts), and the 'mode' because they are taken from the textbook. Structurally, this history of engineering in the early civilization: the Egyptians, as implied by its title, aims at describing the history of engineering within the specific era of the Egyptian civilization. The macro organization of this text provides explanations and descriptions about the history of engineering comprising the happening and engineering achievement in that era.

This text has some features characterizing the genre of recount as indicated by (1) the prominence of unmarked topical themes, (2) the typical structure of the zig-zag pattern with a combination of continuous progression for the text's thematic progression, (3) the text's structure comprising remarkable events stages and setting, description, problem, events, effect, and reaction phases, (4) the positive polarity of the entire declarative clauses showing the writer's positive attitude towards the Egyptians engineers and their engineering achievements, (5) the inscribed proposition inscribed in this text which is valid for the past time in the ancient Egyptians civilization as shown by the Finite of the clause, and (6) the predominance of material processes apart from the relational and mental processes indicating the certain emphasizing on the action done by the engineers of ancient Egypt. In the following section, the further detail discussion on the findings of functional text analysis of the Egyptians is presented.

The Textual Function of the Academically Historical Text

In terms of its textual function, the message or information of this text is organized in such a way to fulfill its aim as it belongs to the genre of recount presenting the recounting events in the past, particularly within the context of the ancient Egyptians civilization. From the result of the analysis, the theme choices of this text show the dominant usage of topical and unmarked themes by employing the participant serving as the subject of the clause as the themes. The dominant unmarked themes employed in this text indicate the writer's tendency to address the topic as the clauses' point of departure in all clause simplexes and clause complexes except clause 1.1 and 2.3. Furthermore, the usage of marked theme, on the other hand, indicates an emphasis on the frame for the contextual interpretation of the clause. In terms of stages and phases, it is shown that this text is developed through four stages of remarkable events in which, in each stage, there are some phases comprising setting, description, problem, events, effect, and reaction. The summary

of the theme analysis is presented below. Note: marked themes are in bold and textual themes are in italic).

Table 1. Stages, Phases, and Themes of the Historical Text

Clause	Stage/Phase	Theme	Rheme
1.1	Orientation/ Setting	In the ancient Egyptian civilization	expert in planning and construction emerged.
1.2	Remarkable events/ Description	These engineering forerunners	held top positions <i>as the trusted advisors of the Egyptian kings</i> .
1.3	Remarkable events/ Description	The man who held this position	was a general construction expert who was known as the king's "chief of works"
2.1	Remarkable events/ Event	These ancient engineers or architects	practiced the earliest known form of surveying, developed effective irrigation systems and built remarkable edifices of stone.
2.2	Remarkable events/ Problem	The annual flooding of the Nile	created a need for reestablishing land boundaries.
2.3	Remarkable events/ Reaction	To perform these surveys	Egyptian engineers used sections of rope that had been soaked <i>in water</i> , dried and then coated <i>with a wax material to insure constant length</i> .
2.4	Remarkable events/ Description	They	may have also used primitive surveying instruments, but none has been found.
3.1a	Remarkable events/ Event	It	is known <i>as early as 3300 B.C.</i>
3.1b	Remarkable events/ Event	<i>that</i> the Egyptians	developed and maintained an extensive system of dykes, canals, and drainage systems.
3.2a	Remarkable events/ Event	A great mass of people	populated the narrow fertile valley of the Nile
3.2b	Remarkable events/ Effect	<i>and</i> irrigations work	were needed <i>to maintain the large population and exploit the skill of agriculture</i> .
3.3a	Remarkable events/ Effect	The river	also served <i>as the principal means of transportation</i>
3.3b	Remarkable events/ Problem	<i>because</i> horses, wheeled vehicles, and roads	were unknown <i>in Egypt until about 1785 B.C.</i>
4.1a	Remarkable events /	The engineers of ancient Egypt	sought to build the tallest, broadest, and most durable structures

	Reaction		
4.1b	Remarkable events/ Comment	the world	would ever see
4.2	Comment/ Description	Their palaces, temples, and tombs	were designed <i>as symbols of triumphant and everlasting power</i>

The dominant usage of unmarked theme in the text employs the majority of topical Themes which are realized through brief Nominal groups, typically referring to specific people – e.g. the Egyptians engineer – and entities – e.g. The annual flooding of the Nile, a great mass of people, irrigations work – whereas the marked Themes are structured by topical Themes containing simple circumstantial expression – e.g., in the ancient Egyptian civilization, to perform these surveys. In addition, in terms of the development method of Theme which contributes to building the coherency and cohesion of the text, the Themes in this text are typically structured in the zig-zag pattern (simple linear progression) representing constant theme with the combination of continuous progress (constant theme). This particular pattern introduces an element or specific information in the Rheme, but this Rheme is promoted to be the Theme of the following clause. The pattern of the thematic organization of the first paragraph is diagrammed in figure 4.1 as an illustration of the zig-zag pattern. This typical pattern achieves cohesion in the text by building on newly introduced information, and it gives the text a sense of cumulative development, which may be absent in the repeated Theme pattern (Eggins, 1997).

Furthermore, according to Rose, 2006:2, the themes develop the organization of the text which is divided into some stages-predictable segments into genre-and phases-variable segments within each stage– representing the hierarchy of periodicity of the message in the text. At the same time, phases illustrate the wave of information consisting of one or more messages and variable segments, which afterward realize the generic stage of the text. The text is structured to point out events that happened in the ancient Egyptians civilizations as it is strongly framed in the marked theme of the first clause.

Figure 1. An Instance of Thematic Progression of the Historical Text

Clause 1	Theme <i>In the ancient Egyptian civilization</i>	Rheme <i>expert in planning and construction emerged.</i>
Clause 2	Theme <i>These engineering forerunners</i>	Rheme <i>held top positions as the trusted advisors of the Egyptian kings.</i>
Clause 3	Theme <i>The man who held this position</i>	Rheme <i>was a general construction expert who was known as the king's "chief of works"</i>

This text is opened by clause in the ancient Egyptian civilization, expert in planning and construction emerged serving as macroTheme since it contains the marked main point of departure of the text message – in the ancient Egyptian civilization – and main given information – expert in planning and construction emerged. It should be noted that the marked theme of the first clause introduces the contextual framework of time for interpretation not only for this clause but also for the first remarkable events' stage in paragraph one. Thus, this clause represents that the orientation stage begins with the setting which is expected to be followed by probable range of descriptions. Furthermore, the next clause points out the event describing the rheme of the first clause by referring experts in planning and construction to these engineering forerunners serving as the theme of the second clause. This unmarked theme aims at evoking imagery of the engineering forerunners presented in the first clause so that the phase of this clause is categorized as a description. Next, the third clause has the same aim as the second clause that is projecting the unmarked theme of the previous clause by referring to the man who held this position.

Furthermore, analyzing stages and phases enable the unfolding of ideation of clauses – the interpretation of sequences activity in text. In this text, the changing stages are indicated by the sequence's activity in each paragraph. The orientation stage in the first paragraph aimed at describing and defining the Egyptian engineers is moved to the next stage representing remarkable events in paragraph two. The unmarked theme in clause 2.1, these ancient engineers or architects, directly addresses the topic of remarkable event

emphasizing introducing succeeding events from the first paragraph. The Rheme of the event provides new information related to the advance action done by the Egyptians engineers which is further described in more detail by the addition of problem phase indicated by the theme of clause 2.2, the annual flooding of the Nile, and the reaction phase carrying behavioural or attitudinal outcome done by the Egyptians engineers which is underlined by the marked theme in clause 2.3, to perform these surveys and, afterward, described in further description in clause 2.4 which point out They (the Egyptians engineers) as theme. Thus, the problem in clause 2.2 counters the positive expectancy of reaction done by the Egyptian engineers, as shown by clause 2.3.

The next clause in 3.1 consists of sub-clause, in clause 3.1a, and the main clause in clause 3.1b. The Rheme of sub-clause carries new information concerning time, indicating the further ideation – a sequence of events or activity – in the text. The main clause, in addition, directs given information, the Egyptians, focusing on the main event which succeeds in time as carried by the Rheme of the clause. Furthermore, the Rheme of clause 3.1b is further projected in the subsequent clauses in a series of remarkable events. The unmarked of clause 3.2 presents another event aimed as the additional event to enhance the previous event in clause 3.1b and to create tension for the next clause in 3.2b since it serves as the event causing the need for developing and maintaining the irrigation work which is presented in the theme and rheme of the 3.2b clause. In addition, clause 3.3 carries effect and problem phases by serving the river as the point of departure of the main message. The textual theme in clause 3.3b is realized by the usage of conjunction to represent the problem describes the reason why the theme of 3.3a – the river – served as the most important means of transportation in Egypt before 1785B.C.

The next sequence of remarkable action is presented in the fourth paragraph carrying various phases that comprise event, writer's comment, and description of the engineering achievement made by the Egyptians. The first clause of this paragraph focuses on presenting the following event from the previous paragraph. The unmarked theme of clause 4.1a – the engineers of ancient Egypt – provides information that, in this paragraph, the description of remarkable events is focused on Egyptian engineers as the main topic. In contrast, the rheme of this clause gives new information related to the Egyptians' engineering achievement in terms of building structures. In this particular stage of remarkable events, the writer asserts his/her comment, which concerns with the structures built by the Egyptians engineers and proves that those structures would be the tallest,

broadest, and most durable structures that the world would ever see. In the last clause, the description of the aim of building construction is given. The interaction between event, comment, and description phases illustrate how event which is described in the succeeding phase can be commented by the reader to reflect his/her thought towards the event.

In summary, in this text, the first paragraph employs the elaboration phases, which presents context (setting) indicated by the marked themes and elaborating context (description) indicated by unmarked themes. Next, the second paragraph enhances the text by pointing out the event, the counter expectant by creating tension through a problem, the expectant by highlighting the behavioral reaction of the Egyptians engineers and marking circumstantial Theme which shows purpose, and the elaboration of context in the description presented in the last clause. The next enhancement of the text is carried out by the third stage of a remarkable event in paragraph three. It is developed by the usage of temporal events, which are strongly marked by the Rheme of the first clause, the material expectant of effects, and the problem. Furthermore, the last remarkable event employs a series of phases combining behavioral reaction of the Egyptians engineers, the writer's comment, and elaboration in context. Thus, the structure of themes representing the organization of phases and stages in the text implies that messages in the text are structured in such a way to fulfill its aim as it belongs to the genre of recount aimed at recounting events in the Egyptian civilization.

The Interpersonal Function of the Academically Historical Text

The discussion in this section concerns with how the writer interacts with the intended reader of the text – the first-year engineering students – which is realized through the structure of Mood and Residue comprising the subject, finite, predicator, complement and adjunct. In terms of Mood, all the clauses in this text are construed in declarative Mood which has a speech role as statements related to the engineering in the early civilization particularly the Egyptians. Furthermore, the declarative Moods in all clauses have positive polarity. On the other hand, the Subjects of the clauses are dominantly in the form of NGs (nominal groups). Furthermore, some of the subjects in the clauses are in the form of pronoun and empty noun, but these refer to the proceeding NGs. In addition, the writer never presents himself as participant by referring to I or the writer so forth unless he put the clauses into passive voice. In terms of Finite in text A, the Finite clauses are dominantly in the simple past tense and one clause in the past perfect tense. In addition,

three clauses are in the present tense comprising simple present tense and present perfect continuous tense.

Table 4.2 Mood Choices in The Historical Text

Clause	Mood	Speech Role	Subject	Finite
1.1	DEC	statement	expert in planning and construction (NG)	<i>past</i> (emerged)
1.2	DEC	statement	These engineering forerunners (NG)	<i>past</i> (held)
1.3	DEC	statement	The man who held this position (NG)	<i>past</i> : was
2.1	DEC	statement	These ancient engineers or architects (NG)	<i>past</i> (practiced, developed, built)
2.2	DEC	statement	The annual flooding of the Nile (NG)	<i>past</i> (created)
2.3a	DEC	statement	Egyptian engineers (NG)	<i>past</i> (used)
2.3b	DEC	statement	that (<i>Empty Noun</i>)	<i>past</i> : had been
2.4a	DEC	statement	They (<i>Pronoun</i>)	<i>present</i> : may have
2.4b	DEC	statement	none (<i>Pronoun</i>)	<i>present</i> : has been
3.1a	DEC	statement	It (<i>Pronoun</i>)	<i>present</i> : is
3.1b	DEC	statement	the Egyptians (NG)	<i>past</i> (developed and maintained)
3.2a	DEC	statement	A great mass of people (NG)	<i>past</i> (populated)
3.2b	DEC	statement	irrigations works (NG)	<i>past</i> : were
3.3a	DEC	statement	The river (NG)	<i>past</i> (served)
3.3b	DEC	statement	horses, wheeled vehicles, and roads (NG)	<i>past</i> : were
3.4a	DEC	statement	The engineers of ancient Egypt (NG)	<i>past</i> (sought)
3.4b	DEC	statement	the world (NG)	<i>past</i> : would
3.5	DEC	statement	Their palaces, temples, and tombs (NG)	<i>past</i> : were

From the result of the analysis, it is shown that all of the clauses are construed in the positive polarity of declarative Mood, which has a role as statement presenting the recount event depicting the engineering achievement of the ancient Egyptians. By

employing declarative clauses, the writer presents certain claims or new propositions related to the subject in which their validity is realized through the Finite of each clause. Furthermore, the positive polarity of all declarative clauses represents the writer's positive attitude toward the facts, events, and messages described in the text. Therefore, the declarative clauses having positive polarity indicate that the Egyptians text as it belongs to the genre of recount aimed at telling what happened in a sequence of events, and it gives positive evaluation towards the significance of the Egyptians engineering achievements in some ways.

The Subjects of the clauses, as the primary element of Mood, are dominantly in the form of complex Nominal Groups (henceforth NG), which mainly employ the elements of Deictic, Epithet, Classifier, and Thing. These typical Nominal Groups might raise the difficulty for readers having a low level of English mastery. The NGs in the first paragraph refer to the same particular entity – the Egyptians engineers – by quoting to them as *experts in planning and construction*, *these engineering forerunners*, *the man who held this position*, and *these ancient engineers or architects*. Hence, the NGs used are in the form of extended nominal groups, but, on the other hand, the writer expects the readers to be able to identify the referent of each NGs. In short, the first paragraph functioning as the MacroTheme of the entire text introduces an entity (*the Egyptians engineers*) as the Subjects which remain the same in the entire paragraph since that particular entity serves as the central subject. In addition, Subjects in both paragraphs one and three occupy nominal groups utilizing noun as Head and Deictic, Epithet and Classifier as Modifier. These typical extended NGs provide the referents of Subjects explicitly for the readers. Other types of elements realized the Subjects are appeared to be used in the second paragraph.

In this paragraph, the clauses start from the description of *These ancient engineers or architects* which is referred to the particular Subjects in the first paragraph. This subject serves as the topic of the main idea of the second paragraph since it is followed by several propositions of events describing the Egyptians engineers and what they have developed in terms of engineering achievement in the setting of Egyptian civilization. However, the employment of empty noun (that) in clause 2.3b indicates the zero anaphora which is lighter to be expected by the readers than the usage of pronouns since *that* specifies the referent clearly and places the Residue as the new claim describing further about section ropes used by the Egyptian engineers. Furthermore, the usage of third-person personal pronouns, *they*, in clause 2.4, points out that this subject's meaning is derived from the

context. In contrast, the impersonal singular pronoun, *none*, in clause 2.4, as a subject, is used to formulate a general statement about the claim made in this particular clause. However, from the usage of these pronouns, the writer shows that he/she has an attempt to disambiguate the reference through the developed context so that the reader can expect that *they* refer to the Egyptian engineers. In contrast, *none* refers to none of the surveying instruments. Thus, it can be concluded that the principal function of personal pronouns is to help establish significant referents in the discourse by setting up referential (identity) chains by means of anaphora as a device of cohesion since it is an integral part of referential coherence and chain (Downing and Lock, 2006: 415).

The finite clauses are dominantly in the simple past tense and one clause in the past perfect tense. In addition, three clauses are in the present tense comprising simple present tense and present perfect continuous tense. The predominance of past tense indicates that the text construes the facts happened in the past and that the validity of those particular facts, statements, and claims are merely true in the context of past time or ancient Egyptians civilization as the point reference. On the other hand, the employed past perfect continuous tense points out that particular fact is related to a state or events in relevance time, as in clause 2.3. In that clause, the usage of past perfect shows that the events of soaking water, drying, and coating sections of rope is relevant for and related to the previous clause – *to perform these surveys, Egyptian engineers used sections of rope*. However, the time relation of clause 2.3 is unambiguous, although it is not accompanied by time Adjunct since the context helps to establish the reference of the temporal link between events to be tracked by the readers. In short, the usage of the past perfect tense is aimed at referring to a previous event in the past. On the other hand, the employed present perfect tense as in clause 2.4b provides the contextual frame for the interpretation of the fact presented in the clause that occurs at the indefinite or unspecified time. Still, it is related to an appropriate time, in ancient Egyptians civilization, and is extended up to now. Thus, the dominant employment of past tense and additional past perfect tense in this text represents the text's characteristics as it belongs to the genre of recount aimed at describing or recounting events in the past.

Furthermore, in terms of the Residue, which comprises predicators, complements and adjuncts, the majority of the Predicators of the text have functions both as the Finite and the predicator itself since the Finite is implicitly attached in the predicator. The correspondence instances emerge, *held, practiced, developed, built, created, used, developed*,

maintained, populated, served, and sought. On the other hand, there are some predicators functioning as secondary tense and specifying the voice whether active or passive namely in *had been soaked, dried, and coated (passive), may have used (active), has been found (passive), were needed (passive), were unknown (passive), would see (active) and were designed (passive).* The voice of clauses indicates the emphasis of the clause. Active clauses indicate that the emphasis is on the subject or doer, while the passive clauses give emphasis to the action reflected by the predicator. In addition, the result of the analysis shows the dominance usage of circumstantial adjunct providing information related to the manner, role, purpose, time, and location, which is described further in the next section on experiential function.

The Experiential Function of the Academically Historical Text

The term experiential function means the function of the clause as a representation of processes undertaken in human experience, which is realized through the structure of transitivity – processes, participants, and circumstances. The transitivity structures of clause express representational meaning: what the clause is about, which is typically some processes, with associated participants and circumstances (Halliday & Matthiessen, 2004). From the result of the analysis, obviously, the text employs material processes (66 %) as the most dominant process apart from the further relational processes (13%) and mental processes (21%). The dominant usage of material processes indicate that Text A construes the world more in terms of action with ancient engineers or architects at its center since they hold a position as the Actor who fulfilled the actions pointed in the process. Thus, it can be expected from the analysis that the central participant type in Text A is Actor. The most dominant Actors in text A are to the Egyptian engineers as indicated by the reference of Actor as these engineering forerunners, these ancient engineers or architects, they, the Egyptians, and the engineers of ancient Egypt, which are all identified as the Egyptians engineers. However, the Actors, in several clauses, do not accompany by Goal as the secondary participant as in clause 2.1 and 2.4 since those clause give emphasize on the doer and the process itself, and the message in each clause is assumed to be completely understood although the goal is absence.

In addition, in the passive material clause as in clause 3.2b, and 4.2, the absence of employment of Actors emerges. Nevertheless, the implied actors are easily traceable because they are referred to as the previous clauses. In clause 3.2b, the Actor can be traced back by referring to the previous clauses, which indicate that the irrigation works were needed by the Egyptians to maintain the large population (a great mass of people) and

exploit the Egyptians' skill of agriculture. Furthermore, a similar passive without Actor can be found in clause 4.2. It is immediately clear that the Egyptians' engineers were the ones who ultimately responsible for designing the palaces, temples, and tombs. To summarize, passives in Text A are without Actors because they are self-evident, and the writer has expected them to be identifiable through the previous clause.

On the other hand, there are two identifying relational processes, as in clause 1.1 and 1.3. The identifying process of clause 1.1, *emerged*, employs Expert in planning and construction as Token with the absence of Value, which is left unidentified. This indicates that the writer focuses on the identification of the existence of an expert in planning and construction in the specific setting (in the ancient Egyptian civilization). In addition, the identifying process in clause 1.3 employs both Token and Value, particularly to describe "the man who held this position" objectively and identifiable by not attaching subjective attribute to the Token since the Value carries factual information about the position held by the Egyptians engineers that were a general construction expert who was known as the king's "chief of works."

Another type of process employed in this text is mental clauses encoding the meaning of thinking and feeling. The first class of mental processes employed in this text is cognition, which represents thinking, knowing, and understanding, for example, in clause 2.4b, 3.1, and 3.3. Second is perception comprising verbs of seeing and hearing, for example, in clause 3.2 and 4.1. In clause 2.4b, *but none has been found*, the mental process is represented by a verbal group – *has been found* – indicating the sense of knowing and understanding of the Phenomenon – *none*. The absence *Senser* of clause 2.4b appears anaphorically since the context of this clause describes that none of the primitive surveying instruments which may be used by the Egyptians has been found by the historians who study the Egyptians civilization serving as the implied *Senser* of this clause. In addition, clause 3.3 possesses an implied *Senser*, and it gives emphasizes on the mental process as indicated by the passive voice of the clause. The Phenomenon – *horses, wheeled vehicles, and roads* – and the mental process – *were unknown* – present the sense of knowing to mean that the Phenomenon was not known by the implied *Senser*. However, the Circumstantial element of this clause – *in Egypt* – provides sufficient context for guessing and understanding that the implied *Senser* is actually the Egyptians or a great mass of people, as referred to in the previous clause.

On the other hand, another different kind of *Senser* and *Phenomenon* is presented in clause 3.1. This clause employs it serving as the *Phenomenon*, but the reference of it is unclearly defined in the clause. It is assumed that the meaning of the *Senser* and *Phenomenon* in this clause is as the introductory context for interpreting the subsequent clause in 3.1b since the writer focuses on the description of the *Circumstantial* element as the primary message carried by this clause. However, this particular process in this clause is incongruent since the participant can be categorized as the participant of the existential process, which, according to Eggins (1994:317), suggests that the action is framed as taking place within specific settings which are asserted as merely existing. Thus, this incongruent case of process type proves that the meaning and function of the clause is strongly influenced by the context of the situation of the clause and text.

Furthermore, in terms of *Circumstances*, the text enhances and extends several clauses by providing information dealing with background conditions of time, place, and manner. The *Circumstances* found in text A are listed and classified in the following table. It is shown that the circumstances of extent in the text provide the enhancement of information in terms of duration and the setting of time and place while the circumstances of cause concerns with providing information related to the purpose of the actions done by the participants. In addition, the *Circumstances* of Accompaniment in text A extend the information dealing with guise or the role and position of the participants in each clause. Thus, in conclusion, discussion on the experiential function of text A provides the characteristics of how the text describes the activities and participants and circumstances involved in the activities and how the text represents the experiences encountered and actions done by the most dominant doer participants (the Egyptians engineers).

CONCLUSION

As have been presented in the discussion, the findings of this study reveal that each text utilizes various language resources and is structured in certain ways to achieve its objectives. The historical text, as a kind of text which belongs to the genre of recount, aims at recounting event in the past. This text is structured by (1) the constant and continuous thematic progression to point out the Remarkable events happened in the past (ancient Egyptians civilization), (2) declarative clauses having positive polarity and validity for the past time, (3) the predominance of material clauses showing the emphasizing on recounting the action done by engineers of ancient Egypt. This text can be utilized for experiencing

the students to look at the historical text and the typical habit of doing and thinking of ancient engineers.

Next, the findings and discussion in this study reveal the characteristics of text, which might lead to the difficulty encountered by the students comprising lexical density (the density of information resulted from the tightness of the content words in sentences) and ambiguity in terms of the syntactic structure in clause complexes. The lexical density is mainly structured by nominalization in which the writer connects and combines a great deal of information into one nominal group. Consequently, this raises an emergence of explicit assistance for the students to understand the meaning and function of the elements constructing the nominal group, and the necessity to discuss the clause complexes in terms of clauses' dependency relation based on their meaning and function.

Thus, due to the text's linguistics complexity, unfolding the structure and pattern of each text is essential to be utilized as a critical consideration in designing and developing an English course syllabus and teaching material for the teaching of English in engineering class. The challenge is on how the lecturer facilitates the students not only to comprehend the content of the text but also to develop the students' language ability without losing focus on the content of the text, which leads to the dual focus of pedagogy incorporating the explicit attention to both language and content. Thus, by referring to the result of functional text analysis in this study, it is expected that it helps the lecturers in recognizing how language constructs the content of the reading text that they are teaching so that they can develop ways in dealing with the reading text and to engage students in a richer discussion about the content.

Due to its language complexity, some parts of text A needs to be simplified in some way, and the structure of clause complexes needs to be discussed with the students since the clauses are typically structured by complex combinations of clauses and Nominal Groups. At the beginning of the course, it is suggested that the discussions on the meaning and function of Nominal Groups, Verbal groups, adverbial groups, and Prepositional phrases are presented. It does not mean that the lecture needs to teach the grammar of those groups, but it is the discussions that are limited to the meaning and function of the structure of those groups. Furthermore, in explaining the text and assisting the students in reading the text, the lecturer needs to understand and refer to the result of functional text analysis by pointing out the integrated and dynamic interrelationship between bottom-up (grammatical) and top-down (rhetorical) approaches. It is based on the reason that

structural complexity exists in intra-sentential level, inter-sentential, and discourse-level, which requires the identification and explanation of the pattern within sentence and text. The lecturer can begin the explanation of the text by implicitly referring to the textual function, which is simultaneously followed by the interpersonal and experiential functions of the text.

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