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Designing and Building Exercise Model of Technical English Vocabularies using CALL (Computer Assisted Language Learning)

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Abstract

The research is aimed to assist and facilitate the students of Electrical and Electronics Department of Politeknik Negeri Jakarta (State Polytechnics of Jakarta), Indonesia, in learning technical English vocabulary. As technical students, they study ESP (English for Specific Purposes) and they find some obstacles in memorizing technical vocabularies which are very important in order to read and understand manual books for laboratory and workshop. Some English technical vocabularies among others are "generate", "pile", "bench", et cetera. The research outcome is software which will be beneficial for technical students, especially electrical and electronics students. This software can be used to practice their vocabulary skills, so they will be more skillful and knowledgeable. This software is designed by using the program of Rapid E-Learning Suite Version 5.2 and Flash CS3. The software practice contains some exercises on reading text and reading comprehension questions and presented with the multiple answers. This software is handy and flexible because students can bring it anywhere and be studied anytime. It is handy because this software is put and saved in CD (compact disc), so the students can take it with them anywhere and anytime they want to learn. In other words, they have flexibility to learn and practice English Technical Vocabularies. As a result, the students are found one of the ways to overcome their problems of memorizing vocabularies. The product is a kind of software which is easily used and portable so that the students can use the software anywhere and anytime. It consists of 3 (three) sections of exercises. At the end of each exercise, the students are evaluated automatically by looking at the scoring system. These will encourage them to get good score by repeating it again and again. So the technical words are not problem for them. Furthermore, the students can practice technical English vocabulary both at home and in the language laboratory by using this software.

Keywords: ESP, English Technical Vocabulary, Software, portable

I   INTRODUCTION

English subject (especially English for Specific Purposes) at State Polytechnics of Jakarta (PNJ) requires students to know and understand technical terminologies which are usually used in the workshop or laboratories. Teaching ESP for students at PNJ is given to make students ready to work when graduating, so the knowledge of technical English will be applicable to industrial needs. Technical English that the students learn are related with technical vocabularies. In learning technical English, there are some vocabularies that students often use in the workshop or laboratories, especially in the department of Electronic and Electrical Engineering. Although this subject is given once a week for about two (2) or three (3) hours, this still encourages students to learn English enthusiastically. They are really aware that English is very crucial for communicating and working.

In Electrical and Electronics Engineering Department, English subject is given to the students in four semesters. It is divided into General English and Technical English. General English is given in semester 5 and 6, meanwhile Technical English is given in semester 3 and 4. This division is made due to the needs of students that they have to know the objects or process or experiments that are related with the technical terms, so technical English is given in semester 3 and 4. Students get English for Specific Purposes (ESP). This is aimed to make students familiar with objects or experiments done in the workshop. When they move to semester 5 and 6, they need ESP which is related with industrial work.

This research is done due to the needs of exercises for technical English in order to make students easy to learn and memorize technical vocabularies.

It is already proved that multimedia technology eases people to do their papers, reports, study and many more. Related with that, Computer Assisted Language Learning (CALL) will make both language teachers and students study the language and improve their skills in more enjoyable environment.

Based on the explanation above-mentioned, it is important to make the exercise model for English technical vocabularies which are related with objects, process and experiments done in workshop or laboratories. This model will help students, especially students of engineering, not only for students of polytechnics but also technical students in general, so that they can learn and understand technical terminologies easily.

The need of this model is becoming primary since English is as foreign language in our country, Indonesia. It is not easy for most Indonesian to learn English effectively. With this model, learners of English are assisted to study in more and flexible way.

Frankly speaking, there is no such model found in the bookstores in Indonesia. Consequently learners of English in Indonesia find difficulties to learn vocabularies. The product of this research is very fruitful to fulfill such needs. The result of this research is a kind of software which is easy useable and portable to be carried out everywhere. By making use of technology development, like computer, learners find the solution to their problem. They are easily able to open and practice the vocabularies, like an old saying says *practice makes perfect*.

II   MATERIALS AND METHOD

There are so many ways to learn English vocabularies in order to make learners easy to remember. Among others are repetition exercises, using picture dictionary, using definitions or descriptions, and using real objects (Hutchinson and Allan, 1987). These old ways are mostly used by language teachers to teach their students in order to comprehend the topics taught. These also depend on the creativity of teachers to make teaching aids. Unfortunately lecturers of English at State Polytechnics find difficulties to drill students on technical vocabularies. Those vocabularies are related with technical workshop and laboratories (Louis, 1985). These vocabularies are rarely used in daily conversation or sometimes they have different meaning if we see in general dictionary. For example, there is an object in the workshop called *bench*, it may *mean long wooden seat placed in public garden* (Oxford Dictionary, fourth edition). Meanwhile in technical terminology (English for Engineering, 1987) or it means *work table used in the workshop or laboratory*. These meanings may make students confused. Therefore students need to be taught meaning of words related with engineering.

Other words related with technical terminology are connected with the topics, such as: *Describing tools and instruments*, *Describing Process*, *Reading Math and Formulae*, *Reading Graphs and Table*, *Shapes and Angles*, and *Properties of Engineering Materials*.

John M. Davies (*Communication for Engineering Students*, 1996) says that multimedia will help someone learn English faster, so she/he easily understands difficult words. Moreover, he says that this is one of the effective ways to help teachers teach and explain English subject to their student.

Computer Assisted Language Learning (CALL) has been popular among language researchers since 1990s. The similar research was done by two researchers from China, Ming-Tsan Lu and Chi Ying Wu who made the paper and product entitled: "The Effects of CALL in grammar classroom" (2009). They invented this software to facilitate for English teachers to teach grammar more enjoyable and fun. L2 students will not get frustrated when learning grammar of English.

In developing the instrument, the research is used some software, such as: Rapid E-Learning and Flash CS3. Rapid E-Learning is often used to make programs, in this case for making questions for English exercises. This program was launched in 2009 is used for making interactive learning. It is also used to integrate multimedia, interactive quiz, dynamic screen casts, and streaming video with text. Meanwhile Flash CS3 is used for a kind of animation program and to produce sound in order to make the tool more attractive to see and make other web components to be easily integrated to the video application.

Based on the previous invention, I was motivated to make similar software which would motivate students to learn technical vocabularies in engineering because sometimes students face difficulties when working with technical objects in the workshop. This research was done in the campus of State Polytechnics of Jakarta (PNJ). This had been done for eight months with four (5) steps. Those are (1) Planning, (2) analyzing related materials, (3) Designing the exercise model, (4) Implementation, and (5) Evaluation.

The first step is planning. In this step, I collect vocabularies for engineering used in the module of the workshop in Electrical and Electronics Engineering Department. Based on this, choosing and then determining the appropriate software for the module is the toughest job in this step. Then animation (like pictures and sound) will support the software and make it more attractive.

The second step is to analyze related materials (the exercises) which are taken from several technical English book, then categorize them based on the topics in order to get module according to what we need.

The next step is to design the software. This is a very challenging job where each of the materials is analyzed in order to fit with the design. Based on the topics, the materials are identified and then the design is made. The models of exercises are chosen based on the degree of difficulties.

The fourth is to implement what we have collect and put them into multimedia. The most important thing in this step is to make the teaching module and question-answer go smoothly. Eventually, those exercises are evaluated in order to gain the wanted module according to the target or goal.

III   RESULTS AND DISCUSSION

3.1   IMPLEMENTATION OF THE EXERCISE MODEL

This software consists of three (3) kinds of exercises. As a learner opens the software, there is a display of subject title. Then for the next display, a learner can type his/her name and student number to start the exercise program. The first module contains 50 multiple-choice questions which a learner can answer A, B. C or D by clicking the letter for the correct answer. If the answer is correct, there will be the blue-color sign and the clapping-hand sound, meanwhile the red-color sign and the sound of *sorry* for the false answer. The sound is given here to give positive impact to the learner's emotion. Although she/he makes mistakes for the answer, she/he will be entertained by the sound. This way will motivate students to learn. In other words, this exercise model will make student study vocabularies naturally without being pressure because she/he can study vocabularies more fun. At the end of this exercise, there will be evaluation what score she/he gets after doing each exercise.

For the second exercise, a learner is given incomplete picture of CRT (*Cathode ray Tube*). In this exercise, a learner must complete the names of part of CRT. The evaluation and scoring system are similar with the first exercise.

The last exercise is reading text. The reading text is incomplete. A learner must complete it by choosing with the words given. A learner must be very careful to choose the appropriate word, whether it is a verb, a noun, or an adjective in order to make this text perfect. As usual, there will be evaluation at last, similar with the first and the second ones.

With this kind of exercise, a learner can practice and memorize technical words without pressure. This will also give positive impression to the learners of English that understanding vocabularies is not difficult as they think.

The followings are the screenshots of the exercise model that appear in the menu, starting with the opening and then followed by exercises.

Figure 1. Opening Menu

When students open the software, the menu will appear like it is shown in Figure 1. Students will wait for a few seconds till another picture will appear (Look at figure 2).

Figure 2. Starting Menu

When students start the program, students must fill out the form their names and their passwords. They wait for a few seconds, and then it will continue to another screen.

Figure 3. Typing Out the Form

Then the screen moves to next screen, that is Introduction of the reading text (Figure 3-5). It is guidance for students how to follow the program. Furthermore, it explains what is the program about, how many questions will be and what kind of score students will get. After students finish reading guidance, they will come to the reading text. After they finish reading, they can click 'next' button.

Figure 4. Introduction – Reading Text (1)

Figure 5. Introduction – Reading Text (2)

Figure 6. Answering Question – Reading

What other important thing about this exercise model is to test students' attitude toward it. This part is testing students' attitude whether they are confident with their answer or not. They must click two options before they move to the next screen (Figure 6).

Figure 7. False Answer Indicated by Red Color

If students fail to choose the right answer, the red indicator will light up (Figure 7). It means that they get wrong answer. There are three options to be chosen which are at the bottom of the screen. They are 'previous question' button, 'next question' button, and 'next' button. Students are free to choose them. By using this way, students have enjoyable studying environment. They are not threatened, although they fail to answer the questions.

Figure 8. Right Answer

On the other hand, if students get right answer, there will be a notification of appreciation that they have answered correctly (Figure 8). This will motivate students to work better and better again.

Figure 9. Final Score

When students have finished all the exercises in this program, the score will be shown in the screen (Figure 9). Besides the score which is announced, there is a description how many correct and false answer that students get. Moreover, students will know in what rank they get. They can repeat this exercise model independently till they are satisfied with the score.

IV   CONCLUSION

This interactive model for practicing technical vocabularies has been implemented in two English classes at Electrical and Engineering Department. From the try-out program, most students got improved in reading skill, especially related with guessing the meaning of difficult vocabularies. Furthermore, students got better enthusiasm in learning technical English than using the old ways of teaching, such as: repetition and memorizing. This has shown that mental attitude students are getting improved positively.

This software has shown that it motivates both teachers and students to practice more often. It can be done in the classroom or outside classroom independently. So learning a foreign language will be fun and enjoyable.

It is also hoped that this software will give fruitful contribution in educational system in general, especially in Indonesia where English is still considered as a foreign language. Since this exercise model is relatively new in Indonesia, it will be sold commercially in the future.

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INTERCULTURAL COMMUNICATION OF A MULTICULTURAL FAMILY IN BURU REGENCY

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Abstract

This study aimed at; 1) exploring the process of intercultural communication in a multiculturalism family in Namlea; 2) investigating the functions of intercultural communication in a multiculturalism family; 3) knowing the multiculturalism family developing their intercultural competence. This research applied the qualitative research using a case study design. The informant of the research consisted of a multiculturalism family in Jikubesar of Buru Regency, Maluku. The data collection technique employed the observation, interview, field notes, and documentation. The technique of data analysis was data reduction, data display, and conclusion drawing. The results show that the adjusting and understanding others culture were the key of the success of the intercultural process in a multicultural family through some functions and strategies in developing the intercultural communication competence. The results of the study contributed to develop the communication model in the multicultural society such in the environment interaction. It also could be adapted as a strategy or model of teaching and learning a language in the multicultural classroom.

Keywords: Intercultural communication, multicultural competence

I   INTRODUCTION

Intercultural communication (IC) plays an important role in the globalization era especially in the economic, trade, social, tourism, political context, and also education. It was defined as an interaction between the personal and interpersonal communication is done by some people who have a multicultural and multilingual background involved in a context of communication or interaction (Samovar & Porter, 1994, p.19; Liliweri, 2003, p. 13; Bin-Tahir, 2015, p. 32; Amri, et al, 2017, p. 125; Edi, et al, 2017, p. 1234).

Indonesia has derived various ethnicities, cultures, and languages, one of them being Buru Regency. Buru is one of the regencies in Maluku province, known as the area that has a diversity of ethnic, cultural, and religion. People living in Buru Island can be distinguished between natives (*Geba Bupolo*) living in mountainous areas and migrants (*Geba Misnit*) who live in coastal areas. Currently, the number of *Geba Misnit* is relatively more from *Geba Bupolo*. The immigrants and natives have always claimed to be the Buru. The *Geba Bupolo Fuka* inhabits mountainous areas. The *Geba Fuka Unen* is those who live in the central island, where there is a lake Rana. Those living on the slopes of the mountain call themselves *Geba Fuka Fafan*, while *Geba Masin* is those who live in coastal areas interact to social programs for the resettlement department together with immigrant communities. Currently, the number of *Geba Misnit* relatively less more than *Geba Bupolo* because of intermarriage with tribes outside as Buton, Bugis, Javanese, Sanana, who came to the district Buru to work or because of transmigration. However, they always claim to be the Burunese (Taher, 2013).

Some of the conflicts occurrences in Maluku and Buru Regency are generally caused also by miscommunication across cultures and religions. As known, the presence of gold mine in Buru Island since 2012 was often causing a conflict between local citizen and the migrants. The conflicts are triggered by the seizure of land mines and also disharmony between cultures and religions (Tempo, 2012).

The phenomena show the crucial relationship between culture and communication in understanding the intercultural communication. Therefore, through the influence of culture, people learn to communicate. For instance, people from Buton, Ambon or Sunda learn to communicate, such as Butonese, Ambonese, and Sundanese. Their behavior may give a meaning, because it is learned and known, and it is bound by the cultural behavior and attitude (Bin-Tahir, 2015, p. 210; Tahir, 2015, p. 45). Thus, people looked at them through the categories, the concepts, and labels produced by their culture where they live in multicultural and multilingual society (Bin-Tahir, et al, 2017, p. 1210).

Since Buru Island is a complex and culturally diverse, the topic of intercultural communication is becoming increasingly important. Therefore, the benefit is to learn how to communicate between different cultures in a society and increase the intercultural awareness. The awareness will lead to

intercultural communication competence that affects the ability to communicate successfully in work environment, school, home, and community.

Based on the background which has been mentioned above, the researchers formulated the objectives of the research as follows: 1) to explore the process of intercultural communication in a multilingualism family in Namlea; 2) to investigate the functions of intercultural communication in a multilingualism family; 3) to know the multilingualism family developing their intercultural competence.

II MATERIALS AND METHODS

There are many definitions of Intercultural Communication proposed by some experts. Sitaram (1970) defined intercultural communication as the art of understanding and being understood by the audience of another culture. While Rich (2013, p. 1) stated that communication is cultural when occurring between peoples of the different culture. It is in line to what stated by Prosser (2012, p. 857) that intercultural communication is communication which occurs under the condition of cultural difference-language, values, costumes, and habits.

Intercultural communication occurs when a message must be understood is produced by members of a particular culture to members of other cultures (Samovar & Porter, 1994, p. 19). The intercultural communication process is the interaction between the personal and interpersonal communication that done by some people who have different cultural backgrounds (Liliweri, 2003, p. 13).

Based on those definitions, the researchers concluded that intercultural communication is a process of sending and receiving messages between people whose cultural backgrounds can take them to interpret the signs of verbal and non-verbal communication in different ways.

Chen and Starosta (1996, p. 353) offer a model of intercultural communication competence. This model aims to improve interaction in understanding, respecting, tolerating and integrating cultural differences, so that they are ready to become a member of the world community. This model presents a transformational process of interdependence symmetries can be explained through three perspectives: (a) affective (intercultural sensitivity); (b) cognitive (intercultural awareness); and (c) behavioral (intercultural skills). These three perspectives are equally important these are inseparable and form a holistic illustration of intercultural communication competence.

Wahlstrom (in Liliweri, 2007) explains that an interactive intercultural communication is a communication that done by the communicator to the communicant in two directions/reciprocal but still at a low stage. When communication process entered a high stage, for example, to understand each other, understand the feeling and act together, so the communication has entered the transactional stage. Transactional communications include three essential elements: (1) a high emotional involvement, ongoing and continuous in the exchange of messages; (2) communications events includes time series, which is associated with the past, present and future; (3) participants in intercultural communication execute specific role.

The human communication included the intercultural communication because there are a purpose and function to meet the call relations by way of stating the contents. In general, there are four main categories of communication functions that are; (1) information function; (2) instruction function; (3) persuasive function; (4) entertaining function. If all four functions are extended it will be found two other functions, those are (1) private function; and (2) social function. Private function consisted of (a) state social identity; (b) social integration; (c) cognitive; and (d) escape function. While social function consists of (a) the monitoring function; (b) the connecting function; (c) the social function; and (d) the entertaining function.

A private function is the communication indicated through the behavior that comes from an individual. The private function consisted of several functions, they are; a) Social identity that is the behavior is expressed through the act of speaking both verbal and non-verbal language. The behavior is appearing of the origin or background of the social and culture such as ethnicity, religion, education, and knowledge; b) Social integration is to accept the interpersonal and inter-group but still recognizes the differences of every element; c) Increase knowledge (cognitive) of both communicator and the communicant. They got new knowledge about the others' culture by learning it; d) Escape means that sometimes the communication is made to escape or finds a way out of the problem being faced.

The communication also has a social function that consisted of several functions, they are; a) monitoring functions to monitor the practice of intercultural communication between the communicator and communicant that has mutual monitoring function; b) connecting functions in the process of interpersonal communication including the intercultural communication that occurred between two

people of different cultures that bridging the differences between them. The bridging functions can be controlled through the messages they exchanged, both explain differences in interpretation on a message so as to produce the same meaning between them.

The socialization function is a function to teach and introduce the values of a culture of a community to other communities. In the intercultural communication often appear the non-verbal behaviors that are poorly understood, but more important than that are how to capture the value contained in the movement of the body and an imaginary movement in the non-verbal behavior. Besides, the entertaining functions are often performed in the process of intercultural communication (Liliweri, 2007).

This research employs the qualitative research using a case study design. Nawawi and Martini (1994: 73) defines a case study as a method of illustrating a certain objective circumstances or events based on facts that appear or as it should then accompanied by efforts to making general conclusions based on the historical facts. In addition, according to Supardan (2000, p. 103), the analytical descriptive study is a research focused on the problem that exists at the present time.

The informant of the research consisted of a multilingualism and multiculturalism family in Jikubesar of Buru Regency. In this research, the researchers directly applicable as a principal observer (key instrument) which conduct the research process directly and actively interviewing, gathering various materials relating to intercultural communication in the multicultural family activities (Nasution, 1988).

The techniques of data collection used in this research were observation, interview, field notes, and documentation (Sugiyono, 2007). 1) Observation: observing how the role of intercultural communication in the multilingualism family and the process of communication that occurs between a husband and wife, husband and children, wife and children, then the process of communication between the child and the child; 2) Interview was conducted in the form of a discussion to find out the process of intercultural communication that occurred in the family.

The data were analyzed using a model analysis by Miles and Huberman (in Burhan Bungin, 2003, p. 69) who stated that the activity of data analysis in the qualitative research conducted interactively and continues through to the end, in which the data is already saturated. The activities of data analysis as disclosed includes three elements, they are data display, data reduction, and conclusion drawing. To check the validity of the data and to formulate the results, the study used three techniques: (1) persistence of observation, (2) triangulation of data, and (3) referential adequacy. The data validity was analyzed with relevant reference sources of the observation, documents, and family's interaction activities (Kothari, 2004; Cohen, et al, 2007).

III   RESULTS AND DISCUSSION

The finding of this research was obtained through observation and an in-depth interview with the entire participant. The whole informants were a member of a multiculturalism family (Sundanese, Butonesse, Javanese, and Ambonese) in Namlea, Maluku.

3.1   THE PROCESS OF INTERCULTURAL COMMUNICATION IN MULTICULTURAL FAMILY

Based on the observation results in the intercultural communication of multicultural family at Namlea, it can be presented in Table 1 as follows.

Intercultural Communication Process	Appraisal			
	1	2	3	4
Husband communicate with wife by using Sundanese	√			
Wife communicate with Husband by using Butonese	√			
Parent communicate with children by using their local languages	√			
Teaching the language and culture of husband to children		√		
Teaching the language and culture of wife to children		√		
Communicating with families using local languages	√			

	1	2	3	4
Adjusting the culture when communicating with family				√
Communicating with other people who are from the same culture in the neighborhood by using local languages			√	
Trying to understand the language and culture of the husband or wife				√
Pretending to understand the language and culture of the husband or wife	√			
Being offended or conflict when communicating			√	

Table 1: The Intercultural Communication Process

Table 1 shows that adjusting to others culture and trying to understand the others' culture was the most condition of the intercultural communication process in a multicultural family. Based on the deep interviewed about how the process of intercultural communication occurs in multicultural family obtained the answers that almost equal to another informant answers.

The interview begins by interviewing Mr. Rohman, the head of the family. The researcher asked about the most of the language used to communicate with his children and wife?" the answer was "I communicate with them by using Maluku's local language (Malay-Ambonese). The answer to the question "How children communicate with the family of their mother or father?" the answer was "My children communicate with their mother/father families using Malay-Ambonese language, but sometimes I hear their grandmother invited them to have lunch and dinner in the house using Buton language. It aimed to make them be accustomed with their ancestor language, and sometimes their uncle and aunt asked "what are you doing?" or "Who is it?" using Buton language or Sundanese in everyday communication in the house, they understand those short sentences and answered with the local language (Malay-Ambonese).

Those interview results strengthen the observation result which convinced us that the adjusting to others' culture and trying to understand the others' culture was the success of intercultural communication process in a multicultural family even sometimes they felt offended to the communication process. It could be concluded that the cultural diversity awareness was the key to intercultural communication success.

3.2 THE FUNCTION OF INTERCULTURAL COMMUNICATION IN MULTICULTURAL FAMILY

The observation result of the intercultural communication of multilingualism family in Namlea can be presented in Table 2 below.

The Function of Intercultural Communication	Scoring			
	1	2	3	4
Social Identity				√
Social Integration				√
Increase Knowledge (Cognitive)				√
Escape or as a way out			√	
Monitoring		√		
Connecting		√		
Socialization		√		
Entertaining		√		

Table 2: The Functions of Intercultural Communication

Table 2 shows that the dominant functions of intercultural communication in a multicultural family were the social identity status, the social integration, increased knowledge, and escape. In communicating, certainly, there is a function in the communication process. Thus, the researchers conducted interviews with some questions that lead to the intercultural communication functions. Here was Mr. Rohman's answered when the researcher asked about how to explain and show his culture to his wife, children, neighbors, and society "I explain my culture to my family by telling and teaching them directly about my culture, while for the neighbors and the society, sometimes, I explained to someone who doubts of my originality, I think my face and accent already show my culture and my identity". Those findings convinced that the face, language or dialect, and custom show the personal identity of a person that mostly recognized by other people through knowledge and integration.

3.3 INTERCULTURAL COMMUNICATION COMPETENCE

The observation on intercultural communication competence of a multilingualism family in Namlea could be described in Table 3 as follows.

Intercultural Communication Competence	Scoring			
	1	2	3	4
Sensitivity				
Self Concept				√
Open Mindedness				√
Non Judgmental Attitudes				√
Social Relaxation				√
The Cognitive Process				
Self Awareness				√
Cultural Awareness				√
Behavioral				
Message Skills	√			
Appropriate self disclosure	√			
Behavioral Flexibility			√	
Interaction Management		√		
Social Skills (Empathy)			√	

Table 3: Intercultural Communication Competence

Table 3 shows that the participants have a high competence in term of sensitivity and cognitive process but they have less competence in behavioral competence. It means that what they already felt and known about could not be implemented in their behavior. In other words, there was less correlation between the cognitive process and behavioral process.

The findings show that the process of intercultural communication occurred in this multicultural family was transactional communication process and dynamic. This is in accordance with the communication process proposed by Liliweri (2004) "In essence, the process of intercultural communication is similar to another communication process, namely the interactive, transactional process, and dynamic".

The transactional communications process that exists in a multicultural family could be seen from the data of observation and interview. The observation data and interview explain the informants can

understand each other, understand the feelings, and act together. It is seen from the way they communicate with each other, although the family derived from different cultures and did not know the mother language of the other, the communication process can continue smoothly and they preferred to communicate using Malay-Ambonese language. As for the little barriers caused by cultural and perception differences, but it did not become a problem for them. Figure 1 described a model of the process of intercultural communication in the multiculturalism family.
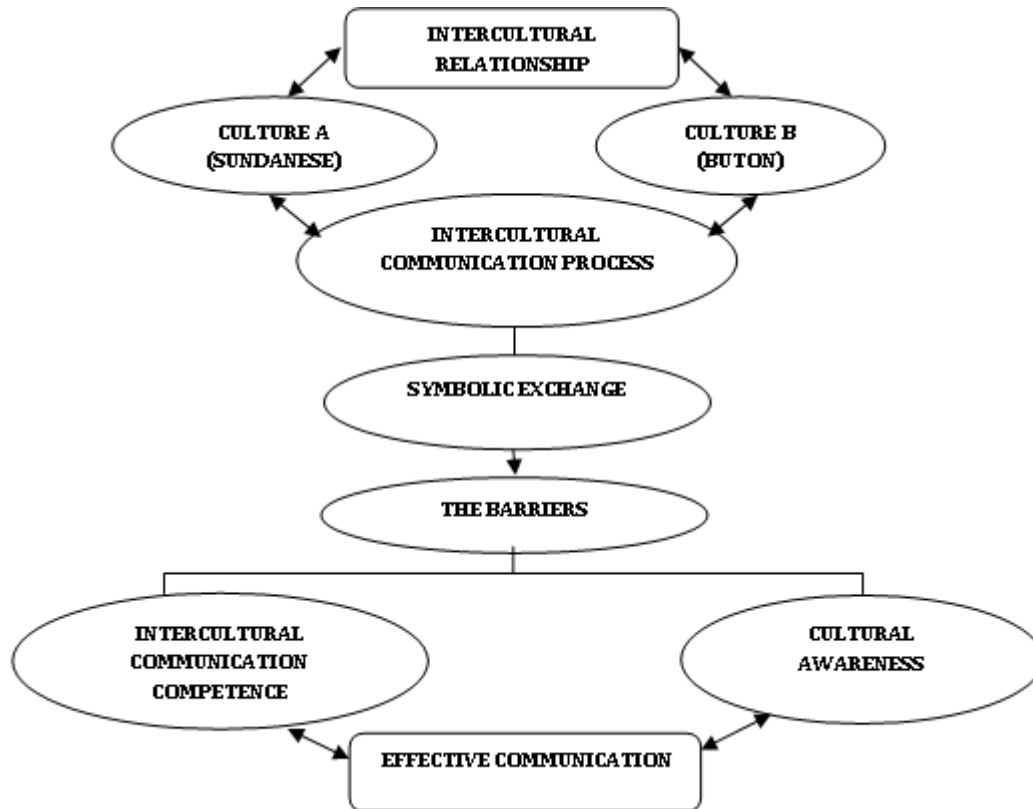

Figure 1: Intercultural Communication Model (Source: Research Data, 2016).

The figure 1 shows the process of intercultural communication in this multicultural family occurred by exchange of verbal and nonverbal symbols, and if there were barriers in the exchange process, the speaker and interlocutor can handle the obstacles by their intercultural communication competence and by their cultural awareness that they have to form effectively in communication.

Based on the results of interviews, the researchers found the function of intercultural communication in a multicultural family, namely a private function. The private function of communication between cultures in this multicultural family, namely: a) Social Identity Function, b) Social Integration Function, c) Cognitive Function, d) Escape Function. Besides the functions mentioned above, the researchers also found the escape function in the intercultural communication of a multicultural family where the informant explained that there was a problem they usually find a way out by discussing the problem.

The intercultural communication competence model was similar to the model provided by Chen and Starosta (1996, p. 353) which showed the affective (intercultural sensitivity) consisting of self-concept, open-mindedness, non-judgmental attitudes, and social relaxation. Cognitive (Intercultural Awareness) consists of self-awareness and cultural awareness. The behavioral process consists of message skill, appropriate self-disclosure, behavioral flexibility, interaction management and social skills (empathy)".

Affective Process including; 1) open mindedness, informants could receive ideas and each other's opinions. This was disclosed by the informant during the interview; 2) non-judgmental attitude, informants can understand these cultural differences, they do not look bad culture with the culture of the other, on the contrary, they learn from each other to be better for understanding the culture of their mate; 3) social relaxation, the informants can overcome their anxiety when faced with a problem. The ability to overcome this anxiety helps them to still be able to communicate well even though they are faced with the problem.

The Cognitive Process consists of cultural awareness; the informants have enough knowledge about each other's culture. During their interaction, they learn from each other to understand and accept their partners' culture. They cannot speak their mate language, as well as their children; she could not speak Butonese or Sundanese. This is due to their everyday communication using the local language (Malay-Ambonese).

The behavioral process included; a) interactional management, they can build a good conversation to start and end it; b) behavioral flexibility was the informants could sort behavior that fits with their situation. It can be seen from the explanation of the informant who can solve the problem well and explanation of their children who do not intervene in the problems of his parents; c) social skill, the informants have good social skills, in the family they are empathy when a family member was having problems, not only within the family environment, the social skills of informants within the society is also good, it can be seen from the informants' explanation in the interview that they often help friends, neighbors, and relatives who have trouble, and always took the time to participate in social activities in the village.

IV   CONCLUSION

In accordance with the findings and discussion, the researchers concluded that: 1) the process of intercultural communication occurred in a multicultural family through that adjusting to others' culture and trying to understand the others' culture as the success of intercultural communication process in a multicultural family even sometimes they felt offended to the communication process. The cultural diversity awareness was the key to the intercultural communication success; 2) The functions of intercultural communication in a multicultural family were: a) social identity function to inform each other about their social identity to family, friends, and society through action, verbal and non-verbal language; b) social integration function to accept the cultural differences; c) cognitive function to reveal that the cultural differences between them have made them acquire knowledge about the culture of their mate; d) escape function to explain if there was a problem, they usually find a way out by discussing the problem; 3) developing multicultural communication competence in a multicultural family through a) Affective (intercultural sensitivity) consisting of self-concept, open-mindedness, non-judgmental attitudes, and social relaxation; b) Cognitive (intercultural awareness) consists of self awareness and cultural awareness; and c) behavioral process consisted of message skill, appropriate self-disclosure, behavioral flexibility, interaction management and social skills (empathy).

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TRANSLATION OF PHRASAL VERBS INTO INDONESIAN

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Abstract

This study has two aims, those are to analyze: (1) the classification of phrasal verbs found in a short story and the classification of their translations in Indonesian done by some English teachers from some primary schools in Denpasar, and (2) how the meaning of phrasal verbs in SL help to determine their equivalents in TL. The classification and the meaning of phrasal verbs are proposed by McArthur and Atkins (1975). Based on the analysis there were three categories of 34 phrasal verbs found in the data source, those are: intransitive verbs, transitive separable verbs, and transitive fused verbs. The results found that most of the phrasal verbs are included into transitive separable verbs and from the three categories of phrasal verbs; they were translated mostly into transitive verbs. Meanwhile, the meanings of phrasal verbs in SL determine the suitable equivalents for the phrasal verbs in TL since there were variants equivalents given in the translations.

Keywords: Phrasal verbs, Translation, Words meaning

I   INTRODUCTION

Multi words expression, and especially phrasal verbs, can assess the level of English language proficiency. But it can be difficult to both understand and remember for the non-English speaker. Phrasal verbs are used by all native English speakers with great frequency because the verbs are colloquial. They are used casually, in everyday speech, or in order to express vivid, emotional and frequently slangy points, to conjure up special metaphoric relationships and jokes and to label actions in such daily activity. Phrasal verbs are the combinations of simple monosyllabic verbs (put, take, get, etc) and members of a set of particles (on, up, out, etc) (McArthur and Atkins, 1975). There is no universal definition of phrasal verbs   , but some linguists qualify phrasal verbs as a combination of a verb and a preposition or an adverbial particle whereas other only consider a phrasal verb as a verb followed by an adverbial particle (Darwin and Gray, (1999); Sawyer, (2000) in Riquel (2014)). The combination is nowadays called phrasal because, on paper, it represents the appearance of a two – word phrase rather in a single item. Although it looks like a phrase, it functions in many respects like a single word, although under certain conditions other items (direct object, adverbs) can come between verbs and particle (McArthur and Atkins, 1975:iii). Since phrasal verbs derive from verbs and their particles that followed, the classification of phrasal verbs also can be classified into verbs classification: intransitive and transitive verb. Transitive verbs are next divided into separable and fused verbs. (pg. v)

The meaning of phrasal verbs, typically, is not obvious from the meanings of the individual words themselves. But some of them may emphasize the meaning of the verb that builds them. This is important to understand, since translation is also about analyzing the meanings of words as state by Larson (1998) in Hatim and Munday (2004) 'a process which begins with the ST, analyses this text into semantic structure, and then restructures this semantic structure into appropriate receptor language forms in order to create an equivalent receptor language text'. Moreover, Nida (1969) mentioned that the meaning of a word or phrase from source language which is translated into the target language is very important to be analyzed in order to have the message which is delivered clearly understood.

Translation focuses in the process of translating and the product of translation as stated by Shuttleworth and Cowie (1997) in Hatim and Munday (2004:3) for the definition of translation. Catford (1965) suggested the theory that can be used to analyze the product of translation is the equivalence theory, which is divided into two parts: textual equivalent and formal correspondence.

The product of translation that discussed here was the translation of phrasal verbs into Indonesian from some primary English teachers. The analysis of classification of phrasal verbs found in the source text with the classification of their translations and the meanings of phrasal verbs to determine their equivalents, which used the theory proposed by McArthur and Atkins (1975), are the main discussions of this study.

II   MATERIALS AND METHODS

The data were taken from the translations made by some primary schools English teacher who translated a short story entitle moles taken from internet (http://www.oxfordenglish.com.br/oxford-wp/index.php/phrasal-verb-story-moles/) that contained 34 phrasal verbs which then can be categorized in three categories: intransitive verbs, transitive separable verbs, and transitive fused verbs. There are two reasons why the translations of phrasal verbs from these teachers were used. Firstly, these teachers, which come from some private primary schools, are frequently used translating technique in teaching vocabularies to their students. This means that they can produce the product of translation, particularly for the translation of phrasal verbs. Secondly phrasal verbs have different meanings from the verbs that form them. Therefore, there must be variants of equivalents for the phrasal verbs found in the source text into target language.

The data were collected through the observation method and supported by the note – taking technique. First, the phrasal verbs found in the source text and their equivalents in target language were classified into their categories. Second, the data that have been noted-down were listed and analyzed the suitable equivalents based on the meaning of the phrasal verbs in SL. However, not all the data were analyzed here. To analyze the data, a descriptive qualitative method was used.

III   RESULTS AND DISCUSSION

3.1   PHRASAL VERBS

According to McArthur and Atkins (1975) phrasal verbs are usually combination of simple, monosyllabic verbs and members of a set particles. They are called so because the combination presents the appearance of a two-word phrase rather than a single item. A phrasal verb also consists of adverb that modifies or changes the meaning (https://www.usingenglish.com/glossary/phrasal-verb.html).

3.1.1 CLASSIFICATION OF PHRASAL VERBS

Since all verbs are initially classified into intransitive and transitive verbs, these categories are also applied for phrasal verbs (McArthur and Atkins, 1975: v). Intransitive means that the verbs do not need object, meanwhile transitive verbs need object. In Indonesian language, there are also these categories of verbs with the same characteristics: depend on having an object or not (Chulsum and Novia, 2006: 711).The position of the object in a transitive verb is then separated into two more categories: separable verbs and fused verbs (McArthur and Atkins, 1975: v).

Separable phrasal verb means that the object can be inserted between the verb and its particle or placed after the phrasal verbs, meanwhile in the fused verb; an object cannot be inserted between the verb and its particle, but must be placed after them.

3.2   INTRANSITIVE PHRASAL VERBS

Data 1

SL: Every time she **drops in**, he goes to great length to avoid talking to her

TL: a. *Setiap kali dia **mampir**, Ronnie selalu menghindarinya.*

   b. *Setiap dia **berkunjung**, anakku Ronnie selalu menjauh…….,*

   c. *Setiap kali dia **masuk**, dia berusaha keras untuk tidak berbicara dengannya.*

In this sentence, there is no object followed the phrasal verb, therefore the words **drops in** is included into category of intransitive verbs, since it does not require an object (McArthur and Atkins, 1975).The equivalents are also categorized as intransitive verb because they are not followed by objects after the verbs. The meaning of words **drops in** above is **visit casually** (McArthur and Atkins, 1975: 42) which then the closest equivalents from words given above are *mampir* and *berkunjung*, because these also have the sense of meaning visit casually.

Data 2:

SL: She's got to **call round** her mother's house to…..

TL: a. *dia sudah **menelepon** ibunya….,*

   b. *Dia mendapat **panggilan dari** ibunya,*

   c. *Dia mendapat **telepon** dari ibunya*

This phrasal verb is also included into intransitive verb because it is followed not by an object, but an adverb **her mother' house**. Meanwhile the translations are divided into two word classes: a. *menelpon* is the verb which included into transitive verbs and are followed by words ibunya which is consider as objects, b. *panggilan*, and c. *telepon* are categorized as noun or they can be said as the objects of their verbs: *mendapat*. The meaning of this phrasal verb is **visit casually** (McArthur and Atkins, 1975: 20), but none of the equivalents above have the same meaning as in SL. Therefore, those are not the suitable equivalents for **call round**. It should be **mampir** or **berkunjung** as mentioned in data 1.

3.3 TRANSITIVE SEPARABLE PHRASAL VERBS

Data 1

SL: If our client receives that bill, he's going to **call off** the Zebra deal.

TL: a. *Jika klien kita menerima tagihan itu, dia akan **membatalkan perjanjian** yang sudah disepakati,*

b. *Jika klien kita menerima tagihan, dia akan **memanggil pengacara**.*

Transitive Separable verbs mean those which, under certain conditions, may have an item inserted between the verb and particle (McArthur and Atkins, 2004: v). Therefore, the words **call off** is categorized as transitive separable verb because the object, in this case **Zebra Deal**, can be inserted between the verb **call** and particle **off** or can be put after the phrasal verb. Meanwhile the equivalents are *membatalkan* which included in transitive verb since it followed by object *perjanjian*, and *memanggil* is included as transitive verbs as well because it is also followed by object: *pengacara*. This phrasal verb has meanings: **abandon** or **cancel** (McArthur and Atkins, 1975: 20). Then the suitable equivalent from words in TL above is **membatalkan** because it has the same meaning as in SL.

Data 2:

SL: It seems that someone has been making up story that our company is in financial trouble and **handing it out** to the Press

TL: a. *………..dan **menyerahkannya** kepada pers,*

b. *………..dan **menyampaikannya** kepada pers,*

c. *………..dan **memberikannya** kepada pers*

Handing it out is a transitive separable where the object can be put after the phrasal verb or inserted between the verb and its particle (McArthur and Atkins, 1975:68). In this sentence, the object is **it**, and placed between the verb and its particle. The equivalents given are also as transitive verbs because followed by object *–nya*, which refers, the same as in SL, to **the story that has been made up**. The phrasal verb **handing out** has a function as figurative informal word with the meaning: **offer** or **dispense** (McArthur and Atkins, 1975: 68). In this sentence, **offer** is the perfect meaning. Then all words in TL above are close equivalents for this phrasal verb.

3.4 TRANSITIVE FUSED PHRASAL VERBS

Data 1

SL: She wants you to **look after** the kids tonight

TL: a. *Dia ingin anda **menjaga** anak – anak malam ini,*

b. *Dia ingin anda untuk **mengurus** anak – anak malam ini,*

c. *Dia ingin anda **menengok** anak – anak malam ini*

Look after in the sentence above is a transitive fused verb, because the object is only able to put after the phrasal verbs. The translations given are also included in transitive verb with their objects: *anak – anak*. The meaning of phrasal verb above is **take care of** or **be temporarily responsible for** (McArthur and Atkins, 1975: 83). So, the suitable equivalents are *menjaga* and *mengurus*, instead of *menengok*.

Data 2

SL: I **look forward to** seeing you at the usual place, Mr. Green

TL: a. *Saya **berharap bisa bertemu** dengan anda di tempat biasa, Mr. Green,*

b. *Saya **menunggu bertemu** dengan anda di tempat biasanya, Mr. Green,*

c. *Saya **akan menemui** anda di tempat biasa, Mr. Green*

The phrasal verb above is a transitive fused verb as well. It cannot be inserted by the object in between the words. The object must be after the words. The translations are categorized as intransitive verbs for *berharap bisa bertemu* and *menunggu bertemu*. But it differs for the last translation *menemui anda*, it is a transitive verb words with the object anda. Its meaning in SL is **anticipate eagerly** (McArthur and Atkins, 1975: 83). Therefore the suitable equivalent is *berharap bisa menemuimu*.

IV   CONCLUSION

From the analysis that have been done, it can be concluded that there were three categories of 34 phrasal verbs found in the text source, those are (1) intransitive verbs, which need no objects that follow, (2) transitive separable verbs, which the object can be placed between or after the verbs and (3) transitive fused verb, with the object that must be placed after the verbs. The equivalents for these phrasal verbs were mostly translated into transitive verbs which require objects in the usage. There were many variants equivalents given in the translations. Many words which have the same sense of meaning were chosen to be the equivalents for the phrasal verbs found in the text source. But the suitable equivalents obviously can be determined from the meanings that the phrasal verbs in source language have. Those help to give the closest equivalents in the target language.

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APPENDICES

No	Phrasal Verbs in SL	Categories	Meanings	Equivalents in TL	Categories
1	**Hung up**	Intransitive	end a phone call / put down a telephone receiver	*menutuptelepon, meletakkantelepon, mengakhiritelepon*	transitive
2.	**Turned to** his secretary	Fused transitive	ask for help	*berbalik, berpaling, menuju,memberikanke*	intransitive
3.	**Come up with** a new idea	fused transitive	produce	*datangdengan ide baru, mengemukakan ide baru, munculdengan ide baru, membuatmenemukan, menghasilkan*	transitive
4.	**Get through to** your wife	intransitive	make contact with someone	*menghubungiistrianda, menyelesaikantugas, mengaturmelaluiistribapak, mendapatpesan, meneruskanistrimu*	transitive
5.	**Look after** the kids	fused transitive	take care of; be temporarily responsible for	*menjagaanak – anak, mengurusanak – anak, menengokanak – anak*	transitive
6.	**Call round** her mother's house	intransitive	visit casually	*menelpon ibunya, panggilan, telepon*	transitive, noun
7.	**To check up on** the arrangement	fused transitive	investigate, test	*memeriksarencana, jadwal, pengaturan, perlengkapan; mengecekrencana; pemeriksaaan*	transitive, noun
8.	**put** this one **off**	separable transitive	postpone, dismay, discourage	*menundaini/-nya; membiarkan yang satuini, mengabaikannya*	transitive
9.	**Get along with** her	intransitive	manage, move or go, be on good terms	*cocokdengannya, akrabdengannya, berkumpuldengannya,*	adjective transitive
10.	**ran over** his dog	separable transitive	knock down usually with car, play usually fully	*menabrak, melindas, melewati, menggilas, melarikan, menyalip, tertabrak*	intransitive passive transitive
11.	**Drops in**	intransitive	visit casually	*mampir, berkunjung, masuk*	intransitive
12.	**Turn out**	intransitive	end, transpire	not translated, *kembali, beralih, menjadibaik*	intransitive
13.	to **look over**	separable transitive		*memeriksanya, melihatnya, mencarinya, tunjukkankesaya, diperiksa, periksa, lihat*	transitive intransitive transitive
14.	**Pointing out**	separable transitive	show, mention	*menunjukkan,* not translated	transitive
15.	**Call off the** Zebra Deals	separable transitive	abandon, cancel, prevent from	*membatalkan, memanggilpengacara*	transitive

			attaching		
16.	**Hurried out** the room	intransitive	move quickly	*bergegaskeluar, segerakeluar, buru – burumeninggalkan, keluarruangan*	intransitive
17.	**Backing down** from the Saturn venture	intransitive	descend backwards, give away, yield	*mundurdari; mendukung Saturn venture, dilindungi Saturn venture*	intransitive, transitive, passive transitive
18.	**Look into** it	Fused transitive	investigate	*melihat, menginvestigasi, mengecek, mencaritahu, menelusuri*	transitive
19.	**Take** this one **up**	Separable transitive	develop an interest in	*menangani, menangkap, mengurus, mengerjakan, mengambilsatu*	transitive
20.	**Making up stories**	separable transitive	arrange, form, compile	*membuatcerita, mengarangcerita, menyusuncerita*	transitive
21.	**Handing** it **out**	separable transitive	give out by hand, offer, dispense	*menyerahkannya, menyampaikannya, memberikannya*	transitive verb
22.	**Drive** all our clients **away**	transitive separable	force to leave a place	*mengusir, membuat, mendorong*	transitive
23.	**End up** on the street	intransitive	come to an end, finished by	*berakhir di jalanan, berujung, terhentiberhenti*	intransitive
24.	**Work out**	separable transitive	find by performing, the proper action	*mencaritahumenyelidiki, membuatrencana*	transitive
25	**look forward to** seeing you	fused transitive	anticipate eagerly	*berharap bisa bertemu anda, menunggu bertemu, akan menemui anda*	transitive
26.	**burst into**	fused transitive	suddenly break into	*masukkeruangan, membukadengantiba – tiba, bergegasmasuk*	intransitive
27.	**Getting at**	fused transitive	suggest, hint, imply	*dapatkan, katakan, tujuan*	intransitive noun
28.	was **turned away** from the manager's job	separable transitive	refuse, reject, reduce in quantity of force	*dipindahkan, berpalingdari, menjauhdari, menolakdari*	passive transitive
29.	**Give up** real work	separable transitive	surrender, abandon, stop	*melepaskanpekerjaan, berhentidari, menyerahdari*	transitive
30.	**wound up** selling	separable transitive	bring to an end	*akhirnyamenjual, mencoba,*	adverb, intransitive
31.	until you **Came along**	intransitive	attend	*datang, mengikuti, ikutserta*	intransitive, transitive
32	**Wrapped up**	intransitive	finalize	*terselesaikan, teratasi, yang terbungkus, selesaidenganbaik, yang ada*	passive, intransitive
33	**broken down**	intransitive	stop functioning	*rusak, mogok*	adjective, intransitive
34	**Playing up**	intransitive	cause trouble	*bermasalah, main – main, membuatkhawatir*	transitive

COMPARATIVE ANALYSIS OF TRANSLATION BETWEEN THE SOURCE LANGUAGE (SL) AND THE TARGET LANGUAGE (TL) IN TAGORE'S POETRY: GITANJALI, SONGS OF OFFERINGS

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Abstract

The long lyrical poem entitled *Gitanjali, Songs of Offerings* written by Rabindranath Tagore (1861 – 1941) is very interesting and has a deep philosophical thought. In this occasion, Part LVII is selected to be analysed. This poetry was translated into Indonesian by Amal Hamzah in 1952, which is used as the target language (TL). The approach used is from literary criticism (intrinsic and extrinsic) and from perspective of translation theories. Based on the analysis, obviously, we can see that a single word may have various senses and those are signalled by the context. Especially in poetry, it is enriched by figurative senses. The process of translating poetry absolutely cannot ignore the message of the source language (SL); however, reminding that there is no 100% synonymy between words in every language, the translating process must notice the intrinsic sight of the poem. We cannot judge whether a translation is bad, better or good, especially translation in poetry, particularly the lyrical poem. In this case, some strategies can be conducted such as: translation shifts, lexical translation, idiomatic translation, borrowing, etc., which can be used to naturalize the poetry translation and to achieve the best readability of the TL text.

Keywords: Gitanjali, Lyrical Poem, Source Language, Target Language.

I   INTRODUCTION

Gitanjali is a collection of poems by the Bengali poet Rabindranath Tagore. The English *Gitanjali*, Songs of Offerings is a collection of 103 English poems of Tagore's own English translations of his Bengali poems first published in November 1912 by the India Society of London. Tagore's poetry was viewed as spiritual and full of philosophy. Rabindranath Tagore has a school, *Shanti Niketan*, means the 'Abode of Peace' (now it becomes the University of Vishvabharati). There, Amal Hamzah, an Indonesia poet, had learned from him. This also can be one reason how Amal Hamzah appreciated Rabindranath Tagore and translated his poems.

A poem has at least two levels of meaning, i.e. literal and figurative or symbolic meaning. The literal meaning is the explicit meaning, which is overtly stated by the lexical items and grammatical forms; while figurative or symbolic meaning is the implicit meaning, which to be communicated by the translation, because it is intended to be understood by the original writer. In this case, only the poet knows what he or she meant in his or her works. Again, it is supported by the poetic license. The problem emerged in this study is the possibility to translate a poem. In this case, how to translate the SL into the TL which has the closest meaning? This project is trying to find the answer. The approach used is from literary criticism (intrinsic and extrinsic) and from perspective of translation theories. However, as the time given is very limited, this project will only select some interesting matters.

II   MATERIALS AND METHOD

The main theory that used in analysing the translation is taken from Mildred L. Larson (1998) in his book entitled "Meaning-Based Translation: A Guide to Cross-Language Equivalence". According to Larson, there are two main kinds of translations: form-based translation, which follows the form of source language (literal translations) and meaning-based translation, which makes every effort to communicate the meaning of the source language text in the natural forms of the receptor or target language. Meaning-based translation is idiomatic translation. Before doing the analysis, we should understand first about the definition of poetry. Poetry is the hymn of praise, and the essays on the nature of poetry would cram thee shelves of any modest public library and overflow onto the floors as well.

A very old definition of poetry regards it as a fusion of sound and sense. Fusion means a melting together of sound and sense. In other words, poetry is the art of saying something by saying something else just as good. Regarding to the sense of the poetry's translation, the second book is the translation of

Gitanjali in Indonesian version from Amal Hamzah (1952). Hamzah was one of the Tagore's disciple and also one of the pioneers in Indonesian poets.

Below is the original poem, the source language text (SL):

Gitanjali, LVII

Light, my light, the world-filling light, the eye-kissing light, heart-sweetening light!

Ah, the light dances, my darling, at the center of my life; the light, strikes, my darling, the chords of my love, the sky opens, the wind runs wild, laughter passes over the earth.

The butterflies spread their sails on the sea of light. Lilies and jasmines surge up on the crest of the waves of light.

The light is shattered into gold on every cloud, my darling, and it scatters gems in profusion.

Mirth spreads from leaf to leaf, my darling, and gladness without measure. The heaven's river has drowned its bank and the flood of joy is abroad.

And now, here is the translation, the target language text (TL):

Cahaya, cahayaku, cahaya yang memenuhi dunia, cahaya yang menyayang mata, cahaya yang menyejuk hati!

Ah, cahaya menari, kekasihku, dalam sari kehidupanku, cahaya mengenai, kekasihku, tali cintaku; langit terbuka, angin untai, tawa berlayar didataran dunia.

Kupu-kupu membuka sayapnya dalam laut cahaya. Seroja dan melati menaik di atas puncak gelombang cahaya.

Dalam tiap-tiap mega, kekasihku, cahaya seperti emas terpecah dan menyebarkan permata dalam kemewahan.

Kegirangan mengembang dari daun kedaun dan kesenangan tiada berhingga. Sungailangit melampaui tepiannya dan pasang-kesenangan sedang mendatang.

The poetry used as data source is taken from a long lyrical poem entitled *Gitanjali, Songs of Offerings* written by Rabindranath Tagore (1861 – 1941), an Indian multitalented philosopher. In this occasion, Part LVII is selected for the project. This poetry is very interesting and has a deep philosophical thought. Rabindranath Tagore was awarded Nobel Prize for this poetry in 1913, and he is the first Asian winner. This poetry was translated into Indonesian by Amal Hamzah in 1952, which will be used as the receptor or target language.

The data was collected by using observational method by close-reading strategy and comparison between the source texts and the target texts. The approach that used in analysing the data is from literary criticism (intrinsic and extrinsic) and from perspective of translation theories. The analysis begins with an explanation of the theories mentioned in theoretical framework. Finally, the data is analised according to their types to maintain the theories.

III   RESULTS AND DISCUSSION

The tense used in the SL poetry is consistently simple present, except the last line used present perfect. The simple present tense is used to express general truth and habitual action. So, it can be said that this poem express everlasting value. And since the last line is present perfect, which is used to express something already happened completely at the present time; the last line can be determined as the real situation, the main event of this text. In the Indonesian translation, the tense cannot be clearly recognized, as Indonesian language has no clear tenses. However, by tracing the message of the translation, the value can be obtained.

The first paragraph, there are five repetitions of the word 'light' and all are added by adjectival modifier: *my*, *world-filling*, *eye-kissing*, and *heart-sweetening*. The effect of such composition is hyperbolism. Also, there is a meaning of continuity in the adjectival verb: *world filling*, *eye-kissing*, and *heart sweetening*; these indicate that the events are permanence or happen regularly. If we look from figurative meaning perspective, 'light' has to do with life, consciousness, enlightenment, and educated condition, and most of all, it means divine. And when someone enriches with life, consciousness, enlightenment, and educated condition, he feels joy. If we may interpret, those are meant by the *world-filling*, *eye-kissing*, and *heart-sweetening*.

The same repetitions happened in its Indonesian translation. The word 'light' is translated into '*cahaya*' in Indonesian. There are two SL words which are translated into different literal meaning in the

TL text, those are 'eye-kissing' into '*yang menyayang mata*' – not '*mencium mata*' (*mencium*: means to kiss), and 'heart-sweetening' into '*menyejuk hati*' not '*memaniskan hati*'. According to Larson, the process is called idiomatic translation. As the translation should sound natural, the SL can be translated into different word from the lexicon as long as it still on the main thought expected. In this case, the word '*mencium*'; *to kiss*, and '*menyayang*'; *to love* has close relationship that generally one of people showing their love, especially in close or intimate situation is by kissing, while the word '*memaniskan*'; *to sweeten* replaced by '*menyejuk*'; *to cool*. So, if the translation used the Indonesian denotative words, '*mencium*'; *to kiss* and '*memaniskan*' *to sweeten*, it doesn't match with the expected meaning. And the text '*cahaya yang menyejukkan hati*', again it is hyperbolism, 'light', usually causes 'warm', but in fact, it is chained with '*menyejuk(kan)*'; *to cool*. This is called as oxymoron, an effect in which two contradictory terms are used in conjunction.

Based on those explanations, the first paragraph, which is full of hyperbolic sense, is trying to explain about an extraordinary one, the magnificent thing that is symbolized as 'Light'. Then, we proceed to paragraph 2, 3, 4 and 5. There is dynamic sense in all these line, which is described by the motion verbs: *dances, strikes, opens, runs, passes over, sails, surge up, is shattered, scatters, spreads*. Then, notice the words *butterflies, lilies, jasmines*, and *leaf*; flowers, leaves, butterflies exist in Spring time, and usually, the living environment begins to start their productive live on Spring because of the appropriate conditions. The time which is full of energy of live and dynamic will emerge joy and happiness.

There are also words having contrastive sense such as: *the sky opens, wind runs wild, cloud, laughter passes over the earth*; which indicates the unfavourable situations. There is a mismatch in translating 'pass over' into '*berlayar*'. According to the Thesaurus, pass something over means *disregard, forget, ignore, skip, omit, pass by, not dwell on*. In this case, although the Indonesian '*berlayar*' as figurative meaning has a link with *skip, pass by, not dwell on*; it is inappropriate for translating the word 'pass over'. The solution is, according to Larson, to keep the first meaning. So, it is better to translate it as '*meninggalkan*' *to leave*' as the meaning of idiomatic words *not dwell on*. These parts describes about the beauty of complete life both in good and bad times, which run through consciousness about the Light. The last line is translated without clearly stating the tense. It is very important because the line determine the event explained by whole text. This is the conclusion of the message of the poem. By historical or diachronic approach, the author is from *brahmin* family, the Thakur family (in English, it is pronounced as Tagore). Rabindranath has well comprehension about Hinduism, especially Saivism, which believes the inseparable relationship between atman (being) and *Paramatman* (the Supreme Being), that *atman* is the sprinkle or particle of *Paramatman*.

It is described as the sunlight and its reflections in thousands clay pots filled with water, that is how the Supreme Being is reflected in all beings. All beings can be unified with the Supreme Being when they set their life unbounded into liberation, they will feel the greatest joy, *Advaitam Anandam*. In order to achieve the liberation, there must be consciousness in every being; and consciousness is reached through creative unity, creative actions and thought, which all of those are fully dedicated to the Great Creator. In his essay, *Religion of the Poet*, he said that all his creative works are the way he devote the Supreme Being. And he often described God as if he was very close with Him such as: my love, beauty, lord of my heart, my dear, princess, my dearest one, etc. Having traced the history of the author, it can indicate that the poem has to do with theology, the philosophy of divinity. That all creatures begin from the Great Creator. They are blessed and they all can find their joy and happiness by their self-consciousness.

IV   CONCLUSION

Based on the analysis, obviously, we can see that a single word may has various senses and those are signalled by the context. Especially in poetry, it is enriched by figurative senses. The process of translating poetry absolutely cannot ignore the message of the SL, however, reminding that there is no 100% synonymy between words in every language, the translating process must notice the intrinsic sight of the poem, in order to get the most equivalent translation; and also the extrinsic sight, to achieve the text is matching with the context of situation and context of culture, and also to provide the readability of the poem in the TL readers.

We cannot judge whether a translation is bad, better or good, especially translation in poetry, in this case, lyrical poem. The translator also has his own competence in understanding a poem to be translated through his contemplations. In this case, some strategy can be conducted such as: translation

shifts, lexical translation, idiomatic translation, borrowing, etc., which can be used to naturalize the poetry translation and to achieve the best readability of the TL text.

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ANALYZING TEACHER'S INSTRUCTIONAL AND NONVERBAL COMMUNICATION IN EFL CLASSROOM

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Abstract

The objectives of this research were to find out the teacher's instructional language, kinds of nonverbal communication and effects in EFL Classroom. The objects of the research were the teacher and students of one primary school in Merauke.

The approach employed was qualitative approach. The type of this research applied discourse analysis (DA). Data collection was conducted through observation by recording and interview. Data from observation was used to know the teacher's instructional Language and kinds of nonverbal communication. Interview was used to know the effects of using the teacher's instructional Language and nonverbal communication to the students.

The research findings showed that (1) the teacher's instructional language in the classroom activities covered explanations, asking questions, giving feedback, and giving corrections. In term of explanation, the teacher used English, switched and mixed the Indonesian language. The teacher used display question to know the students understanding related to the material. She used referential question to start the classroom and when she checked the progress of the students' activity. In giving feedback, mostly same with explanation, the teacher also used English even she switched and mixed her language with Indonesian. The teacher used direct correction and indirect correction in giving correction. Repetition was also found in explanation, asking question, giving feedback and giving correction. (2 that the kind) The findings revealed s of nonverbal communication used by the teacher in the classroom included gesture, body movement and posture, eye contact and facial expression. These nonverbal were applied to explain some unclear verbal communication. (3) The last, the findings showed that there were positive and negative effects of the teacher's instructional language The positive effects included motivating the students in studying, increasing the students' vocabulary mastery, making them be more active to speak, giving enthusiasm in studying. Meanwhile, the negative effects revealed the students felt nervous to speak when the teacher looked at them and even she stood beside them. Fundamentally, this research gave great contributions in education, could help student's confidence and enthusiasm to speak particularly in English learning teaching process.

Keywords: Teacher's instructional, nonverbal communication, EFL

I   INTRODUCTION

Communication is simply the act of transferring information from one place to another. Generally, communication is the process of sending and receiving messages that enable humans to share knowledge, attitudes, and emotions (Alfatihi, 2006:4). It indicates that communication is important for human being, because without communication everybody can not transfer information to the other.

Communication in the EFL classroom is a complicated phenomenon and vital in classroom activities. Teacher has important roles in the success or failure of the teaching and learning process. Teacher should teach as communicative as possible in order to make the students understand of what is being discussed. In addition, Xiao-yan (2006:6) stated that in English classrooms, teachers' language is not only the object of the course, but also the medium to achieve the teaching objective. The students without language will not encounter the learning. Teacher uses the language to explain the lesson or gives the instruction, asks and answers questions, gives feedback and information for the students. Moreover, Harmer (2002:128) stated that the students generally respect the teacher who shows their knowledge of the subject. Based on his opinion, of course the teacher should have a lot of knowledge if they want to teach in the class. If the teacher teaches well with the instruction clearly, the student will encourage their achievement and confidence to learn even they will be motivated. Hence, most of all, the classrooms will not work without the existence of the language.

Referring to the importance of language in the classroom, the teachers are concerned here because they need to become a good facilitator and instructor in the classroom. The teachers not only able to use the language in the classroom appropriately, but also must be able to show visual techniques and body language. In fact, the teacher performs verbal and nonverbal Communications. Barry (2011: 2) stated that verbal communications are identified by some component keys such us sound, word, speaking and language. Different from verbal communication, nonverbal communication has often been defined as

communication without words. Nonverbal is also called silence of communication in which people use body movement, eye contact, facial expression, posture and gesture (Kusanagi, 2004:383). Verbal and nonverbal communications are considered potential in school interaction. It means that the teacher and the students in classroom interaction use verbal and nonverbal communication.

Instructional language refers to the spoken or written form of communication, which is intentionally use by teachers for certain purposes. Therefore, students need nonverbal communication to participate in learning process. Barry (2011:2) sates that all of the physical activity and parameters that are involved with communication, including the use of words, facial expressions, eye contact, gestures, etc. This is in line with Negi (2009:102), verbal communication is confined to the use of language and on the contrary, nonverbal delivers a message beyond the words. It means that the teachers' instructional as verbally cannot separated with nonverbal communication that used in the classroom.

Meanwhile, in the process of EFL teaching at SD English is used as instructional language in process of EFL teaching. Class Interaction in English comes together through talk, as result many problems appear in the teaching learning process faced both by teacher and by students, especially in creating communicative and interactional teaching process. The students still have some troubles in expressing themselves. It is indicated by their lack of vocabulary, poor communication, limited grammar, and mostly teacher has difficulties in explaining the material that makes students cannot understand. The main interest in the classroom interaction is to encourage teachers and students to make better use of their language and communication skills. The interactive choices made by teacher have a strong impact on the type of learning which takes place.

Based on the explanation above the researcher was interested to build up the research under the problem to analyze instructional language and nonverbal communication that teacher used while teaching student in the classroom

II   MATERIALS AND METHOD

The design of the research was qualitative descriptive design. It based on Sugiyono (2010:30), he stated qualitative research is descriptive; it means that collected data is in the form of words rather than number. By using this design, data was collected, analyzed and interpreted by researcher. The data is presented to see the teacher's instructional language, kinds of Nonverbal communication in EFL classroom and the effects to the students.

The technique of data analysis was conducted in answering the research questions. In this research, there were two kinds of data that the researcher provided. The datas were from observation and interview.

a) Data from Observation selected the data which was related to this research. When the data was already selected by the researcher, the next technique was coding the data based on the categories teacher's instructional language and kinds of nonverbal communication that teacher used in the classroom. After that, the researcher made a transcript of the spoken data that related to the teacher's instructional language and displayed the data of nonverbal action then labeled and analyzed them.

b) Data from interview. Researcher interviewed the students in order to get the data or information about the effects of using instructional language and nonverbal communication to the students.

III   RESULTS AND DISCUSSION

Referring to the problems stated before, the findings are divided into three parts: teacher's instructional language, kinds of nonverbal communication and the effects of teacher's instructional language and nonverbal communication to the students.

3.1   TEACHER'S INSTRUCTIONAL LANGUAGE

From observations has done by researcher, there are four areas of teacher's instructional language that researcher found and analyzed in three times total recordings. It based on Nunan (1995:189), he stated that teacher talk is divided in to some areas dealing with explanation, questions, feedback and correction.

In observation, it was found that there were some ways the teacher used in explaining the lesson. In the classroom activities, the teacher used English, and then she switched and mixed the language with Indonesian in explaining the lesson. In other different situations, the teacher repeated the language that she used for the students

3.1.1 A. TEACHER'S INSTRUCTIONAL LANGUAGE IN GIVING EXPLANATION

One form of teacher's instructional language or teacher talk found in the classroom is giving explanation. Explanation is a component of teacher talk in which teacher introduces a new concept or information for students. The major function of teacher talk is to provide explanation where teacher is the only source of information (Nunan, 1989:27).

In observation, it was found that there were some ways the teacher used in explaining the lesson. In the classroom activities, the teacher used English, and then she switched and mixed the language with Indonesian in explaining the lesson.

Extract 1

T   : Anselmus, what is the title of this reading?

S   : Working at home

T   : working at home,

T   : yes, now for the next time I will read this reading and then you just listen, you must listen, so you know, how to pronounce everyone, now listen carefully… listen carefully

T   : working at home, feed, sweep, dish, call up, telephone

From all the extracts the teacher was explaining the lesson in English. It can be seen from the extract whether the teacher asked the students a question or gave the explanation. At the time, she repeated her talk in order to make students pay attention with her explanation. It is proved by reading the transcript :"*ya, now for the next time I will read this reading and then you just listen, you must listen, so you know, how to pronounce every them, now, listen carefully... listen carefully, working at home, feed, sweep, dish, call up, telephone*".

The Language that teacher used in giving explanation in the classroom varies depend on the situation. The researcher found that the way the teacher talks.

In the research view, in providing explanation, a teacher is the only source of the information being delivered and the teachers' right is the only validation of information. The teacher in observation, it was found that there were some ways the teacher used in explaining the lesson in the classroom activities. In the some occasions, the teacher used English and then switched and mixed the language with Indonesian in explaining the lesson.

In other different situations, the teacher repeated the language that she used for the students. Cakrawati (2011:16) states that repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

Cook (2008:182) states that the teachers can balance the use of language within each lesson and switch languages at certain key points, such as during important concepts, where the students are getting distracted, during visions or when students are praised and told off. In this case, switching may be used as an effective teaching strategy for second language learning. Hoffman as cited in Cakrawarti (2011:12) states that there are a number of reasons for bilingual or multilingual person to switch or mix their language, one of them was repetition used for clarification which was mostly found in the teaching and learning process. It means that the teacher in mixing and switching the language in the classroom is to make the students more understandable about the material given.

3.1.2 TEACHER'S INSTRUCTIONAL LANGUAGE IN ASKING QUESTION

Basically, it was found in this part. The teacher used two types of questions in asking questions. They were display and referential questions. Each of these types discussed separately in the following parts.

3.1.2.1 Display question

Display questions are questions that teachers ask to elicit/know the understanding of student upon the lesson. Display questions refer to ones that teachers know the answer and which are designed to elicit or display particular structures. Teachers use display questions not because they are interested in the answer but because they want to get their learners to display their knowledge of the language.

Referring to this type of questions, there were some ways that the teacher did in asking questions to the students. Therefore, the teacher asked the question to the students by using English, using Indonesian, switching and mixing the language with Indonesia. Most of the time, the teacher repeated the questions for two to three times for the students. The following extracts reveal the use of this type of questions.

Extract 2

T   : Iya, now… We have this book. Number five and then open page three, this one… what lesson is here? What lesson? Lesson?

S   : two

T   : Lesson two.

T   : what is the title of this reading? What is the title?

S   : …

T   : Anselmus, what is the title of this reading?

S   : Working at home

T   : working at home,

In the extract above, the teacher used display question to the students and to check the students' attention about the material. When she asked to the students, she totally used English but she repeated till two or three times. For example, it can be found, when the teacher asked to the students "*Iya, now… We have this book. Number five, and then open page three, this one… what lesson is here? What lesson? Lesson?*". After the students answered her, she continued her question by repeating until three times, it can be seen "*what is the title of this reading? What is the title?*"

3.1.2.2 Referential question

Referential question is question that the people ask because they do not know the answer and can gain a lot of subjective information. In the classroom, this can mean the questions that the teachers ask to the students. Lei (2009:75) states that referential questions are genuine questions for which the teacher does not know the answers and therefore has a genuine communicative purpose. Referential questions can involve students in more expressing opinions and exchange information.

The way the teacher asked this type of questions is the same as in display questions. The teacher used English, needed to switch the questions into Indonesian, and used Indonesian. The teacher also needed to repeat the questions to the students. Besides that, the teacher even mixed her language in giving question. It can be seen in the extracts below.

Extract 3

T   : How are you today? How are you today?

S   : 1 am fine, how about you?

S   : I'm fine too

T   : Now, we will learn the title about... we will learn about present

S   : Present perfect

T   : Have you ever listened about present perfect? Anybody knows?

S   : No. yes

T   : Nobody knows?

S   : No.

The extract 3 above showed that the teacher used referential question and she used English when she gave questions for the students. She even needed to repeat her questions twice. The examples can be seen when she asked "*How are you today? How are you today?*", and she said "*Have you ever listened about present perfect? Anybody knows?*" The last, she repeats again the question "*Nobody knows?*" The function of this question is used to start the class or the material.

In the three observations by recording, the researcher found that there were two types of question that teacher used in asking question in the classroom. They were display question and referential question. The teacher used referential questions mostly in her teaching.

In order to teach well, Display questions refer to ones that teachers know the answer. Xiao-yan (2008:93) states that the teachers tend to ask more display questions, which serves to facilitate the recall of information and check the understanding of knowledge rather than to generate students' ideas and classroom communication.

The second type that teacher used in asking question was referential question. When she started the classroom and when she checked the progress of the students' activity. In order to make students understand, the teacher needed to use English, switched her language into Indonesia.

On the contrary, Xiao-yan (2008:93) states that referential questions refer to the questions that teacher do not know the answers and it can gain a lot of subjective information. In observations, the way the teacher used language mostly same with in referential question. She not only switched and mixed her language but also the teacher needed to use Indonesian.

Referring to the explanation above, theoretically, it is stated that one of the influence factors in creating classroom interaction is the type of the questions which are asked by the teacher. The two common types are display and referential questions. Based on many studies, referential questions are made for more interaction and meaningful negotiation. Lei (2009:75) states that referential questions are genuine questions for which the teacher does not know the answers and therefore has a genuine communicative purpose. This is in contrast to display their understanding of the knowledge. Referential serves to facilitate the recall of information and check the understanding of knowledge rather than to generate students' ideas and classroom communication. It is supported by Xiao-yan (2008:93), he says that the goal of questioning is to check if the students understand what they have been taught, and to enhance students' involvement and to promote students' creative thinking in classroom interaction.

As stated above that the situation in the classroom is really different from the real situation. Outside the classroom, normally people ask questions to seek for the answer that they do not know. The conversation usually runs that way. However, in the classroom, a teacher must focus on the effect of teacher questions on learners' productions of the target language and on the learner response.

Xiao-yan (2008:93) states that questioning plays an important role in teacher talk which is considered to have a potential effect on learners' comprehension, and which has been hypothesized to be important for the Second Language Acquisition (SLA). The teacher will mostly ask questions which they have known the answer in order to see how far the students have understood the lesson that they have thought.

3.1.3 TEACHER'S INSTRUCTIONAL LANGUAGE IN GIVING FEEDBACK

The form of teachers' instructional language or teacher talk found in the classroom is giving feedback. Feedback is the way the teacher gives a comment to the students' answer or gives complement for correct answer by saying 'Good', 'Yes', 'Alright' saying 'yes, an excellent answer'. Expanding or modifying a student's answer: the teacher can provide more information. Repeating; the teacher can repeat the same answer. Criticizing; the teacher can criticize a student's response.

In observation, it was found that there were some ways the teacher used in giving feedback to the students in the classroom activities. In the some occasions, the teacher not only used English but also she mixed and switched the language with Indonesian in giving feedback. In other different situations, the teacher repeated the language that she used for the students. The following extracts reflect them one by one. It reveals with extracts below:

Extract 4

T   : Now, she told my brother to sweep the flower, is that right?

S   : yes right mom

T   : Clap hand for him

T   : It's false, it is right.. Number three, who? Rico? and Ingrid first. Lady is first

S   : answer on the white board

T   : The question. Is that right?

S   : Your sister,

T   : iyah, clap hand for her….. that's right

From the extract above, the teacher gave feedback to the students about her answer. In this case, the teacher totally used English in her giving feedback. Before the teacher gave praising to the students, she asked the students first"*Now she told my brother to sweep the flower, is that right*" and the students said. It can be seen from the extract whether the teacher said "*yes right mom*". Then she gave feedback to the one of her students who answered right by saying "*Clap hand for, for him.*" She kept used English in the next feedback, it can be seen when she said again "*iyah, clap hand for her….. that's right.*"

The language that teacher used in giving feedback in the classroom varies depending on the situation. The teacher gave feedback mostly used to give comments about the students' task. During the interaction, the researcher found the way the teacher gave feedback. She used English she switched it into Indonesian and the last she needed to mix it.

The ways the teacher gives feedback to the students are important to make the teaching and learning process in the classroom run well. The students really need feedback to help the students to see whether what they have done is right or wrong. This is a duty of the teacher to keep doing it in the classroom.

In the research view, feedback is related to the error correction provided by the teacher. Providing feedback to learners on their performance is another important aspect of teaching. Xiao-hui (2010:46) states that in teacher talk, feedback is used by the teacher to make error correction on a student's spoken language, including a response either to the content of what a student has produced or to the form of an utterance. Related to Lei (2009:75), he states that the teacher asks a question and the students give the answer then the teacher provides his/her comments on the answer as feedback.

3.1.4 TEACHER'S INSTRUCTIONAL LANGUAGE IN GIVING CORRECTION

This part deals with teacher's instructional language in giving correction. This part is divided into two: direct correction and indirect correction. They would be exposed one by one in the following section.

3.1.4.1 Direct correction

Richard and Schmidt (2002:185) stated that direct correction is a correction when the teacher gave the correct answer for the students. Based on the analysis of the transcripts was found by researcher in the observations. The way the teacher gave correction directly can be seen in some occasions, she used English in her correction. She mixed and switched with Indonesian and she repeated the direct correction.

Extract 5

T	: You can write down. The right one…
S	: (write the answer on the whiteboard)
T	: almaida… before almaida write down
T	: See number one, I think, it is not complete here, what is not complete here?
S	: …
T	:The, the question, the question mark
S	: question mark
T	: Write down your answer here

From the extract above, the teacher gave direct correction about the students' task. It can be found where the teacher used English when she gave correction. She corrected the student's task by asking "*what is not complete here*". She asked to her students because they did not put the question tag in his question and the student could not answer her. Direct correction by teacher can be seen when she said "*The, the question, the question mark*", in this case, the teacher also repeated her correction till twice.

3.1.4.2 Indirect correction

Indirect correction is a type of correction where the teacher only points out the problem and asks the learners themselves to correct if possible (Richard and Schmidt, 2002:185). Based on the analysis of the scripts, the researcher found out that the teacher used English, switched mixed and used Indonesian in her instructional language. It is not different from direct correction explained previously.

Extract 6

T	: Rico, second paragraph until finish
S	: (rico read the paragraph)
T	: Iyeee, now.. anybody can find which one is wrong spell? yang mana yang salah penyebutannya?
	[yes, now.. anybody can find which one is wrong spell, which one is wrong in spelling?]

S   : fid, fed mom

T   : iya, Tadi rico bilang have you fid, disitu harusnya have you fed bukan fid,, have you fed…

[Iya, Rico said 'have you fid, it has to use fed not fid,, have you fed…]

From the extract above, the teacher used indirect correction. The teacher switched her language when the teacher asked to the students about the incorrect spelling. It can be seen "*Iyeee, now.. anybody can find which one is wrong spell? yang mana yang salah penyebutannya?*" and one of the students answer and corrected it by saying "*fid, fed mom*". The teacher just gave complement about the student's correction. She mixed her language when she commented the student's answer "*iya, Tadi rico bilang have you fid, disitu harusnya have you fed bukan fid,, have you fed*".

The fourth part of the research discussion is related to the teacher's instructional language in giving correction. According to Hattie and Timperly (2007:91), correction is a type of feedback. It is called feedback about the task. The finding showed that the teacher used two kinds of correction during the teaching and learning process.

Based on the analysis of the extracts, the researcher found the way the teacher gave correction directly. It can be seen in some occasions, she used English in her correction, she mixed her language with Indonesian.

According to Richard and Schmidt (2002:185), direct correction is a correction where the teacher supplies the correct form for the students. The teacher tried to make her students more active, even she wanted to see the students' understanding. By this statement, the researcher concluded that the teacher needed to use direct correction in order to help students to clarify their understanding of meaning of the language.

For indirect correction, based on the analysis of the scripts, it is not different from direct correction explained previously. Indirect correction was used where the teacher points out the problem and asks the learner to correct it if possible. Indirect correction is a type of correction where the teacher only points out the problem and asks the learners themselves to correct if possible (Richard and Schmidt, 2002:185).

In the research view, Brown (2001:291) states that it is a vital part of the teacher's role to point out students' mistakes and to provide correction. Correction helps the students to clarify their understanding of meaning and construction of the language. Teachers need to see when the right time to give direct and indirect correction for their students. Giving indirect correction will be a huge assistance for the students to train them practicing their thinking skill to solve the problem related to the materials given the classroom. On the other hand, direct correction was given to the students in the classroom to solve the problems that the teachers gave.

In the conclusion, the result of this research showed a difference from the similar research which explored the phenomenon of a teacher talk in giving explanation, asking questions, giving feedback and giving correction. The differences found only in the way the phenomenon were seen. As in Puasa's (2010), it was found that the teacher used both Indonesian and English in explaining the lesson in the classroom. In this research, it was found that the teacher used code mixing and code switching when the teacher explained the lesson, asked questions, gave feedback and correction. All of them were used by teacher to make the students more understandable what she said. It was also found that the types of the teacher's questions were display and referential questions. They used in order to check the students' understanding and progress of the students' activity in the classroom.

All of the previous researches indicated the importance of teacher talk in classroom. As in this research, a good teacher needs to plan everything before getting into the classroom, including what she/he should say in delivering the lesson for the students. Allami (2012:2265) states that understanding an interaction in an EFL classroom helps EFL teachers to improve teaching and learning. The teacher must plan the delivery of instructions beforehand, thinking not only of the words to be used but also the gestures and aids to the demonstrate meaning. The researcher concluded that all the ways the teacher talk aimed to achieve the goal of the teaching and learning process in the classroom or the teacher wanted to make students understand what she said.

3.2   KINDS OF NONVERBAL COMMUNICATION

This part explains about the result of nonverbal communication used by teacher in classroom activities. From all of the observation by recording, the research found that the teacher used nonverbal communication in the teaching EFL classroom activities such as gesture, body movement and posture, facial expression as well as eye contact for many processes. According to Butt and Iqbal (2011:11),

nonverbal communication includes gesture, body movement and posture, eye contact, and facial expression. They indicated that mostly used by teacher in the classroom interaction.

The research found on the findings that the teacher not only used instructional language but also teacher's nonverbal communication on the observations by recordings. In the three videos, the teacher applied and performed many of nonverbal communication on the classroom teaching activities. The researcher found that the teacher in this research applied gesture, body movement and posture, facial expression and eye contact and also touched, physical appearance and all of them included in nonverbal communication. From observations by recording that researcher has done, there are four kinds that researcher analyzed which can be found in the classroom. They are:

3.2.1 GESTURE

The activity in the classroom was the teacher gave greeting to the students. The teacher tried to asking information with excerpt "*how are you today?*" the teacher's gesture illustrated by rising her two hands and then she opened two her palms. This gesture is used to emphasize her oral message and the function of this gesture referred to regulation where the teacher encouraged the learners to speak up.

In addition, the teacher used her gesture with excerpt "*what is the title of this reading?*" The teacher's gesture is illustrated by standing in front of the students and her left hand handled the book and her right hand handled the marker while her forefinger pointed the title of the reading to the students and then she said "*what is the title of this reading?*" This gesture applied to inform the students that the material of that day was related with the title of the reading and also to emphasize the teacher's verbal massage.

Teacher performed gesture for all the unclear verbal massage. In the three observations the teacher used gesture for some reason. The function of regulation is that it is mostly used by teacher. Regulation was used to encourage learners to speak up or participate in the task and was also a good teaching strategy when making corrections and giving feedback to the learner.

The next function is input. It provided more input to the speech when it is explaining vocabulary. The next functions were management and instruction, they are used for classroom control such us giving directions, controlling students' behaviors and interactions. They were often perceived as enjoyable by students since these activities lead them to involve in the activity and lower anxiety in the learning situation (Kusanagi, 2004:384).

Studies have shown that teachers performed of gesture in their talk directed to L2 learners in order to convey meaning of verbal message. For example, when she said, "*I will read this book and you must listen*". The teacher showed that the teacher held and opened the book with her right hand and she raised her left hand closely in her ear. It illustrated that the teacher gave information to the students that she wanted to read the paragraph and the students must listen to her. She used it to complete her verbal massage "*I will read this book and you must listen*". The teacher also used it to emphasize, complementing and warning the students during the activities at the classroom. Neu in Kusanagi (2004:385) states that the teachers perform gesture in their talk, which directed to L2 learners in order to convey meaning and that these gestures reinforce their speech by adding redundancy to the verbal message.

Gestures are used by teacher. The first video observation was the same with the second and the third video. Hence, the researcher concludes that the gesture for the same verbal word applied in the classroom activities. It is be a part of teacher habitual in communication.

3.2.2 BODY MOVEMENT AND POSTURE

Teacher's body movement and posture can be seen when teacher moved from her table and came to the students closely. She invited the students with her left hand to read the first paragraph, while her right hand handled the book and marker and she said, "*Dedi, Read the first paragraph, read the first paragraph*". It included emblem category.

Moreover, the teacher walked to the back row and went to the front row. It was done to reach students' attention by saying "*ok, now see the activity in the chapter two*". She illustrated it by clapping her hands so the students could listen to what she was saying. It included in regulator.

Body movement and posture were performed by the teacher on the three videos mostly the same. Those body movement and posture were used to express emblems and to substitute the word or phrase.

Body movement and posture performed by the teacher. They get good response from the students because they could understand each body movement and posture that was performed. It can be seen in the second video observation, the teacher showed her body movement and posture. The teacher came

and stood behind the students and her two hands were put on the student's table. She asked the students with excerpt "*ask him, can you play,, play apa?*". Body movement and posture were applied to hear the student's question for his friend. It was because she didn't listen what the student's question for her friends was. It illustrated to emphasize her oral massage "*ask him, can you play, play apa?*" It made students more interested to speak and felt if the teacher gives attention to the students. Miller (1998:80) states that body postures and movements are frequently indicators of self-confidence, energy, fatigue or status. Posture refers to the body orientation, arm position, and body openness of interlocutors that can indicate their degree of attention or involvement, their status, and their intimacy. In the classroom, students are keen to receive body messages of enthusiasm and boredom about the subject matter being taught. It can make them confidence or frustration from the unconscious behavior of the teacher.

Research concluded above, body movement and posture that performed by teacher at the classroom activities occur consciously. It repeated in all videos observation. Body movement and posture was being a teacher habitual in expressing her verbal word and the way to show her emotions. This body movement and posture were not dominant used by teacher in the classroom if the teacher comparing with another kinds of nonverbal communication.

3.2.3 EYE CONTACT

It can be revealed when the teacher was communicating with a student, she made the eye contact. She looked at the student's eyes when she was trying to communicate with her by saying *Alifka, what number? Number?* The function of this eye contact was seeking information.

In another action, it can be played when the teacher made the eye contact to the student who wanted to answer the question. However, it emphasized that the student should write the question first before answering. It can be seen when the teacher said "*Write the question and then answer*". Eye contact was used to invite and control interaction.

Eye contact was used by teacher to seek information, to invite students and control the classroom, to show attention and interest and to respond the students during the learning process. It can be seen from the findings that the teacher in the classroom activities. Eye contact applied eye contact for some purposes especially mostly used to seek information and to invite the students. Alfatihi (2006:8) states that an effective way the teacher can seeking information from the student is eye contact, especially if it is combined with eyebrow movements. It showed on the three videos observation. It supported by Naeem et al (2011:44), eye contact is a very important nonverbal teaching technique which not only enhanced students' attention in the classroom but also helped the teacher in the attainment of desired students' results. It indicated that nonverbal play an important role in the teaching process.

The teacher applied eye contact for purpose only for a few of the students, so another student unmotivated and not active during the teaching learning process. It can be concluded that the teacher used eye contact consciously based on the function of each eye contact.

3.2.4 FACIAL EXPRESSION

Facial expression usually uses to express emotions. The expressions tell the attitude of the communicator. In the research findings, the teacher invited to the students to write the question and answered on the whiteboard. Her face was happy because the students answered question correctly. Before acting like that, the teacher asked the student by saying "*is it right?*" Then the student said "*yes*". Facial expression illustrated was showed by giving cheerful smile to the students. It was done to show to the students that the teacher was happy because they answered the question correctly.

In contrast, facial expression can be seen when the teacher was angry while explaining to the students. However, the students still did not give the answer. Her expression was showed by raising her eyebrows and opening her mouth by asking the students loudly "*why you say has your brother?*" This expression was used by the teacher to emphasize that her questions needed answering.

From the findings, the researcher found that the teacher performed facial expression to express her feeling through facial expression. The teacher used facial expression for some reasons, such as when she was smile, when she wanted a speaking. For example in the first video, the teacher was happy. It was because the students answered the question correctly. Before acting like that, the teacher asked the student by saying "*is it right?*" Then the student said "*yes*". Facial expression illustrated was showed by giving cheerful smile to the students. It was done to show to the students that the teacher was happy because they answer the question correctly. It indicated a desire to close the channels of communication. In the teaching area, Naeem Butt and Iqbal (2011:12) state that teachers can make effective use of facial

expressions during the teaching-learning process not only to make the concept clearer to the students, but also to create interest in teaching.

3.3 THE EFFECT OF THE TEACHER'S INSTRUCTIONAL LANGUAGE AND NONVERBAL COMMUNICATION TO THE STUDENTS

The interview was done to find teacher to the students, which the researcher cannot be gained through observation, uses the depth information about the effects of teacher's instructional language and nonverbal communication. Interview was also guided by theoretical foundation, which is relevance to the study.

Researcher	: kalau dalam pelajaran bahasa inggris, apa bahasa pembelajaran guru anda atau bahasa apa yang dia gunakan dalam kelas ?
	[in English lesson, what is the instructional language that your teacher used in the classroom?]
Student :	pake bahasa inggris dan bahasa Indonesia
	[she uses English and Indonesian]
Researcher	: Apakah anda mengerti dengan bahasa pembelajarannya?
	[do you understand with your teacher's instructional language?]
Student	: yah mengerti kak, karena dia pake bahasa inggris dan bahasa Indonesia tapi banyakan Inggrisnya
	[yes I understand it because she uses English and Indonesian but English is more]
Researcher	: Bagaimana cara guru kamu membuat kamu mengerti dengan bahasanya?
	[how does your teacher makes you understand with her language?]
Student :	bahasa inggriski dulu baru naartikan bahasa indonesia. terus kami cari di kamus juga
	[she uses English first, and then she uses Indonesia, we find also in the dictionary]
Researcher	: Apa yang kamu dapat dari bahasa gurumu?
	[what do you get from tour teacher's instructional language?]
Student	: hemm banyak. Karena guruku banyakan inggrisnya jd itu saya tahu cara ngomongnya kah dia selalu naulang itu bahasa inggrisnya terus nabawami ke bahasa Indonesia. Saya suka
	[I get much because my teacher uses English more. So I know how to pronounce because she repeats her language, and then she switches it into Indonesian. I like it

Based on the transcript above, it revealed that the student can understand the meaning of English and enjoyed in studying when the teacher uses English. It occurs because the teacher switched it with Indonesian. When the researcher asked the student about did you understand with your teacher instructional language? and student said "*yah mengerti kak, karena dia pake bahasa inggris dan bahasa Indonesia tapi banyakan Inggrisnya*". This statement indicated that the teacher switched her language with Indonesian. It can be seen when the student said "*Bahasa inggris dulu baru artikan bahasa indonesia. terus kami cari di kamus juga*". The last the researcher asked what do you get from you teacher's instructional language?, the student enjoyed in studying. It can be seen when she said "*hemm banyak. Karena guruku banyakan inggrisnya jd itu saya tahu cara ngomongnya kah dia selalu naulang itu bahasa inggrisnya terus nabawami ke bahasa Indonesian. Saya suka kak.*"

By those statements above, the researcher concluded that all the actions of teacher's nonverbal communication were used to complete verbal massage in order to make students understand. It means that the teacher and the students in classroom interaction use verbal and nonverbal communication. They indicated that those of communications could help teachers and students to make good interaction in the class.

On the other hand, This research showed not only the phenomena of teacher talk in giving explanation, asking questions, giving feedback, correction and teacher's nonverbal communication, but also the arguments about the effect the teacher's instructional language and nonverbal communication from the students were also given for each phenomenon as the supporting data.

The data from interview can answer this problem statement about the effects of teacher's instructional language and nonverbal communication. Data presentation of teacher's instructional

language from the interview reported that researcher found; the teacher's instructional language had positive effects to the students, they influenced by the teacher talks. It can be seen when the teacher was explaining in English, she mixed and switched her language. The students had different responses about that. However, mostly the students were motivated in studying. Some of them said that they understand when the teacher was speaking using that language. Others said that it could increase their vocabulary mastery and know how to pronounce it.

Moreover, teacher talks helps the students be more involved in process of learning. It can be seen when the student asked the teacher to repeat what she had explained. According to Cakrawati (2011:16), a repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

Mostly the students can understand what their teacher told because their teacher tried to make them understand and know the meaning by mixing and switching her Language. Some of them said that they could understand but not all, they did not know the meaning when the teacher was speaking using that Language. It was because they have a limited vocabulary. By mixing and switching her language, they will know the words and the meaning of the words. Moreover, the teacher talks help the students to achieve their target language. Lin (2005:17) also supports it, where good teacher talk is an instructional input with modification in the classroom and aims to facilitate learners' comprehension in the language acquisition process.

Referring to the explanations above, the use of English is a good way to achieve the target language but for some students. They still need her teacher to switch or to mix her language with Indonesian. This is due to the low ability or the limited vocabulary that students have in understanding the language that teacher used. Cook (2008: 182) states that the teachers can balance the use of language within each lesson and switch languages at certain key points, such as during important concepts, where the students are getting distracted, during visions or when students are praised and told off. In this case, switching may be used as an effective teaching strategy for second language learning. In line with Kim (2006:47-49), one of the reasons for the teacher mix the language in the classroom is to clarify the speech for the interlocutor. It means that the teacher in mixing the language in the classroom is to make the students more understandable.

Data presentation from the interview reported that researcher found related to the teacher's nonverbal communication. The researcher found the positive and negative effect from the interview the students stated that nonverbal communication that teacher used in the classroom made them more active to speak. They feel enthusiasm if the teacher was smiling, even when she teaches while walking around the class. The students are happy and be motivated to study. They can understand the words when the teacher spoke because she described it by using her body or her hands, even her facial expression. On the other hand, some of them feel nervous to speak when the teacher looked at them and even she stood beside them.

By the explanations about, nonverbal communication that teacher applied in the classroom is a good strategy not only to make students more understand the lesson, but also it can make the students more active to speak, they feel enthusiasm, be happy and be motivated to study. Alfatihi (2006:41) supports it, she says that the use of nonverbal communication in the classroom is to give feedback, to motivate learners, and have a good classroom management; these professional qualities can be fostered by the positive use on nonverbal communication. As Kusanagi (2004:384) says that a teacher uses representational nonverbal like gestures as classroom activities, and they are often perceived as enjoyable by students since these activities lead them to greater involvement in the activity and lower anxiety in the learning situation. By this statement, it can help the teachers in presenting more interactive and easy learning process.

Referring to the effects of teacher talk and nonverbal communication; according to Negi (2009:102), verbal communication is confined to the use of language and on the contrary, nonverbal delivers a message beyond the words. By this statement, researcher concludes that the teachers' instructional as verbally cannot separated with nonverbal communication that used in the classroom. It means that the teacher and the students in classroom interaction used verbal and nonverbal communication. Those kinds of communication can help teachers and students to make good interaction in the class.

From the explanations above, the researcher wish the three problems statements in this research can be answered. The first question is about what the teacher talk in EFL classroom. Based on the data observation that the researcher found, it shows that the teacher talk cover explanation, asking question, giving feedback, and giving correction. The teacher used English even she switched and mixed her language with Indonesian in her talk. Repetition was also found in explanation, asking question, giving

feedback and giving correction. The second is about kinds of nonverbal communication used by the teacher in the classroom. They included gesture, body movement and posture, eye contact and facial expression, these nonverbal were applied to explain some unclear verbal communication.

The last, the findings showed that there were positive and negative effects of the teacher's instructional language and nonverbal communication to the students. The positive effect included motivating the students in studying, increasing the students' vocabulary mastery, making them more active to speak, giving enthusiasm in studying.

Meanwhile, the negative effects revealed that the students feel nervous to speak when the teacher looked at them and even she stood beside them.

IV   CONCLUSION

Based on the research findings and discussions in the previous chapter, the research comes to the conclusions that instructional language used by the teacher in giving explanation varied depending on the situation. The teacher used English but she needed to mix and switch the language into Indonesian, particularly to the students with average ability. In other occasions the teacher even needed to repeat it.

There were two types of asking question that teacher used in the classroom; display question and referential question. Generally the display questions were used to see the students' understanding related to the material given, and referential questions were used to start the class and to check the progress of the student's activity or other interaction which not related to the material.

The teacher's instructional language in giving feedback mostly used to give comment about the student's answer or about the processing of the task. The teacher used two kinds of correction in the classroom, direct and indirect correction. The direct corrections were used by the teacher to supply the correct answer for the students and indirect corrections were used by the teacher to make the students corrected their task in order to make them check their understanding. The teacher used nonverbal communication; they were gesture, body movement, eye contact and facial expression in the classroom activities.

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FIGURATIVE AND LEXICAL VARIETIES IN FACEBOOK POSTS

I Gusti Ayu Vina Widiadnya Putri, I Putu Andri Permana, Ida Bagus Gde Nova Winarta

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Abstract

Language is a highly elaborated signaling system. It serves various functions in communication, it is used to share ideas, convey feelings and emotions, etc. The researchers are interested to uncover more on how people use language in terms of its variety and lexical in one of the popular social media networking platforms that we all know as Facebook.

Based on the aforementioned background of the study, the problem of the research can be formulated as follows: (1) what are the figurative languages used in Facebook posts by female and male Facebook users? (2) How are the emotional lexical varieties e.g. used in Facebook posts?

Method of research is a procedure needed to do the research better. In this case, method of research covers data source, data collection and data analysis. The data of this research have been taken from Facebook, it is as an online social networking website where people can create profiles, share information such as photos and quotes about themselves, and respond or link to the information posted by others. The method that used in collecting data is method of library research. They are collected by reading the Facebook user's post, by underlining and note taking as well.

The data analysis is the last step in this process of writing this research. The analysis is done by descriptive method. To make the analysis clearer, all of examples are completed with explanation. Referring to the first research problem, there are some figurative languages used by the Facebook users such as, Simile (female 1 or 4.3% and male 0%), Metaphor (female 4 or 17.3% and male 0%),, Personification (female 3 or 1.3% and male 1% or 4.3%),, Hyperbole (female 4 or 17.3% and male 1 or 4.3%), and Idiom (female 3 or 13% and male 0%),. Furthermore, in regards to the second problem that is emotional lexical used by the Facebook Users, we could mention that both the Augmentatives (female 3 or 13% and male 1 or 4.3%), and Euphemisms (female 1 or 4.3% and male 1 or 4.3%), are used in the Facebook posts

Keywords: Figurative, lexical variety, Facebook, Post

I   INTRODUCTION

A language is a social fact, a kind of social contract. It exists not in an individual, but in a community. Language can also be viewed as a mental reality. It exists in the heads of people who speak it, and we assume its existence because of people's ability to learn languages in general and their practice in dealing with at least one particular language. 'A grammar is a mental entity, represented in the mind / brain of an individual and characterizing that individual's linguistic capacity' (Lightfoot 2000: 231). Note that Lightfoot here talks of a grammar rather than of a language, but one possible definition of a language is precisely that it is the grammatical system which allows speakers to produce appropriate utterances. 'Grammar' has as many meanings as 'language'.

A major topic in sociolinguistics is the connection, if any, between the structures, vocabularies, and ways of using particular languages and the social roles of the men and women who speak these languages. There are differences between men and women are hardly a matter of dispute. On average, females have fatter and less muscle than males, are not as strong, and weigh less. They also mature more rapidly and live longer. The female voice usually has different characteristics from the male voice, and often females and males exhibit different ranges of verbal skills. However, we also know that many of the differences may result from different socialization practices (Wardhaugh 2006).

The word 'gender', originally a grammatical term, has come to refer to the social roles and behavior of individuals arising from their classification as biologically male or female. This is a huge complex embracing virtually all aspects of social behavior of which language is only one. In the past three decades or so intensive research has been carried out into the relationship of language and gender, largely by female scholars who have felt drawn to the topic because of the obvious discrimination against women which has taken place in the past and which is still to be observed today (Thomas 2004).

Language is a highly elaborated signaling system. We call the aspects that are peculiar to it, the design features of language. Some of these we find only with the language of human beings, others we have in common with animals. Another aspect of human language is that we express thoughts with words. In relation to express thoughts in words, a major topic in language closely related to sociolinguistics is the connection, if any, between the structures, vocabularies, and ways of using particular languages especially in some Medias for public to see and read it. Referring to this previous

explanation, this research intends to dig further how people have applied the figurative languages in terms of its types in their social media posts, how they function this figure of speech to convey their intentions. Relating to the type of figurative language they have used, this research will also look deeper into the emotional lexical that they have used along with the figure of speech that they have applied.

With further reference to the above objectives, there are two main points to be discussed in this research, namely the types of figurative languages used by the users of Facebook as the biggest social media in the world and the use of Figurative languages, what are the emotional lexical varieties used by the users to give more exaggeration upon their opinions and ideas to share on Facebook.

II   MATERIALS AND METHOD

The data of this research were taken from Facebook. Facebook is an online social networking website where people can create profiles, share information such as photos and quotes about themselves, and respond or link to the information posted by others.The method in collecting the data was library research. They were collected by reading the Facebook user's post, by underlining and note taking.

A casual examination of everyday conversation suggests that English is rife with idioms (e.g., hot under the collar, hit the roof), similes (e.g., mad as a wet hen), metaphor (e.g., down, blue), and other figurative expressions for emotions. These are several figurative languages that we normally use on the daily conversation setting (Becky L. Spivey, M.Ed.) Raymond Hickey (2010) in his book Language and Society also mentions that the Emotional, 'genteel' language are; the use of augmentatives '*I'm /delighted you're going to help. They're /so kind!*', the use of euphemisms '*Peter's gone to wash his hands.*'

Method of research is a procedure needed to do the research better. In this case, method of research covers data source, data collection and data analysis. The data of this research will be taken from Facebook, it is as an online social networking website where people can create profiles, share information such as photos and quotes about themselves, and respond or link to the information posted by others. The method that will be used in collecting data is method of library research. They are collected by reading the Facebook user's post, by underlining and note taking as well.

III   RESULTS AND DISCUSSION

The discussion session has been parted as two based on the finding in order to answer the questions of this research. The table below shows some figurative languages and emotional lexicons that people normally use when writing posts on Facebook.

No	Types of Figurative Languages	Male	Female	Total	Percentages
1	Simile	-	1	1	4.3%
2	Metaphor	-	4	4	17.3%
3	Personification	1	3	4	17.3%
5	Hyperbole	1	4	5	21.7%
6	Idiom	-	3	3	13%
	Types of Lexicon				
1	Emotional				
	Augmentatives	1	3	4	17.3%
	Euphemism	1	1	2	8.6%
	Total	*4*	*19*	*23*	*100%*

Table 1. Figurative Languages used by The Facebook Users

3.1 FIGURATIVE LANGUAGES USED BY THE FACEBOOK USERS

Some posts below are the sample taken from Facebook, the rest are attached on the appendices. In addition, according to Becky L. Spivey, M.Ed, in her theory of Figurative Languages, these are several ones that normally used in the daily conversation, namely:

3.1.1 SIMILE

Becky L. Spivey, M.Ed in her book stated that a simile (sim-uh-lee) uses the words "like" or "as" to compare two explicitly unlike things as being similar (L. Spivey, M.Ed, Becky. 2017)

> Data 1: "It is **as though** dest¬iny had embarked on a controlled experiment, depositing two priceless treasures with pinpo¬int precision in order to observe the outcome." The brilliance of Amitav Ghosh. The tale of cloves and nutmeg - a story we all should know. (DeNeefe, Janet 2017)

Referring to what Becky L. Spivey, M.Ed stated, Simile is used here to show the situation as if the destiny has embarked on something. The writer of this post is really expressing the idea of comparison, comparing the condition and situation.

3.1.2 METAPHOR

According to Becky L. Spivey, M.Ed, a metaphor (met-uh-fawr, -fer) suggests something or someone actually becomes or is something else. (L. Spivey, M.Ed, Becky. 2017)

> Data 2: In the past six weeks, the 14,000+ Act for Peace Refugee Week challengers raised $3,241,256 - yes, more than three million dollars - **enough to feed 11,254 refugees living in refugee camps for a year**. (Richardson, Jennifer 2017)

With the reference to Becky L. Spivey, M.Ed, here the writer is using metaphor to show the indirect comparison stating that something has been enough by saying **enough to feed this amount of people (refugees)**. This one is also indirectly stating the hyperbole; she intends to exaggerate what she has already received as donations.

3.1.3 PERSONIFICATION

Becky L. Spivey, M.Ed stated that Personification gives animals or inanimate objects human-like characteristics. (L. Spivey, M.Ed, Becky. 2017)

> Data 3:..and **the rains held off very nicely**. (Ballinger, Ruccina 2017)

And referring to the statement of Becky L. Spivey, M.Ed above, the writer is using **personification**, imagining the rains can postpone something just like humans can stop or delay something.

3.1.4 HYPERBOLE

According to Becky L. Spivey, M.Ed in her book, hyperbole is a statement so exaggerated that no one believes it to be true. (L. Spivey, M.Ed, Becky. 2017)

> Data 4: The absolutely most gobsmacking, mind blowing amazing birthday present EVER! I am persuaded to go away for a night with 2 friends, and by the time I'm at the top of the lane my house is **invaded by 9 friends**, …..(Wheeler, Cat 2017)

As mentioned by Becky L. Spivey, M.Ed in her book, here the writer of this post is using Hyperbole in the word invaded, the word invade is used to exaggerate the condition that she left the house and now the house being in control by someone else in relation to the epic birthday surprises.

3.1.5 IDIOMS

Becky L. Spivey, M.Ed stated that an idiom is an expression whose meaning is not predictable from the usual meanings of the words that make it up. (L. Spivey, M.Ed, Becky. 2017)

> Data 5: This is one day you can officially **do a rain check**! (DeNeefe, Janet 2017)

Referring to the idea of Becky L. Spivey, M.Ed, the post here is using Idiom: to do a rain check, meaning she will need to postpone or delay any appointments, perhaps also due to the rain.

3.2 THE EMOTIONAL LEXICAL USED BY THE FACEBOOK USERS

Raymond Hickey (2010) in his book Language and Society also mentions that emotional, 'genteel' languages are; the use of augmentatives and the use of euphemisms.

3.2.1 AUGMENTATIVE

Augmentative includes all of forms of communications (other than oral) that are used to express thoughts, needs, wants, and ideas. It is a morphological form of a word which expresses greater intensity, often in size but also in other attributes.

Data 6

Female : My normal breakfast the juice of a fresh lemon (from a friend's tree) with hot water – a great way for my stomach to start the day); **my favorite coffee (I bring it back from Indonesia whenever I go there), with 100% safe drinking water, sugar and fresh milk, and a muesli mix …. Oats, 2 splashes of cran-berry juice, big handful of frozen raspberries, 2tbsp Mojo muesli-best in world. I get it delivered from a family-owned business in Victoria**.

And that's after my lovely hot shower, in my lovely safe little rented house, with my wifi working to send out th is message on my trusty Macbook pro.

Ha ha – before my lovely hot shower, in my lovely safe rented house, with my life herein Oz!

Roll on Refuge week – I'm on rations to raise money for food for refugees in Syria… there'll be a very different start to the day that week. (Richardson, Jennifer. 2017)

Male : **I run every day to train for when I will run all the way around the coast of Bali in September 2017 as a fundraiser to support the great work Robert Epstone'sSolemen Indonesia is doing**.

The circumference of Bali is about 600 kilometers = about 30 half marathons. I plan to run the distance of a ½ marathon/day. And take a rest whenever I need to.

Let me know if you like to support the great work Solemen is doing helping the disadvantaged in Bali, Indonesia. We are one of the most well-known and trusted charities in Bali. (Throne, Tyr. 2017)

In these data the male and female Facebook user actually used augmentative in their post. Raymond, Hickey (2010) stated that Augmentative includes all of forms of communications (other than oral) that are used to express thoughts, needs, wants, and ideas. That length sentences was indicating the large size and tell something awkwardness or unattractiveness sentences. The male and female Facebook users used unimportant sentences that made the sentences were unattractive. The data by Jennifer (2017),"*my favorite coffee (I bring it back from Indonesia whenever I go there), with 100% safe drinking water, sugar and fresh milk, and a muesli mix ….*"she only wanted to tell about how she enjoyed her morning breakfast, she only wanted to express about her though however she told all kinds of her meals on her post. It was not necessary when she described all meals in those sentences. On the other hand, male Facebook user also used long sentences in his post. Throne (2017)posted that "*I run every day to train for when I will run all the way around the coast of Bali in September 2017 as a fundraiser to support the great work Robert Epstone'sSolemen Indonesia is doing….*" However, he used sentences and words very effectively and clearly, these sentences made his posting important for others. Different language variety means different style of language that used by male and female Facebook users.

3.3   EUPHEMISM

The euphemism is a generally innocuous word or expression used in place of one that may be found offensive or suggest something unpleasant. Some euphemisms are intended to amuse; while others use bland, inoffensive terms for things the users wishes to downplay.

Data 7

Male : **Its so great to see all the kinds thoughts and signs of support for the French over Facebook, we really are all united against these sick acts of terrorism**. These people have to lead pretty pathetic lives to be so hell bet on killing innocent people and blowing themselves up. (Zalecki, Stefan. 2017) = terorisme

Female : **This is one day you can officially do a rain check!** (Dennefe, Janet. 2017)

In these data, the male and female Facebook users almost used similar style in language. Raymond, Hickey (2010) in his book Language and Society stated thatEuphemism is a generally innocuous word or expression used in place of one that may be found offensive or suggest something unpleasant. In this data, they wanted to offensive something unpleasant. However the male Facebook users needed some suggestions to be known by the reader as the sentences *Its so great to see all the kinds thoughts and signs of support for the French over Facebook, we really are all united against these*

sick acts of terrorism (Zalecki, Stefan. 2017). He wanted to suggest the reader to united against terrorism. However this post tried to tell the reader about the offensive unpleasant way to terrorism. In other side, the female Facebook users used similar style in language. She wanted to express about unpleasant condition in rain. However she did not try to give suggestion. She just typed her disappointed felling in her post as the sentence *This is one day you can officially do a rain check!* (Dennefe, Janet. 2017). This sentence indicated that she expressed about unpleasant felling.

IV   CONCLUSION

Referring to the first research problem, there are some figurative languages used by the Facebook users such as, Simile, Metaphor, Personification, Hyperbole, and Idiom. Furthermore, in regards to the second problem that is emotional lexical used by the Facebook Users, we could mention that both the Augmentatives and Euphemisms are used in the Facebook posts. In additions, the figurative languages and emotional lexical frequently used by female and male Facebook users in their posts, figurative languages for female Facebook users, such as Methapor (4 or 17.3%), and Hyperbole (4 or 17.3%), however for male Facebook users, such as Personification and Hyperbole only 1 of each or 4.3%. Meanwhile, emotional lexical frequently used by female, in this case 3 or 17.3% named Augmentatives.

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APPENDICES

1. The kinds of Figurative Languages

No	Figurative languages	Facebook Posts
1	**Metaphor**	- Join Bali Community Choir and make <u>a joyful noise!</u> (Wheeler, Cat 2017) - Join me on my Spice Island cruise when we venture into <u>this forgotten jewel of Indonesia!</u> (DeNeefe, Janet 2017) - Petronas Towers in Kuala Lumpur. Yep they're pretty tall... 88 floors!<u>So close to Bali and yet a world away</u>
2	**Personification**	- When my attitude goes away because I am about to eat.(Hannah, Samantha 2017) - Sipping Pu-erh in the morning sun, watching black and white butterflies kiss the purple sage, ..(Muzyka, Zhena 2017) - The gift of consciousness... well worth watching! (Chouinard, Claude 2017)
3	**Hyperbole**	- Surrounded by a sea of orchids at Denpasar Airport… see you again soon, Bali. (Silvester, Jullie 2017) - Dance training at SanggarParipurna in Bona. A sea of concentrated culture. I love it! (Ballinger, Ruccina 2017) - So glad to connect with our good friend Kathy Maddox. Now growing the "hottest" veggie in Hawai'i...collard greens!! (M Finn, David 2017)
4	**Idioms**	- Don't let these shows slip you by! It will knock your socks off! (Ballinger, Ruccina 2017) - Sorry for the crazy delay... dropped the ball on birthday wishes because of the whole 'building a new business from the ground up' thing. (Schweizer, Victoria 2017)

2. The Emotional Lexicons

No	Emotional Lexicon	Facebook Posts
1	**Augmentatives**	- What are YOU doing on this beautiful Friday night? I'm currently working in my building business center since wi-fi in my apt just randomly stopped working. Stupendous! At least I had some funny neighbors pop by even if just for 15 minutes. Hope you're having an amazing evening. (Schweizer, Vicoria. 2017) - The absolutely most gobsmacking, mind blowing amazing birthday present EVER I am persuaded to go away for a night with 2 friends, and by the time I'm at the top of the lane my house id invaded by 9 friends, their staff and various tukang for complete makeover. Between 9 am. Friday and 8 pm. Saturday they have cleaned and painted walls and furniture, rewired and hung new lights, installed a new curtains redesigned the seating area and reupholstered it. Made up the bed with designer linen pillows… in short, created an entire fresh and delightful new house for my birthday surprise. I can't begin to imagine the weeks of planning and shopping and making and work that went into this epic act of love… AND it was a perfectly kept secret. Can't find the words to express my thanks for your wonderfulness, imagination and love. (Wheeler, Cat. 2017)

Exploring Local Values and Culture in English Textbook

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Abstract

The purposes of this research, entitled "Exploring Local Values and Culture in English Textbook", are to identify and analyze the local values & culture in 8 English textbooks for high school level; to elaborate the scope of the values in English textbooks for high school level. The method used is a qualitative descriptive method.The results show that in the 8 English textbooks all contain local value and culture, they are value of religion, customs, governance/social, procedures, textual, buildings and religious values whereas the scopes of the values are traditional and modern values.

Keywords: local values, English textbooks

I   INTRODUCTION

English lesson in Indonesia is introduced from kindergarten to university level. An article in "Kompasiana" written by Rahmatika (2012) revealed that Indonesian youth prefer the language of other countries to *Bahasa Indonesia* itself. According to the writers' observation, many students love other cultures. They did not only study the languages, but they also adore the cultures. Many of them like Western culture, Japan, Korea, etc. Along with the rapid growth in technology and globalization, English is also increasingly widespread use, both for slogans, advertising, even in everyday life. English began to be fear as one of the factors that could "erode" Indonesian nationalism. Thus, Curriculum 2013 had born, which has the essence of the implementation in the strengthening of local values, including in the subjects of English. Observing the implementation of 2013 Curriculum, there are several things that require a more profound understanding, namely: rational in terms of curriculum development, structure development, and the curriculum implementation. One form of implementation is the emergence of local values as one of the improvement of education to be more holistic, which is appeared in English subject.

English subject teaches the language wise and the culture. It doesn't mean that it will erode Indonesian's culture and point of view. English textbook materials are expected to have effect both on learning and character building of students. Therefore it is expected that the textbook contains many local values and local culture that at least can arise students' nationalism. As Tilaar (1999) mentioned that education has one aim and formula as culture wise, therefore education is not only to make people be "educate" but also "civilized". Based on the background above, this study focuses on analyzing the local values and culture in learning English subject entitled "Exploring local values and culture in English textbook".

II   MATERIALS AND METHOD

2.1   DEFINITION OF LOCAL VALUES

Local values can also be interpreted as "ideas or values, local or local view that is wise, full of wisdom, good-value embedded and followed by society" (Nurrahmawati, 2013). Local knowledge is formed as a local culture of excellence as well as the geographical conditions in the broad sense. Local wisdom is reflected in the values, customs and maxims and other forms of public life. With the implementation of value-laden local wisdom, the younger generation can be formed in terms of education holistically and preserve their culture better.

Meanwhile, according to Sirtha (2015), forms of local values in the community can be: values, norms, ethics, beliefs, customs, customary law, and specific rules. As for the types of local values, among others: governance, with regard to societal organize social groups; traditional values, values that are developed traditional society that govern ethics; Processes and procedures, preserve nature in accordance with the time; and selection of place and space.

2.2   THE LOCAL VALUES AND CULTURE IN LEARNING

Sutarno (2008) argued that the application of the local culture in learning at school level can be categorized into four areas:

1. Learn about the culture, which puts culture as science.
Culture studied in special study programs, and culture to culture. In this case, culture is not integrated with science.
2. Learn the culture, occurs when the culture was introduced to the students as a means or method for studying a certain subject. Learning the culture include the use of a variety of cultural manifestation. Thus, the culture and its manifestations are a medium of learning in the learning process, the context in the examples of the concepts or principles in a subject, as well as the context for the implementation of principle or procedure in a subject.
3. Learning through culture, a strategy that gives students the opportunity to demonstrate achievement of understanding or meaning is created in a subject through a variety of cultural manifestation.
4. Learning cultured, is a form of culture that embodies the real behavior of students everyday.

Further, he wrote, there are three kinds of model-based learning culture, i.e.: the model-based learning culture through traditional games and folk songs, the model-based learning culture through folklore, and the model-based learning culture through the use of traditional tools (Sutarno, 2008).

The method used in this research is descriptive method. Descriptive method according to Issec and Michael (in Rachmat, 2005) is intended to describe systematically the facts or characteristics of a particular population or a particular field factually and accurately. Therefore descriptive method used in this study is appropriate. This study describes a situation or event, not to look for or explain the relationship, and not to test hypotheses or make predictions. This study illustrates and depicts variables, i.e. information about the content of local value & culture in English textbook. Techniques in data collection are through the analysis of English textbooks based on some related theories. This study analyzed the components based on the value of local knowledge developed by Sirtha (2015), classified into types/forms of local value: value of religion/norms, customs, governance/social, procedures/ordinances, textual, buildings, and others (singing, clothes, etc.), then figured out the scope of the value based on Wahyuni (2013) whether it is traditional or modern.

III   RESULTS AND DISCUSSION

Ministry of National Education decree no. 20 year 2003 states that learning materials should correspond to student life, social environment, universal values, cultural values, and diversity. The culture of English speaking countries can be used as material for the receptive Skills (Listening and Reading). While for Productive Skills (Speaking and Writing), the material can be taken and developed from the students' culture, so that the moral values, the value of life, and local knowledge can be taught and used for students character building.

According to Zu and Kong (in Winarti, 2014), there are mainly two approaches to the introduction of culture, that is, the direct and indirect introduction. By direct introduction, the textbook provides students with materials concerning cultural aspect of language, which is a clear and unambiguous manner in the form of cultural knowledge. The examples of direct introduction include words accompanied by pictures, situational dialogue, texts depicting cultural event, and cultural notes. The other approach is indirect introduction in which culture is presented in an implicit way. This approach focuses on both in cognitive and affective or behavioural factor of the learner. Some typical cognitive activities are writing something about home culture, making contrast and comparison, cultural quizzes, searching for cultural information, discussion, and brainstorming.

There are eight (8) English textbooks taken as sample in this study, namely: "Bahasa Inggris: Berbasis pendidikan karakter bangsa edisi Kurikulum 2013" (Djuharie), "Bahasa Inggris Curriculum 2013 SMA/MA/SMK/MAK kelas XI" (Bashir), "Look Ahead: An English Course Edisi KTSP 2006" (Sudarwati & Grace), "Bahasa Inggris: Berbasis pendidikan karakter bangsa edisi KTSP 2006" (Djuhari), "English for SMK 1 Grade X edisi KTSP 2006" (Pramesti, et al.), "Get Along with English for Vocational School" (Sutinah, et al), "Pathways to English: Program Peminatan" (Sudarwati & Grace), and "Bahasa Inggris: Mata pelajaran wajib Kurikulum 2013" (M, Bachtiar & Arini).

The results of the analysis of local value and culture in the English textbooks for high school-MA / SMK are described in the following table:

No	Content	Activity	Page	Local values	Scope
A.	**Textbook "Bahasa Inggris: Berbasis Pendidikan Karakter Bangsa: Edisi Kurikulum 2013" for SMA/MA kelas XI, writer: Otong Setiawan Djuharie, publisher: Yrama Widya:**				
1	A student who just arrived in town wish to speak the local language	Activity 7: Speaking practice	5	Customs	Modern
2	Students brawling after school	Activity 15: Reading comprehension	28	Governance	Modern
3	Being religious	Activity 1: Writing practice	36	Religious	Traditional
4	Answering and responding to invitation	Activity 5 and 6: Writing practice	52	Governance	Traditional
5	Bull races	Activity 8: Reading comprehension	54	Customs	Traditional
6	The culture and values of Rumah Gadang	Activity 2: Reading comprehension	93	Building	Traditional
7	Vila Isola	Activity 22: Reading comprehension	105	Building	Traditional
B.	**Textbook "Bahasa Inggris Curriculum 2013 SMA/MA/SMK/MAK kelas XI", writer: Makhrukh Bashir, publisher: Kementerian Pendidikan dan Kebudayaan:**				
1	Let's Practice: Indonesian Chicken Satay	Activity 1: Reading Comprehension	14	Procedure	Traditional
2	Earthquakes: The Most Deadly Natural Hazards	Activity: Reading Comprehension	28	Textual	Traditional
3	Active Conversation about natural disasters in Indonesia	Activity: Conversation practice	40	Textual	Traditional
4	Shadow Puppetry	Activity: Let's Create/Contribute	60	Customs	Traditional
5	Life and Times of Ki Hajar Dewantara (Raden Mas Suwardi Suryadiningrat)	Activity: Reading comprehension	65	Textual	Traditional
C.	**. Textbook "Look Ahead: An English Course: Edisi KTSP 2006" untuk SMA/MA kelas XII, writer: Th.M.Sudarwati & Eudia Grace, publisher: Erlangga.**				
1	Hand in Hand: The tragedy in Aceh at the end of 2004	Activity: Joint Construction of Text	72	Textual	Traditional
D.	**Textbook "Bahasa Inggris: Berbasis Pendidikan Karakter Bangsa: edisi KTSP 2006" untuk SMA/MA kelas XI, penulis: Otong Setiawan Djuharie, penerbit: Yrama Widya**				
1	"Universitas Pendidikan Indonesia"	Reading Comprehension	42	Building	Traditional
2	"The girl is Sundanese"	Combine the sentence by using relative pronoun.	95	Governance	Traditional
3	"He enrolled Engineering class at ITB. Where...?"	Ask Direct Question about the situation given.	114	Building	Modern
4	"Indonesian Itinerary: arrive at Jakarta...stay at Hilton, Visit Ancol, Taman Mini, take a train to Bandung....in Yogyakarta, stay at the Intercontinental Hotel, visit Borobudur Temple, see some Javanese dancing...in Bali, stay at Bali Kuta Beach Hotel, visit some temples and art shows, spend a night at Ubud".	Ask question based on the information given	129	Building and textual	Modern
5	"All the arrangements for my trip to Bandung are now complete. I'm leaving for Bandung on ... I'm going to stay at Preanger Hotel. ... I'm going to take a bus tour to Tangkuban Perahu and Ciater...I'm going to do some shopping at Cihampelas...I will see Sundanese art performance at Ujo Centre...I will be enjoying the lake in Ciwidey...I will be eating all kinds of Sundanese food for breakfasts...I'm going to Puncak... ...I will be taking a trip around Dago to see Dago Pakar, Dago Tea House, Dago Art Gallery, and Dago Bowling..."	Pair up and Practice	130	Building and textual	Modern
6	"Which university do you like better, UGM or UI?"	Answer the question by using expressions of preference.	174	Building	Modern
E.	**Textbook "English for SMK 1 Grade X: edisi KTSP 2008", writer: Maria Regina Dyah Pramesti, Wirawan Sigit Pramono, Suhermawan, publisher: Pusat Perbukuan Kementerian Pendidikan Nasional.**				
1	"Semarang Train Schedule"	Study the train schedule and answer the question	141	Textual	Modern

2	"Flight schedule to and from Lombok"	Study the schedule to answer the question	143	Textual	Modern
3	"How do you like Jakarta?"	Listen and speaking practice	155	Textual	Modern
4	"Jl.A.Yani 202 Semarang"	Read the letters and answer the question	187	Building	Modern
5	"Gedung Wanita Jl.Cut Nyak Dien 99 Semarang"	Write invitation	194	Building	Modern
F.	**Textbook "Get Along with English: for Vocational School Grade XI Elementary Level: Edisi KTSP 2006", writers: Entin Sutinah, et al., publisher: Erlangga**				
1	"Bunaken: Breathtaking Underwater Life"	Reading comprehension	8	Building	Modern
2	"...Today we're going to explore the tea plantation in Pangalengan, Tangkuban Perahu mountain in Lembang, and Ciater hot spring water in Subang". We'll also visit the traditional bamboo music intrument concert in 'Sanggar Mang Ujo'"	Evaluation	19-20	Building	Modern
3	"'Languages' Grammar Difference'...I am Javanese, and my native language is Javanese....I'm Indonesian..."	Reading comprehension	40	Customs	Traditional
4	"...I graduated from Padjajaran University..."	Speaking practice	46	Building	Modern
5	"The education level of Indonesian Workers..."	Study the graph and answer the question	49	Textual	Modern
6	"...I have read your advertisement in Kompas on May 1, 2010..."	Reading comprehension "Application Letter"	51	Textual	Modern
7	"...planning a trip to Bali and Lombok...you left Bandung...visit Uluwatu... From Uluwatu, we are going to Bedugul...it's a place with a great view of a mountain and a lake.... to Kuta...is one of the best places to watch a sunset...Nusa Penida...has great underwater scenery...go to Lombok by ferry... Senggigi beach...is a nice sandy beach...surfing there...continue our trip to the Gili Islands	Reading comprehension "What is your plan?"	67-68	Building and procedure	Modern
8	"...I'm hoping to go to Yogyakarta..." "...Yogyakarta is a fascinating place. It has many places of interest, such as Parangtritis Beach, the Sultan Palace, Malioboro, and Beringharjo Traditional Market. ...also visit the Prambanan Temple which is located approximately 18 km east of Yogyakarta". "...you should try Gudeg. It's a special Yogyakarta's food..."	Reading comprehension	82-83	Building and textual	Modern
G.	**Textbook "Pathways to English: Program Peminatan" untuk SMA/MA kelas X, the writers: Th.M.Sudarwati & Eudia Grace, publisher: Erlangga**				
1	...We're going on Mount Merbabu climbing this week. Would you join us?...	Activity: Respond to the invitation (Accepting/Declining invitation)	13	Social	
2	...I'm leaving Manado...	Activity: Read the text and guess what it is.	14	Social	
3	Senggigi Beach Hotel Lombok... Grand Hotel Preanger Bandung, Mantra...Nusa Dua Hotel Bali...	Activity: Read the hotel brochures, Complete the table, Put a tick in the column if the facility is available.	106	Social	
4	...Your American friend wants to visit Indonesia ...Which hotel would you recommend him he stays in Indonesia?...	Activity: Discuss the situation based on the hotel brochures.	107	Textual, local	
5	...A study tour to Bali...Tourist hunt at Borobudur temple	Activity: Observe & match the pictures with the correct titles	117	Building, traditional	Traditional
6	...The ...places were Borobudur Temple, Yogyakarta Palace, and Malioboro...	Activity: Listen & fill in the blank spaces.	118	Building, traditional	Traditional
7	It Was a Memorable Event: ...The Diponegoro War...	Activity: Reading & act it out	124	Governance	Traditional
8	...Prince Diponegoro led a war against Dutch colonialism...	Activity: Which happened first?	125	Governance	Traditional
9	The Death of Bisma...Kurusetra...Kurawa...Pamdawa...Prabu Sentanu...Dewi Seyojana...Dewabrata...Hastinapura...Abiyasa...Dewi Amba...Mayapada...	Activity: Read and discuss	169-171	Textual	Traditional
10	Mutual Assistance in Indonesia...Bedah kampung programme	Activity: Match the	216	Textual	Traditio

	will be implemented through the traditional Indonesian custom of gotong royong or helping each other...gotong royong (mutual assistance)...	underlined words with the right headings			nal
11	Mutual Assistance in Indonesia...Gotong royong plays a very important role in Indonesia...	Activity: Read the text & answer the questions	217	Textual	Traditio nal
12	...Gotong royong activities as collective group action...How do Indonesian people use gotong royong?	Activity: Check the comprehension	218	Textual	Traditio nal
13	...The Dr. Kariadi General Hospital Medical center or RSUP Dr. Kariadi...in the city of Semarang, part of Indonesia...	Activity: Read and complete the information	265	Building	Modern
14	...Mount Merapi...	Activity: Find, watch a video of Mount Merapi, and complete the column.	266-267	Others	Traditio nal
15	...Jakarta is the capital city of Indonesia...Kota is the city's oldest commercial area...	Activity: Read & arrange the paragraphs	268-269	Governan ce	Modern
16	...The 2004 Indian Ocean earthquake...on Sunday, 26 December 2004, with the epicenter off the west coast of Sumatra, Indonesia...	Activity: Read & answer the questions	270-272	Others	Modern
17	...Bersatu kita teguh, bercerai kita runtuh...Rajin pangkal pandai...Berakit-rakit ke hulu, berenang-renang ke tepian...Dimana ada kemauan, di situ ada jalan...Dikasih hati, minta jantung...	Activity: Discuss the meaning of Indonesian proverbs.	280	Social	Traditio nal
H.	**Textbook "Bahasa Inggris: Mata Pelajaran Wajib" untuk SMA/MA kelas X, the writers: Bachtiar Bima M. & Yuniarti Dwi Arini, publisher: Intan Pariwara: 2016**				
1	...Mega will be backpacking to Bali...Ketapang Harbor...the Bali Strait and dock at Gilimanuk Harbor...	Activity: Read the text aloud	7	Procedure s	Modern
2	...I like Indonesian writers too, like Andrea Hirata and Ahmad Fuadi...	Activity: Reading comprehension	58	Textual	Modern
3	...there are some magnificent places to visit, such as Bali, Sulawesi, Papua, and Borneo...	Activity: Reading comprehension	58	Others	Modern
4	...In 2012-2013 this ship, located in Kampung Bunga Blangcut, Jayapura, Banda Aceh, was recovered ...is now a famous tourist attraction in Banda Aceh...	Activity: Read the text aloud	66	Building	Traditio nal
5	...Batam is famous as a trade center...	Activity: Listen and complete the text	67	Building	Modern
6	...Kutai National Park...	Activity: Reading comprehension	69	Building	Traditio nal
7	...Maimun Palace...Mount Leuser...	Activity: Reading comprehension	76	Building	Traditio nal
8	...Bukittinggi...Sianok Canyon...Panorama park...the Bung Hatta palace...	Activity: Reading comprehension	85	Building	Traditio nal
9	...Kota Tua Jakarta...the National Archives Building, Jakarta History Museum or Fatahillah Museum, ...Puppet Museum (Museum Wayang),...Bank Mandiri Museum, Bank Indonesia Museum, Jakarta Kota Station, ...Maritimr Museum (Museum Bahari), Sunda Kelapa Harbor, Kota Intan Bridge, Syahbandar Tower, Batavia Cafe, Batavia Hotel, ...	Activity: Read the text aloud and complete the statements that follow	87	Building	Modern
10	...Sunda Strait...Tanjung Lesung...	Activity: Complete the text with the suitable words	88	Building	Traditio nal
11	...Wayang Museum collect Indonesia leather wayangs, like Kedu, Tejokusuman, Ngabean, Surakarta, Banyumas, Cirebon, Gedog, Sadat, Madya Krucil, Sasak, Kaper, Wahyu, Kijang Kencana, Ukur, Suluh, Klitik, and Beber.	Activity: Arrange the paragraph	89	Building	Traditio nal
12	...Karimunjawa...the Java Sea...	Activity: Reading comprehension	93	Building	Traditio nal
13	..Bukit Duabelas National Park in Jambi...Orang Rimba...Anak Dalam...	Activity: Reading comprehension	94	Building	Traditio nal
14	...Galang island...	Activity: Reading comprehension	116	Building	Traditio nal
15	...Tanjung Puting National Park...Batu Basurek...the Majapahit Kingdom, Adityawarman...Siguntur Sawahlunto to Pagaruyung..	Activity: Reading comprehension	118	Building	Traditio nal

Table 1. Local Values and Culture in Eight (8) English Textbook For Senior High School

IV   CONCLUSION

The eight (8) English textbooks for high school level contain local value and culture. The local values that show in the books are: 64 expressions of local values & culture; 35 expressions of traditional values, and 29 expressions of modern values. On cultural aspects, the textbook approach is direct approach, means the text explained explicitly about the cultural content. Some of the cultural aspects that were discussed regarding customs and buildings are: bull races, *rumah gadang*, shadow puppetry/wayang/the death of Bisma, Diponegoro, Borobudur temple, Yogyakarta places, kota tua Jakarta, and mutual assistance (*gotong royong*). The scopes of the values are traditional and modern values. They are sufficient enough in introducing local values, both from traditional and modern perspectives. In Traditional values, places such as Vila Isola, Rumah Gadang, and Yogyakarta were mentioned. While in Modern values places such as hotel and tourist attraction (Bunaken, Bali, etc) were stated.

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TEACHING STRATEGIES FOR MULTICULTURAL STUDENTS AT BIPAS, UDAYANA UNIVERSITY

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Abstract

The relationship between teacher and student involves not just instruction, but interaction. When interaction fails because of teacher misperceptions of student behavior, instructional failure will often follow. This is in line with teaching BIPAS students who come from different countries. Teachers should use certain teaching strategies in order to meet the students' need and make the learning process successful. The aims of this research are to find out the teaching strategies and the situation of students-teacher interactions and students-students interactions in multicultural classrooms of BIPAS Program, Udayana University in Bahasa Indonesia classes. Malone (2012) stated that communicative approaches and instructional techniques are required to teach second language. The data was collected through a classroom observation and the documentation method through video recording during the classroom interaction was done to get the supporting data. It was found that communicative approach through emphasis on learning to communicative through classroom interaction, and cooperative learning such as small group discussion and pair work/discussion become the effective teaching strategies used for multicultural students at BIPAS, Udayana University. Both teacher-student interaction and student-student interaction are applied for multicultural students in the classroom.

Keywords: multicultural students, teaching strategies, interaction, communicative approach

I   INTRODUCTION

Bali International Programs of Asian Studies (BIPAS) is one of the seven international programs offered by the Center for International Programs (CIP), Udayana University. In this program, students/participants learn the Asian Studies, especially Balinese language and cultures. The subjects offered in this program are Bahasa Indonesia, Indonesian History, Ethnology, Culture and Customs, Economy and Business of South East Asia, International Tourism Management, International Business, Environmental Management and Sustainability, International Relations and Communication, International Entrepreneurship, Global Marketing, Business Law and Legal Tradition on Trade and Investment

In 2017, the students/participants come from 11 different European countries and The United States; those are Finland, Germany, Sweden, France, Denmark, Netherland, Czech Republic, and The United States. Every country in this world has different cultures in terms of their language, behavior, and art. Therefore, there are multicultural students/participants in a classroom, and the strategies used in teaching them are different from the hetero-cultural class.

Smith (2009) states that teachers need to think about different ways of teaching that might enable them to create better classroom activities for particular students and tailor instruction to their needs. The relationship between teacher and student involves not just instruction, but interaction. When interaction fails because of teacher misperceptions of student behavior, instructional failure will often follow. This is in line with teaching BIPAS students who come from different countries. Teachers should use certain teaching strategies in order to meet the students' need and make the learning process successful.

Based on the background explained, this research focuses on two main problems. Those problems are the teaching strategies used and the students' interactions in multicultural classrooms of BIPAS Program.

II   MATERIALS AND METHODS

Shaheena Choudhury in her article titled Interaction in Second Language Classrooms (2005) explained about teaching multicultural students. During her teaching experience with different cultural background, she mentioned that the teacher is also a facilitator that learns new cultures, tried to be sensitive on those differences. The teacher's interest in students' cultures will also motivate them to inform more details about their culture.

Merfat Alsubaie in the journal article titled Examples of Current Issues in Multicultural Classroom (2015) stated that teachers who learn more about their student's backgrounds, cultures and experiences

will feel more capable and efficient in their work as teachers. Flexibility is more important than knowledge in dealing with multicultural students.

The data sources in this research are students studied in BIPAS program batch 16. This batch was held from January to May 2017. The students were from Finland, Germany, Sweden, Denmark, Netherland, France, and Norway. The data source was specifically taken from the students of Bahasa Indonesia class C1 and D1 consists of 25 students for each class. The class was held in 100 minutes. The students in this class come from Germany (12 students), Finland (10 students), Sweden (2 students), Netherland (1 student). Indonesian Language is taught twice a week, on Monday and Tuesday.

The data was collected through a classroom observation. The students were observed in order to know which strategies are suitable for them due to different culture and learning behavior that they have. Furthermore, the documentation method through video recording during the classroom interaction was done to get the supporting data.

Teaching is the state of the art of a teacher. Different teaching strategy is nowadays needed for different purposes, in this case, it is based on the students' needs, the subjects taught in the classroom, and also the different cultural background of the students, especially for multicultural students in a classroom. Students in BIPAS program needs certain teaching strategies to make the learning goals successful. Malone (2012) stated that communicative approaches and instructional techniques are required to teach the second language. The communicative approach meant is related to CLT (Communication Language Teaching) that is designed for the classroom principles, those are "1) an emphasis on learning to communicate through interaction in the target language; 2) the introduction of authentic texts into the learning situation; 3) an enhancement of the learner's own personal experiences as important contributing elements to classroom learning; and 4) an attempt to link classroom language learning with language activities outside the classroom." In line with the communicative approach, Malone also describes the instructional techniques that are incorporated into the second language learning with good success like TPR, cooperative learning (small group, pairs), language experience approach, dialogue journals, academic language scaffolding, L1 support for L2, accessing learner's prior knowledge, and the last but not least, culture studies.

According to Sinclair and Coulthard (1975), the individual motivation from the students, response both for students and teacher, and evaluation of the student's performance (known as IRE exchange) are three important things in teaching and learning process. Regards to the BIPAS students' interaction in the classroom, those parameters were applied. The qualitative method by explaining descriptively the process of interaction and teaching strategy in BIPAS Bahasa Indonesia classroom was used in analyzing the data.

III   RESULTS AND DISCUSSION

Students' first languages and Bahasa Indonesia have different structures and grammar. There are some difficulties faced by the students in learning Bahasa Indonesia in BIPAS. BIPAS students are from European countries such as Finland, Sweden, Germany, Denmark, etc. Most of those students didn't use English as their national language. They used their languages when they talk to friends from the same country. They used English when they communicate with the students from different country. They spoke English not only when they meet their friends in the classroom but also when they meet each other during the breaktime outside the classroom.

3.1   TEACHING STRATEGIES IN MULTICULTURAL CLASSROOMS AT BIPAS

It was found through the classroom observation that there are three common mistakes done by the multicultural students.

3.1.1 INDONESIAN NOUN PHRASE CONSTRUCTIONS

Example: ibu saya → saya ibu

When students composed a sentence in Bahasa Indonesia, some of them still made mistakes in terms of the noun phrase constructions. The English noun phrase strongly influences this process. Even when it's already half of the semester, some students still made those mistakes.

3.1.2 AFFIXES

Example: di → diajar, ditulis

meN-   + ajar   → mengajar

+ baca → membaca

+ sewa → menyewa

Some students had difficult time to understand and remember some rules of the meN-constructions. The reason is because to many rules about this constructions while they have only limited time to learn about this verb within a semester.

3.1.3 COMPLEX NOUN

Example : perpustakaan, pemerintahan, mengendarai

From the observation, the communicative approach which emphasizes on communicative learning (two-way communication) is the strategy applied for teaching multicultural students at BIPAS. Both English and Indonesian are used in the explanation of the materials, i.e. the 1st – 4th meetings English was mostly used, and in the 5th – 16th meetings both English and Indonesian were used.

In teaching grammar of Bahasa Indonesia, the teacher used English in the beginning of semester dominantly because all students are beginners in learning Bahasa Indonesia. If the teachers taught them using Bahasa Indonesia, they would get confused in understanding all the information given. The most important thing for the beginner students of Bahasa Indonesia is that they can understand the meaning of each word, the structure of a sentence.

Teachers gave presentation in power point format to explain about grammatical and vocabularies of Bahasa Indonesia. Later on after the class finished, the teacher also shared it to all students into dropbox that both teacher and student have. Besides giving presentation, teachers also provided flashcards related to vocabularies discussed in that meeting.

3.2 STUDENTS' INTERACTION IN THE CLASSROOM

There were two kinds of interaction in the classroom activities of multicultural students at BIPAS, those were student-student interaction (happened when they practiced speaking) and teacher student-interaction (happened in explaining the materials and essay writing, in which the teacher evaluated the grammar and contents of students' essays.

Picture 1. Students Interaction on Group Discussion and Practices of Asking and Answering Questions

Picture 2. Students Interaction on Group Discussion and Practices of Asking and Answering Questions

Picture 3. Student and Teacher Interaction through teacher's explanation on writing the essay

Picture 4. Student and Teacher Interaction on giving instruction of how to make* Canang *(an offering)

The students' interaction in the classroom is reported that in order to ascertain whether each student knows the topic/material, teacher asks a known-answer question individually (I):

    a) English is the dominant language used in the first and second meetings.

    b) The third meeting and the rests: students were asked to do pair or group conversation and teacher mixed the group so they automatically get along with other students from different home university or country.

The student was expected to provide a brief response (R): Some instructions from teachers related to topics given including asking them to replying to the teacher's questions.

    a) Most students were passive in the beginning. Teachers needed to give more efforts to make them respond to the questions or even to make them smile.

b) Some students were friendlier than the others. But in some situation, the students gave more comments or even complaints because they expected perfection on the program.

Students' test results were corrected and evaluated by the teacher, and the feedback from teacher was given to the students. This process was done in order to share the noted mistakes made by them in composing some sentences.

IV CONCLUSION

Communicative approach through emphasis on learning to communicative through classroom interaction, and cooperative learning such as small group discussion and pair work/discussion become the effective teaching strategies used for multicultural students at BIPAS, Udayana University. Teacher-student interaction and student-student interaction are applied for multicultural students in the classroom.

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